

# **KIVETON PARK INFANT SCHOOL PAY POLICY**

**SEPTEMBER 2015**

*(Adapted from the RMBC model pay policy and amended to reflect the changes to the School Teachers' Pay and Conditions Document effective from September 2015)*

## **INTRODUCTION TO THE MODEL POLICY**

This model policy has been revised to reflect changes to the School Teachers' Pay and Conditions Document (STPCD) effective from 1<sup>st</sup> September 2015.

The statutory pay arrangements for teachers give significant discretion to "relevant bodies" – normally governing bodies, but LAs in some instances – to make pay decisions. It is essential for schools and LAs to have a pay policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions. Governing bodies should monitor the operation of the policy and pay decisions resulting from it in order to ensure that it continues to meet these criteria in practice.

Schools and LAs, when taking pay decisions, must have regard both to their pay policy and to the teacher's particular post within the staffing structure. All posts within the staffing structure should meet the criteria specified within the STPCD. It is good practice to attach a copy of the staffing structure to the pay policy. Pay policy must also be informed by the statutory requirements for teacher appraisal. These were revised for 1<sup>st</sup> September 2012 and those changes are reflected in this document. It is good practice to attach a copy of the school's appraisal policy to the pay policy.

This model pay policy has been the subject of discussion with the relevant trades unions and associations. It recommends a structure for schools to follow and covers all key areas of pay discretion that schools need to consider. Some items – such as the residential allowance – will clearly only apply to some establishments. All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability. The pay and appraisal policies should make clear the school's compliance with current relevant legislation and employment law.

Heads and governing bodies should review their pay policy each year, or when other changes occur to the School Teachers' Pay and Conditions Document, to ensure that it reflects the latest legal position. They should consult staff and unions where there are any significant changes. The pay policy should comply with the current School Teachers' Pay and Conditions Document and the accompanying statutory guidance. The pay policy should be used in conjunction with these, but, in the event of any inadvertent contradictions, the Document and guidance take precedence. Annual reviews of the pay policy should also take account of any changes to related legislation particularly that covering teacher appraisal.

This model pay policy only covers staff whose statutory pay and conditions of service fall under the terms of the Document. It does not cover support staff, who have their own pay determination mechanism. However, relevant bodies are encouraged to develop pay policies for support staff as appropriate.

Local Authorities in developing their own pay policies for unattached teachers, may adapt this model as appropriate to fit their circumstances.

In this model policy recommended text is in the left hand column. Notes and guidance (which do not form part of the text of the policy) are in the right hand column. Where recommended text is shown in *italics* this indicates that this is not a requirement of

the revised STPCD (2015), and that the adoption of this recommended text has significant implications for practice in schools. Governors may wish, therefore, to consider these italicised passages in more detail before adoption.

**KIVETON PARK INFANT SCHOOL: POLICY ON SCHOOL TEACHERS' PAY FOR 1<sup>st</sup> SEPTEMBER 2015 TO 31<sup>st</sup> AUGUST 2016**

<b>Recommended text</b>	<b>Notes and guidance</b>
<p>All teachers employed at Kiveton Park Infant School are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time. All pay-related decisions are made taking full account of the school improvement plan and teachers and unions have been consulted on this policy. All pay related decisions will be taken in compliance with relevant legislation and employment law.</p>	
<p><b>Pay Reviews</b></p> <p>The governing body will ensure that every teacher's salary is reviewed with effect from 1<sup>st</sup> September each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.</p> <p>A written statement will be given after any review and where applicable will give information about the basis on which it was made.</p> <p>Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will give the required notification as soon as possible and no later than one month after the date of the determination.</p>	<p>A revised pay statement must also be given where there are any other changes in pay arrangements in the year.</p>

**DETERMINATION OF STARTING SALARY AND PAY RANGES ON APPOINTMENT**

<i>Recommended text</i>	<i>Notes and guidance</i>
<p><b>Pay range for head teachers</b></p> <p>Decisions on setting or amending pay ranges for head teachers will be taken in accordance with the relevant paragraphs of</p>	<p>The Governing Body should determine the pay range for a head teacher when they propose to make a new appointment</p>

<p>the current STPCD which deal with the determination of the school's head teacher group and head teacher pay range.</p>	<p>or at any time if they consider this necessary to reflect significant changes in the responsibilities of the post.</p> <p>The school policy on the determination of the head teacher pay range for appointments after 1<sup>st</sup> September 2015 is set out in Appendix 3.</p> <p>Guidance should be sought from HR where Governing Bodies wish to determine the head teacher pay range on appointment. Guidance should also be sought from HR where a governing body is considering a change to the head teacher pay range.</p>
<p><b>Pay range for deputy heads and assistant head teachers</b></p> <p>Decisions on setting or amending pay ranges for deputy and assistant head teachers will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the pay ranges for those staff.</p>	<p>The Governing Body should determine the pay range for deputy and assistant head teachers when they propose to make new appointments or where there is a significant change in the responsibilities of serving deputy or assistant heads.</p> <p>The school policy on the determination of the pay range for deputy and assistant head teachers for appointment after 1<sup>st</sup> September 2015 is set out in Appendix 3.</p> <p>Guidance should be sought from HR where Governing Bodies wish to determine the pay range of deputy and assistant head teachers on appointment. Guidance should also be sought from HR where a governing body is considering a change to the pay range for deputy and assistant head teachers.</p>
<p><b>Salary range determination for main range and post-threshold teachers</b></p> <p><i>This school will <b>normally</b> set the salary range for vacant teacher posts as the lower limit of the main pay range and the upper limit of the upper pay range.</i></p>	<p>STPCD is no longer specific about the pay range on which such posts must be advertised.</p>
<p><b>Pay range for leading practitioners</b></p> <p>Where a post of leading practitioner is</p>	<p>The determination of the individual pay</p>

