



Love, Learn, Aspire

'Let all that you do be done in love.' 1 Corinthians 16:14

Preston Primary (VC) School

Teacher Pay Policy

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Approval

Approved by: Full Governing Body	
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Version

Version	Author	Notes
V1.0	I Luitingh	Changes to Formatting
V1.1	M Taylor	Removal of Jo Wilde and added Oliver Clarke as Co-Chair of Governors

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1. Introduction and Scope

- 1.1 This policy sets out the framework for how decisions on pay are made. As a maintained setting, the applicable terms are contained within the 'School Teachers' Pay and Conditions Document (STPCD)'. In adopting this pay policy the aim is to:
- maximise the quality of teaching and learning
 - support the recruitment and retention of a high-quality workforce
 - recognise and reward teachers for their contribution to improvement
 - ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and improvement plans
 - ensure that pay decisions are made in a fair and transparent way
 - ensure that available financial resources are allocated appropriately and sustainably.
- 1.2 Pay decisions are made by the Governing Board where the value of a post is set in the structure (leadership ranges, TLR and SEN allowances).
- 1.3 Our Pay Policy, the staffing and pay structure should be reviewed annually, and in consultation with staff and their representatives, or whenever significant changes in national and local agreements on pay and conditions necessitate a review.
- 1.4 This policy has been subject to consultation with Trade Unions. It does not form part of anybody's contract of employment and may be varied.

2. Basic pay determination on appointment

- 2.1 On appointment of a successful candidate, leaders will determine the starting salary to be offered, within the prescribed range set in the structure by the Governing Board,.
- 2.2 In making such determinations, a number of factors will be taken into account which may include:
- the nature of the post
 - the level of qualifications, skills and experience required
 - market conditions
 - the wider setting context.
- 2.3 Pay will be set in line with any specific restrictions set out in the relevant terms and conditions and this policy.
- 2.4 There is no assumption that any employee will be paid at the same rate as they were being paid by a different employer.

Leadership pay group

- 2.5 The Governing Board has assigned individual pay ranges for each leadership group post which have been calculated in accordance with the STPCD and are set out in Appendix 1.
- 2.6 These will be reviewed on determining the pay range for a vacancy prior to it being advertised taking account the needs of the organisation and skills and experience of a new appointment.
- 2.7 These ranges will only change:
- where the accountability and responsibility of the post significantly increase since it was last reviewed
 - in order to reflect a change in value of a post following a recruitment exercise which warrants a review of the leadership group ranges in order to maintain a suitable pay differential.
- 2.8 The pay range for the Headteacher will be kept within the range attributed to the school group size in the STPCD. Any other leadership group post will not overlap with the pay range of the Headteacher.

3. Performance related pay

- 3.1 Teachers are required to participate in arrangements made for the annual review of their performance. This will be managed in accordance with the Appraisal Policy. Relevant information from performance management reviews will be considered when taking pay decisions or when advising those responsible for taking pay decisions in relation to the annual pay review process. The Governing Body agrees the budget and will ensure that appropriate funding is allocated for performance pay progression at all levels.
- 3.2 The Governing Board will ensure fairness by annually sampling anonymised appraisal reports to moderate the process to ensure reviews and associated pay recommendations are consistent.
- 3.3 Decisions on performance pay progression will be based on an assessment of the overall performance of the individual.
- 3.4 A teacher will be eligible for annual performance pay progression where they:
1. have been assessed as meeting all of the teaching standards, throughout the assessment period
 2. have had their teaching assessed as at least good overall during the assessment period
 3. Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall
 4. Lead Practitioners will be expected to demonstrate outstanding teaching overall
 5. have been assessed as meeting the requirements of their job description/job role

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6. meet their individual performance appraisal objectives (consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives)
 7. have demonstrated a personal responsibility for identifying and meeting their CPD need
 8. are performing in line with the skill level/behaviour descriptors/career grade expectations.

3.5 The evidence which will be considered in assessing performance may include:

- quality of teaching against the Teaching Standards, including formally observed practice
- professional dialogue
- received feedback
- performance appraisal statements
- pupil progress data
- CPD records
- self-assessment.

3.6 In the case of Upper Pay Range teachers and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider organisation.

3.7 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report, and considering advice from the senior leadership team.

3.8 There are no automatic annual incremental pay rises.

3.9 Judgements of performance will be made against objectives set, meeting relevant professional standards, performance considerations set out in this policy, and for teachers, the relevant career level expectations linked to pay value within ranges.

3.10 For those on the Main, Upper and Unqualified Pay Ranges, pay progression will follow incremental progression up the Advisory Pay Points contained with the STPCD, where all criteria are met.

3.11 Those on the Leadership Pay Range, and Leading Practitioner Pay Ranges will follow incremental progression up reference points determined by the Governing Board where all criteria are met.

3.12 Whilst the Governing Board may on occasion have reference points which mirror those published by other organisations there is no requirement to do