<p>created within the staffing structure, the Governing Body will determine the individual pay range for that post (within the overall national pay range for leading practitioners).</p>	<p>range should be made taking into account any recommendations from the head teacher.</p>
<p><b>Post-threshold teachers</b></p> <p><i>Teachers who have previously been employed on the upper pay range will <b>normally</b> be appointed on a salary:</i></p> <ul style="list-style-type: none"> <li>- <i>at least commensurate with their current salary level, and</i></li> <li>- <i>taking into account entitlement to performance related pay progression on the upper pay range (for September appointments) based on evidence from the previous employing school.</i></li> </ul> <p>In making the determination of starting salary, the Governing Body may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> <li>• the requirement for, and value of, any relevant qualifications and experience, in relation to the post</li> <li>• evidence of previous performance</li> <li>• the wider school context</li> </ul>	<p>STPCD (2015) specifies that employment on the upper pay range (UPR), including the reference point at which they are employed, remains permanent only while a teacher is employed in the same school.</p> <p>The effect of this is that a teacher previously employed on the upper pay range may be appointed to either a different reference point on UPR, or a reference point on main professional range. In respect of progression on the upper pay range, a governing body is not obliged to accept evidence from the previous employing school which might justify further progression on the upper pay range at the point of appointment (for September appointments).</p>
<p><b>Teachers</b></p> <p><i>Teachers will <b>normally</b> be appointed on a salary:</i></p> <ul style="list-style-type: none"> <li>- <i>at least commensurate with their current salary level, and</i></li> <li>- <i>taking into account entitlement to performance related pay progression on the main pay range (for September appointments) based on evidence from the previous employing school.</i></li> </ul> <p>In making the determination of starting salary, the Governing Body may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> <li>• the requirement for, and value of, any relevant qualifications and experience, in relation to the post</li> <li>• evidence of previous performance</li> <li>• the wider school context</li> </ul>	<p>STPCD (2015) specifies that progression up the main pay range (MPR) remains permanent only while a teacher is employed in the same school.</p> <p>The effect of this is that a teacher may be appointed to a different reference point on MPR. In respect of progression on the main pay range, a governing body is not obliged to accept evidence from the previous employing school which might justify further progression on the main pay range at the point of appointment (for September appointments).</p>
<p><b>Newly Qualified Teachers</b></p> <p><i>NQTs will <b>normally</b> be appointed on the</i></p>	

<p><i>minimum of the main pay range.</i> The Governing Body may decide to appoint at a higher salary.</p> <p>In making the determination of starting salary, the Governing Body may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> <li>• the requirement for, and value of, any relevant qualifications and experience, in relation to the post</li> <li>• evidence of previous performance</li> <li>• the wider school context</li> </ul>	
<p><b>Part-time teachers</b></p> <p>Teachers appointed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The governing body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the STPCD.</p>	<p>Part-time teachers are entitled to PPA time pro-rata to full-time teachers.</p> <p>Governing bodies are responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work.</p>
<p><b>Short notice/supply teachers</b></p> <p>Teachers appointed on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.</p> <p>Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by 6.5 to arrive at the hourly rate.</p>	<p>Teachers should be paid for all the hours they are required to be on the school premises. Consideration should be made for non-contact time.</p>
<p><b>Unqualified teachers</b></p> <p>In making the determination of starting salary within the pay range for unqualified teachers, the Governing Body may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> <li>• the requirement for, and value of, any relevant qualifications and experience, in relation to the post</li> <li>• evidence of previous performance</li> <li>• the wider school context</li> </ul>	<p>Governing Bodies may wish to consider relevant qualifications/experience from areas such as:</p> <ul style="list-style-type: none"> <li>- teaching in the further or higher education</li> <li>- industrial or commercial training</li> <li>- instructional roles within the Armed Forces</li> <li>- overseas teaching which does not confer</li> </ul>

	a QTS qualification recognised in the UK
<p><b>Unqualified teachers on employment-based routes into teaching</b></p> <p>In making the determination of starting salary within the pay range for unqualified teachers, the Governing Body will pay an unqualified teacher registered on an employment based training route to QTS at least the minimum within the pay range for unqualified teachers (also see above 'Unqualified teachers' for discretion on starting salary).</p>	

## DETERMINATION OF ANNUAL PAY PROGRESSION

<i>Recommended text</i>	<i>Notes and guidance</i>
<p>In making pay decisions the Governing Body must make reference to the initial pay recommendation contained within the appraisal report. The date by which the appraisal cycle will be completed, and the resulting appraisal report made available, is determined by the school and specified in the school's Appraisal Policy.</p> <p>In the case of NQTs, whose appraisal arrangements are different, pay decisions must make reference to the statutory induction process and the pay recommendation contained within the final assessment report.</p> <p>For any teacher, it will be possible for a no progression determination to be made without recourse to the capability procedure. <i>A no progression determination will be made where concerns about a teacher's performance arise which may be managed without recourse to capability.</i></p>	<p>All teachers subject to the 2012 Appraisal regulations must have an annual appraisal, but schools are free to determine the start and finish dates for the cycle. Our recommendation is that the appraisal cycle for teachers should be completed annually by 31<sup>st</sup> October and for head teachers no later than 31<sup>st</sup> December.</p> <p>NQTs who are undertaking statutory induction are not in appraisal, but covered by a separate process leading to a final assessment report which should contain a recommendation on pay.</p> <p>See Appendix 1.</p> <p>Reference should also be made to the revised Local Authority Capability Process</p>
<p>The process for making decisions on the pay of teachers at the school is as follows.</p> <p>1. The Governing Body will make decisions about pay for all teachers including the head teacher.</p>	<p>It is recommended that the Governing Body establish a committee to make determinations of pay in accordance with the pay policy. This function might either be performed by a dedicated pay committee or</p>

<p>2. In accordance with the Appraisal Policy, where a recommendation on pay is required, it must be made in writing as part of the teacher's appraisal report. The Governing Body must have regard to this recommendation in making their decision.</p> <p>3. The appraiser may be the Head teacher or a member of staff to whom the Head teacher has delegated the role of the appraiser. <i>Where the role of appraiser is delegated, it is delegated in its entirety including the recommendation on pay.</i></p> <p>4. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team or the head teacher. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.</p>	<p>be part of a more wide ranging personnel committee. It is recommended that the committee has fully delegated powers and if so must be established in accordance with the appropriate school governance regulations.</p> <p>It is recommended that the basis upon which a pay decision is made is recorded and communicated to each member of staff by the head teacher, in writing, and that decisions on the pay of the head are communicated by the Chair of the Governing Body, in writing.</p> <p>The requirement to delegate this role in its entirety is no longer specified in the national appraisal regulations or guidance.</p>
<p><b>Appeals</b></p> <p>The arrangements for considering appeals are as follows:</p> <p><i>A teacher may seek a review of any determination in relation to his pay or any other decision taken by the Governing Body (or a committee acting with delegated authority) that affects his pay.</i></p> <p><i>The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination;</i></p> <p><i>That the person or committee by whom the decision was made –</i></p>	

- a) *incorrectly applied any provision of the Document;*
- b) *failed to have proper regard for statutory guidance;*
- c) *failed to take proper account of relevant evidence;*
- d) *took account of irrelevant or inaccurate evidence;*
- e) *was biased; or*
- f) *otherwise unlawfully discriminated against the teacher.*

*The order of proceedings is as follows:*

1. *The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.*
2. *If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the committee.*
3. *Where this is not possible or where the teacher continues to be dissatisfied, he/she may make a formal representation to the committee.*
4. *The teacher should set down in writing the grounds for questioning the pay decision and send it to the committee who made the determination.*
5. *The timescale for steps 1 – 4 in this process will be a period of 10 working days from the original decision. Where there is a delay in meeting the individual to discuss the rationale for the decision, the timescale will be extended as appropriate.*
6. *The committee or person who made the determination should provide a hearing, normally within ten working days of receipt of the written appeal, to consider the representations and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.*
7. *Any appeal should be heard by a panel*

In this situation it will be more practical for the head teacher, who has been involved in the process, to provide the rationale for the decision and to discuss that with the individual.

For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or union representative (both the hearing and the appeal in paragraphs 6 and 7 opposite would apply). Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.

<p><i>of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.</i></p>	
<p><i>The governing body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine progression.</i></p>	<p>This is not a specific requirement of the STPCD.</p>
<p><b>Head teacher</b></p> <p>The pay progression of the head teacher will normally be limited to the range set by the head teacher pay range.</p> <p>In exceptional circumstances the Governing Body may wish to determine the provision of discretionary payments to the head teacher in accordance with the provisions of the STPCD.</p> <p>In making any determination on pay progression for the head teacher, the Governing Body must have regard to any recommendation on pay recorded in the head teacher's most recent appraisal report.</p> <p>In agreeing movement up the pay scale, the Governing Body will consider whether the head teacher has demonstrated sustained high quality of performance, having regard to the results of the most recent appraisal carried out.</p> <p><i>Pay progression will normally be by one point in the course of one school year, but movement by two points may be considered where performance is assessed as exceptional.</i></p> <p><i>In making a determination on pay</i></p>	<p>STPCD (2014) removed the limit on annual progression for all members of the leadership group. The governing body, however, retains discretion in determining a limit on annual progression to be included within the Pay Policy.</p>

<p><i>progression the Governing Body will apply the criteria contained within Appendix 1.</i></p>	
<p><b>Deputies and assistant heads</b></p> <p>In making any determination on pay progression for the deputy or assistant head teacher, the Governing Body must have regard to any recommendation on pay recorded in the deputy or assistant head teacher's most recent appraisal report.</p> <p>In agreeing movement up the pay scale, the Governing Body will consider whether the deputy or assistant head teacher has demonstrated sustained high quality of performance, having regard to the results of the most recent appraisal carried out.</p> <p><i>Pay progression will normally be by one point in the course of one school year, but movement by two points may be considered where performance is assessed as exceptional.</i></p> <p><i>In making a determination on pay progression the Governing Body will apply the criteria contained within Appendix 1.</i></p>	<p>STPCD (2014) removed the limit on annual progression for all members of the leadership group. The governing body, however, retains discretion in determining a limit on annual progression to be included within the Pay Policy.</p>
<p><b>Progression to upper pay range for main range teachers</b></p> <p>Any qualified teacher may apply to be paid on the upper pay range. <i>Applications to be paid on the upper pay range from 1st September must be made in writing to the head teacher before the final date of the appraisal cycle (normally 31<sup>st</sup> October).</i></p> <p>An application from a qualified teacher will be successful where the Governing Body is satisfied:</p> <ul style="list-style-type: none"> <li>a) that the teacher is highly competent in all elements of the Teachers' Standards</li> <li>b) that the teacher's achievements and contribution to the school are substantial and sustained</li> </ul> <p>In making any determination on progression to the upper pay range Governing Body</p>	<p>Applications to progress to the upper pay range are no longer restricted to teachers currently on the maximum of the main pay range.</p> <p>An application letter is technically only an application to be assessed for progression. It does not need to contain any supporting evidence.</p> <p>There are no longer separate standards for post-threshold teachers.</p> <p>The Governing Body of the school may consider it reasonable to expect applicants</p>

<p>must have regard to <i>the two most recent appraisal reports and any recommendation on pay recorded in the teacher's most recent appraisal report</i>. In making the any determination on progression the Governing Body will take into account any advice from the head teacher or the senior leadership team.</p> <p><i>Following a successful application to progress to the upper pay range a teacher will normally be placed on the minimum of that range</i>. The Governing Body may decide to place the successful applicant at a different salary within the range having taken into consideration the value of any relevant qualifications and experience, and/or evidence of previous performance</p> <p><i>In making a determination on pay progression the Governing Body will apply the criteria contained within Appendix 1.</i></p>	<p>to have progressed to (or substantially towards) the maximum of the main pay range in order to be able to securely evidence criterion (b). See Appendix 1.</p> <p>It is no longer a requirement that evidence for progression to the upper pay range be based on an assessment of the evidence contained within the two most recent appraisal reports.</p>
<p><b>Teachers on the upper pay range</b></p> <p>The Governing Body must consider annually whether or not to increase the salary of teachers not at the maximum of the upper pay range and, if so, by how much within the upper pay range.</p> <p>In making any determination on pay progression the Governing Body must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report.</p> <p><i>In making a determination on pay progression the Governing Body will apply the criteria contained within Appendix 1.</i></p>	<p>See Appendix 1.</p> <p>Continued good performance over a number of years should give a classroom teacher a reasonable expectation of progressing to the top of their respective pay range.</p> <p>The Governing Body has discretion to decide the amount of the salary increase within the pay range.</p>
<p><b>Teachers on the main pay range</b></p> <p>The governing body must consider annually whether or not to increase the salary of teachers and, if so, by how much within the main pay range.</p> <p>A recommendation on pay must be made in writing as part of the appraisal report, and the governing body must have regard to this</p>	<p>See Appendix 1.</p> <p>Continued good performance over a number of years should give a classroom teacher a reasonable expectation of progressing to the top of their respective pay range.</p>

<p>recommendation in making their decision.</p> <p><i>In making a determination on pay progression the Governing Body will apply the criteria contained within Appendix 1.</i></p>	<p>The Governing Body has discretion to decide the amount of the salary increase within the pay range.</p>
<p><b>NQTs</b></p> <p><i>Upon successful completion of the induction year, where the NQTs contractual arrangement is continuing, the Governing Body will increase the salary of the NQT. The salary will <b>normally</b> be increased of one reference point.</i></p> <p>The governing body must have regard to the pay recommendation contained within the NQT’s final assessment report in making their decision.</p> <p><i>In making a determination on pay progression the Governing Body will apply the criteria contained within Appendix 1.</i></p>	<p>Upon successful completion of the induction year, where the NQTs contractual arrangement is continuing, the Governing Body must consider whether or not to increase the salary of an NQT and, if so, by how much within the main pay range.</p>
<p><b>Unqualified teachers</b></p> <p>The Governing Body must consider annually whether or not to increase the salary of unqualified teachers and, if so, by how much within the pay range for unqualified teachers.</p> <p>A recommendation on pay must be made in writing as part of the appraisal report, and the governing body must have regard to this recommendation in making their decision.</p>	<p>Continued good performance over a number of years should give an unqualified teacher a reasonable expectation of progressing to the top of the pay range for unqualified teachers.</p> <p>The Governing Body has discretion to decide the amount of the salary increase within the pay range for unqualified teachers.</p>

## SAFEGUARDING

<i>Recommended text</i>	<i>Notes and guidance</i>
<p><b>Safeguarding</b></p> <p>Decisions on safeguarding of pay will be taken in accordance with the relevant paragraphs of the current STPCD which deal with safeguarding.</p>	<p>There are specific provisions within STPCD which deal with the issues of the amounts of safeguarding and the formal timescales involved.</p>

--	--

## ALLOWANCES

<i>Recommended text</i>	<i>Notes and guidance</i>
<p><b>Teaching and Learning Responsibility Payments (TLRs)</b></p> <p>TLRs will be awarded using the criteria set out in the STPCD.</p> <p>Where appropriate, the school will make use of the provision for fixed term TLRs (TLR 3) again following the criteria set out in the STPCD.</p>	<p>TLRs may only be awarded in the context of the school's staffing structure and pay policy.</p> <p><b>Criterion and factors for award of all TLRs</b></p> <p><u>Criterion</u></p> <p>A Teaching and Learning Responsibility payment ("TLR") may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which he is made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.</p> <p><u>Factors</u></p> <p>Before awarding a TLR, the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that</p> <ol style="list-style-type: none"> <li>a) is focused on teaching and learning;</li> <li>b) requires the exercise of a teacher's professional skills and judgement;</li> <li>c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;</li> <li>d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and</li> <li>e) involves leading, developing and enhancing the teaching practice of other staff</li> </ol>

	<p>Criteria (c) and (e) above do <u>not</u> apply to the award of a TLR3.</p> <p>Before awarding a TLR1 the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.</p> <p><u>Values</u></p> <p>The values of TLRs must fall within the following ranges:</p> <p>a) the annual value of a TLR1 is £7,546 - £12,770;</p> <p>b) the annual value of a TLR2 is £2,613 - £6,386.</p> <p>All TLR roles should have an agreed job description which clearly defines the additional responsibilities. For each TLR, an assessment should be made of the level of responsibility in order to establish the value of that TLR within the parameters of the appropriate TLR range.</p> <p>STPCD(2014) no longer requires a minimum difference of £1500 within the TLR ranges.</p> <p>For time-limited school improvement projects or one-off externally driven responsibilities, TLR 3s will be used. These will be time-limited (with the duration of the fixed term determined at the outset), with payment made on a monthly basis for the duration of the fixed term.</p> <p>Safeguarding does not apply to the cessation of a TLR3.</p> <p>The annual value of a TLR3 will be no less than £517 and no greater than £2,577.</p>
<p><b>Special educational needs allowances</b> SEN allowances will be awarded in accordance with the provisions of the STPCD.</p>	<p>A SEN allowance of no less than £2064 and no more than £4075 per annum may be payable to a classroom teacher.</p>

	<p>The Governing Body must award a SEN allowance to a classroom teacher-</p> <ul style="list-style-type: none"> <li>(a) in any SEN post that requires a mandatory SEN qualification;</li> <li>(b) in a special school;</li> <li>(c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;</li> <li>(d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post - <ul style="list-style-type: none"> <li>(i) involves a substantial element of working directly with children with special educational needs;</li> <li>(ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and</li> <li>(iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.</li> </ul> </li> </ul> <p>Where a SEN allowance is to be paid, the Governing Body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors-</p> <ul style="list-style-type: none"> <li>(a) whether any mandatory qualifications are required for the post;</li> <li>(b) the qualifications or expertise of the teacher relevant to the post; and</li> <li>(c) the relative demands of the post</li> </ul>
<p><b>Additional allowance payable to unqualified teachers</b></p> <p><i>In exceptional circumstances the Governing Body may make use of the provision within</i></p>	

<i>STPCD to pay an additional allowance to an unqualified teacher.</i>	
--	--

**ADDITIONAL PAYMENTS**

<p>The Governing Body may make such payments as they see fit to a teacher, including a head teacher (see note opposite), in respect of -</p> <ul style="list-style-type: none"> <li>(a) continuing professional development undertaken outside the school day;</li> <li>(b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;</li> <li>(c) participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body;</li> <li>(d) additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools</li> </ul>	<p>Additional payments may only be made to reward head teachers for temporary or time-limited activity. The permanent responsibilities of a head teacher must be taken into account when determining the head teacher's salary range.</p>
<p><b>Recruitment and retention incentives and benefits for teachers</b></p> <p>The Governing Body and, where it is the teacher's employer, the authority, may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.</p>	<p>Where the Governing Body is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the relevant body must conduct a regular formal review of all such awards. The relevant body should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.</p> <p>Head teachers may not be awarded recruitment and retention payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a head teacher must be taken into account when determining the head teacher's salary range,</p>
<p><b>Residential duties</b></p> <p><i>Any payment to teachers for residential</i></p>	

<i>duties must be determined by the relevant body.</i>	
--	--

## PAY POLICY APPENDICES

### APPENDIX 1

#### PAY PROGRESSION BASED ON PERFORMANCE

*In this school all teachers are subject to annual appraisal. Appraisal is a supportive and developmental process that recognises teachers' strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in full in the school's appraisal policy.*

*Teachers' appraisal reports will contain a pay recommendation. Final decisions about whether or not to accept the pay recommendation contained within the appraisal report will be made by the Governing Body, taking into account advice from the senior leadership team or the head teacher based upon their knowledge of the teacher's performance in the wider context of the school, and drawing upon any relevant additional information available to the leadership team beyond the content of the appraisal report.*

*The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.*

*In this school the recommendation on pay contained within the appraisal report will indicate:*

*a) in respect of the objectives set for the appraisal cycle:*

- the extent to which teachers have met the performance criteria specified within their objectives*

*b) in respect of overall performance:*

- the extent to which teachers have fulfilled their job description and any leadership role*
- The extent to which teachers have met the relevant standards at a level appropriate to their career stage*

*Where a teacher is applying for progression to the Upper Pay Range, or is eligible for pay progression on the Upper Pay Range, the initial recommendation on pay will additionally indicate the extent to which the teacher meets the criteria for progression (a) and (b) below:*

- a) the teacher continues to be highly competent in all elements of the Teachers' Standards*
- b) the teacher's achievements and contribution to the school continue to be substantial and sustained*

*The Governing Body of this school will **normally** expect applicants to have progressed to (or substantially towards) the maximum of the main pay range in order to be able to securely evidence criteria (a) and (b) for progression to the upper pay range.*

*The rate of progression for all teachers will be differentiated according to an individual teacher's performance. In this school differentiation will lead to the award of 'standard', 'enhanced/ faster', or 'no' progression. The criteria for each award are set out below.*

## **Progression criteria for NQTs on successful completion of Induction**

### **Standard progression**

On successful completion of induction NQTs may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as fully meeting the relevant standards at a level appropriate to their career stage

### **Enhanced progression**

On successful completion of induction NQTs may be eligible for a pay increase of **two reference points** (within the pay range specified) if:

- they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage

## **Progression criteria for teachers on the Main Pay Range and Lead Practitioner Range**

### **Standard progression**

Teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as having fully met the performance criteria specified in their objectives, or as having made good progress against (but not fully achieved) very challenging objectives

and

- they are assessed as fully meeting the relevant standards at a level appropriate to their career stage

### **Enhanced progression**

Teachers may be eligible for a pay increase of **two reference points** (within the pay range specified) if:

- they are assessed as having significantly exceeded the performance criteria specified within their objectives

and

- they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage

### **No progression**

A no progression determination may be made if teachers:

- are assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging

objectives

and/or

- they are assessed as not meeting the relevant standards at a level appropriate to their career stage

A no progression determination may be made where concerns about a teacher's performance arise which may be managed without recourse to the capability procedure.

### **Progression criteria for teachers on the Upper Pay Range**

#### **Standard progression**

After each period of **two years** on UPR, teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as having fully met the performance criteria specified in their objectives, or as having made good progress against (but not fully achieved) very challenging objectives for two consecutive years

and

- they are assessed as fully meeting the relevant standards at a level appropriate to their career stage for two consecutive years

and

- they are assessed as having additionally continued to meet criteria (a) and (b) for two consecutive years

#### **Faster progression**

After a period of **one year** on UPR teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as having significantly exceeded the performance criteria specified within their objectives for one year

and

- they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage for one year

and

- they are assessed as having additionally continued to meet criteria (a) and (b) for one year

#### **No progression**

A no progression determination may be made if teachers on UPR:

- are assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives

and/or

- they are assessed as not meeting the relevant standards at a level appropriate to their career stage

and/or

- they are assessed as not having additionally continued to meet criteria (a) and (b)

*for two consecutive years*

*A no progression determination will be made where concerns about a teacher's performance arise at the level expected of a teacher on UPR which may be managed without recourse to the capability procedure.*

**Progression criteria for leadership group (head teachers, deputy and assistant head teachers) for the Appraisal Year 2014/15**

Standard progression

*Members of leadership group may be eligible for a pay increase of **one point** (within the pay range specified) if:*

- *He/she is assessed as having fully met the performance criteria specified in his/her objectives, or as having made good progress against (but not fully achieved) very challenging objectives*

*and*

- *He/she is assessed as fully meeting the relevant standards at a level appropriate to their career stage*

Enhanced progression

*Members of leadership group may be eligible for a pay increase of **two points** (within the pay range specified) if:*

- *He/she is assessed as having significantly exceeded the performance criteria specified within their objectives*

*and*

- *He/she is assessed as significantly exceeding the relevant standards at a level appropriate to their career stage*

No progression

*A no progression determination may be made if the member of leadership group:*

- *Is assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives*

*and/or*

- *is assessed as not meeting the relevant standards at a level appropriate to their career stage*

*A no progression determination may be made where concerns about a member of leadership group's performance arise which may be managed without recourse to the capability procedure.*

## APPENDIX 2

### PAY RANGES INCLUDING REFERENCE POINTS FROM 1<sup>ST</sup> SEPTEMBER 2015 TO 31<sup>ST</sup> AUGUST 2016

<b>Unqualified teachers - Pay Range including Reference Points for Unqualified Teachers from 1<sup>st</sup> September 2015</b>	
<b>Scale Point</b>	<b>Annual Salary England and Wales (excluding the London Area)</b>
	£
1	£16,298
2	£18,192
3	£20,088
4	£21,984
5	£23,879
6	£25,776

<b>Qualified Teachers - Main Pay Range including Reference Points for Qualified Teachers from 1<sup>st</sup> September 2015</b>	
<b>Scale Point</b>	<b>Annual Salary England and Wales (excluding the London Area)</b>
	£
1	£22,244.00
2	£24,001.00
3	£25,931.00
4	£27,927.00
5	£30,126.00
6	£32,831.00

<b>Upper Pay Range from 1<sup>st</sup> September 2015</b>	
<b>Scale Point</b>	<b>Annual Salary England and Wales (excluding the London Area)</b>
	£
U1	£35,218.00
U2	£36,522.00
U3	£37,871.00

<b>Pay Range for Leading Practitioners from 1<sup>st</sup> September 2015</b>	
<b>Scale Point</b>	<b>Annual Salary England and Wales (excluding the London Area)</b>
	£
Minimum	£38,598
Maximum	£58,677

<b>Head Teachers' Groups from 1<sup>st</sup> September 2015</b>		
<b>Group</b>	<b>Range of reference Points</b>	<b>Salary range</b>
		<b>£</b>
1	L6 - L18	£43,663 - £58,677
2	L8 - L21	£45,875 - £63,145
3	L11 - L24	£49,480 - £67,962
4	L14 - L27	£53,179 - £73,142
5	L18 - L31	£58,677 - £80,671
6	L21 - L35	£63,145 - £88,982
7	L24 - L39	£67,962 - £98,099
8	L28 - L43	£74,957 - £107,210

<b>Leadership Pay Range from 1<sup>st</sup> September 2015</b>	
<b>Reference Point</b>	<b>Annual Salary England and Wales (excluding the London Area)</b>
	<b>£</b>
L1	£38,598
L2	£39,564
L3	£40,552
L4	£41,562
L5	£42,597
L6	£43,663
L7	£44,841
L8	£45,875
L9	£47,021
L10	£48,228
L11	£49,480
L12	£50,619
L13	£51,886
L14	£53,179
L15	£54,503
L16	£55,951
L17	£57,237
L18	£58,677    £58,096
L19	£60,130
L20	£61,622
L21	£63,145    £62,520
L22	£64,715
L23	£66,318
L24	£67,962    £67,289
L25	£69,652
L26	£71,375
L27	£73,142    £72,418
L28	£74,957

L29	£76,814
L30	£78,725
L31	£80,671    £79,872
L32	£82,676
L33	£84,731
L34	£86,825
L35	£88,982    £88,101
L36	£91,187
L37	£93,453
L38	£95,765
L39	£98,099    £97,128
L40	£100,548
L41	£103,059
L42	£105,642
L43	£107,210

## APPENDIX 3

### DETERMINATION OF LEADERSHIP PAY RANGE ON APPOINTMENT PART A – DETERMINING THE HEAD TEACHER PAY RANGE FOR NEW HEAD TEACHER APPOINTMENTS

The diagram below setting out the recommended three stage process for determining the head teacher pay range for new head teacher appointments. It is based on the non-statutory guidance provided by the School Teachers' Pay Review Body on page 24 of its Twenty-Third Report (2014). Text in the right-hand column is additional guidance from Rotherham HR and SES on the content of School Teachers' Pay and Conditions Document (2015) relating to the process.

Emboldened text in *italics* in the right-hand column is not statutory, but is recommended practice for governing bodies to **adopt as policy**. Governors may therefore wish to consider these emboldened italicised passages in more detail before its adoption as school policy.

			<b>Additional guidance with <i>Recommended Policy from 1<sup>st</sup> Sept 2015</i></b>
<b>1</b>	<b>Define the job</b> Set out the responsibilities, accountabilities and expected outcomes for the job as well as the skills and competence required.	<b>Set head teacher group</b> Determine which head teacher pay group is appropriate for the school using the total unit score (for all schools if permanent responsibility for more than one school)	STPCD (2015) continues to specify eight head teacher pay groups calculated by reference to total unit scores. Each of the eight pay groups has a defined pay range.
<b>2</b>	Governing body should exercise discretion at these stages.	↓	
		↓	
		<b>Context</b> Make an assessment of your school's context and the complexity of the head teacher role.	
		<b>Set indicative head teacher pay range</b>	

		<p>Define a narrower head teacher pay range (within the broader head teacher pay group) that is appropriate for the head teacher role in your school.</p>	<ul style="list-style-type: none"> <li>i. STPCD(2015) specifies that the maximum of the head teacher pay range should not <u>normally</u> exceed the maximum of the head teacher pay group applicable to the school (see 1 above). However, the head teacher's pay range <u>may</u> exceed the maximum of the head teacher's pay group by no more than 25% in <u>exceptional</u> cases and where supported by a business case.</li> <li>ii. STPCD (2015) does not require the use of reference points from the leadership range to set either the maximum or minimum of the head teacher pay range or progression points within the head teacher pay range.  <b><i>The Governing Body of this school will continue to use reference points in setting the maximum and minimum of the head teacher pay range and progression points within the pay range.</i></b></li> <li>iii. STPCD (2015) does not require that the head teacher pay range consists of seven consecutive points.  <b><i>The Governing Body of this school will continue to set a head teacher pay range consisting of seven consecutive points.</i></b></li> </ul> <p>Further guidance is contained within a</p>
--	--	---	--

			<p>spreadsheet obtainable from Rotherham HR setting out the calculation of an appropriate seven point head teacher range calculated by reference to the school's total unit score.</p> <p>iv. STPCD (2015) specifies that the pay range for a deputy or assistant head teacher should only overlap the head teacher's pay range in exceptional circumstances.</p> <p><b><i>The Governing Body of this school will ensure that the <u>minimum</u> of the head teacher's pay range is:</i></b></p> <p><b><i>a) At least the next point higher on the leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school</i></b></p> <p><b><i>b) At least the next point higher on the leadership range than the salary of the highest paid classroom teacher in the school</i></b></p>
		<p style="text-align: center;">↓</p> <p><b>Review Benchmarks</b> Refer to available benchmark data to ensure that the assessment of context is accurate.</p>	<p>v. No national information is currently available to support school in benchmarking the head teacher salary range. Information on the head teacher ranges currently being used in Rotherham schools will be available from HR. <u>However, this will be general in nature and will not give information about specific schools.</u></p>

		<p><b>Advertise</b> Publish and advert for the head teacher position which details responsibilities, accountabilities and expected outcomes along with the person specification.</p> <p style="text-align: center;">↓</p>	
<b>3</b>	Governing bodies should exercise discretion at these stages.	<p><b>Select</b> Undertake the selection process.</p> <p style="text-align: center;">↓</p>	
		<p><b>Assess</b> Assess the candidate against the skills and competencies required.</p> <p style="text-align: center;">↓</p>	
		<p><b>Decide starting salary</b> Set head teacher pay range and starting salary for the head teacher taking into account decisions made above, but also considering candidate specific factors. Allow scope for performance related progression over time.</p>	<p>vi. STPCD(2015) specifies that, in the case the case of a new appointment, the Governing Body may wish to consider adjusting the head teacher pay range (decided at Stage 2 above) to take account of how closely their preferred candidate meets the requirements of the post. See note (ii) above on the maximum salary allowed.</p> <p>vii. STPCD (2015) specifies that in determining the starting salary in relation to the head teacher pay range, the</p>

			<p>Governing Body must seek to ensure that there is appropriate scope within the range to allow for performance related progress over time</p> <p><b><i>The Governing Body will seek to ensure that, in deciding the starting salary within the head teacher pay range determined, there are a minimum of four points available for subsequent performance related pay progression linked to the annual appraisal process.</i></b></p>
--	--	--	--

## PART B – DETERMINING THE PAY RANGE FOR NEW DEPUTY OR ASSISTANT HEAD TEACHER APPOINTMENTS AFTER 1<sup>ST</sup> SEPTEMBER 2014

The diagram below setting out the recommended three stage process for determining the head teacher pay range for new deputy or assistant head teacher appointments after 1<sup>st</sup> September 2014 is based on the non-statutory guidance provided by the School Teachers' Pay Review Body on page 26 of in its Twenty-Third Report (2014).

Emboldened text in *italics* in the right-hand column is not statutory, but is recommended practice for governing bodies to **adopt as policy**. Governors may therefore wish to consider these emboldened italicised passages in more detail before its adoption as school policy.

			<b>Additional guidance with <i>Recommended Policy from 1<sup>st</sup> Sept 2014</i></b>
<b>1</b>		<p><b>Define the job</b> Set out the responsibilities and accountabilities as well as the skills and level of competence required.</p>	
		<p style="text-align: center;">↓</p> <p><b>Consider the specific role</b></p> <ul style="list-style-type: none"> <li>• Make an assessment of whether the role and its responsibilities and accountabilities are significant, distinct from other leadership posts and have whole school responsibilities.</li> <li>• Consider how the role fits within the wider leadership structure of the school.</li> </ul>	
<b>2</b>			

	Governing body should exercise discretion at these stages.	<p><b>Consider fit with pay ranges for other posts</b>  After considering the significance of the role and the responsibilities and accountabilities, assess where pay should sit relative to other posts.</p> <p style="text-align: center;">↓</p>	
		<p><b>Set indicative pay range</b>  Define a pay range that is appropriate for the DHT / AHT role in your school.</p>	<p>i. STPCD (2015) does not require the use of reference points from the leadership range to set either the maximum or minimum of the pay range for DHT / AHT appointments or progression points within the pay range.</p> <p><b><i>The Governing Body of this school will continue to use reference points in setting the maximum and minimum of the pay range and progression points within the pay range for DHT / AHT appointments.</i></b></p> <p>ii. STPCD (2015) does not require the pay range for DHT / AHT appointments to consist of five consecutive points.</p> <p><b><i>The Governing Body of this school will continue to set a pay range consisting of five consecutive points for DHT / AHT appointments.</i></b></p> <p>iii. STPCD (2015) specifies that the pay range for a deputy or assistant head teacher</p>

			<p>should only overlap the head teacher’s pay range in exceptional circumstances.</p> <p><b><i>The Governing Body of this school will ensure that the <u>minimum</u> of the head teacher’s pay range is at least the next point higher on the leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school.</i></b></p> <p>iv. STPCD (2015) no longer specifies a minimum differential between the minimum of the deputy head teacher’s pay range and the salary of the highest paid assistant head teacher or the highest paid classroom teacher.</p> <p><b><i>The Governing Body of this school will ensure that the <u>minimum</u> of the deputy head teacher’s pay range is not less than the next leadership point above the salary of the highest paid classroom teacher (excluding Leading Practitioners) and the minimum of the assistant head teacher’s pay range of the highest paid assistant head teacher.</i></b></p> <p>v. STPCD (2015) does not require a minimum differential between the minimum of the assistant head teacher’s pay range and the salary of the highest paid classroom</p>
--	--	--	--

			<p>teacher.</p> <p><b><i>The Governing Body of this school will ensure that the <u>minimum</u> of the assistant head teacher's pay range is not less than the next leadership reference point above the salary of the highest paid classroom teacher (excluding Leading Practitioners).</i></b></p>
		↓	
		<p><b>Advertise</b> Publish and advert for the post (if appropriate) which details responsibilities and accountabilities along with the person specification.</p>	
<b>3</b>	Governing bodies should exercise discretion at these stages.	<p><b>Select</b> Undertake the selection process.</p>	
		↓	
		<p><b>Assess</b> Assess the candidate against the skills and competencies required.</p>	
		↓	
		<p><b>Decide starting salary</b> Set pay range and starting salary for the DHT / AHT taking into account decisions made above but also considering candidate specific factors. Allow scope for performance related</p>	<p>vi. STPCD (2015) specifies that, in the case of a new appointment, the Governing Body may wish to consider adjusting the pay range for DHT / AHT appointments (decided at Stage 2 above) to take</p>

		<p>progression over time.</p>	<p>account of how closely their preferred candidate meets the requirements of the post.</p> <p>vii. STPCD (2014) specifies that in deciding the starting salary in relation to the pay range for DHT / AHT appointments, the Governing Body must seek to ensure that there is appropriate scope within the range to allow for performance related progress over time.</p> <p><b><i>The Governing Body will seek to ensure that, in deciding the starting salary, there are a minimum of two points available for subsequent performance related pay progression linked to the annual appraisal process.</i></b></p>
--	--	-------------------------------	---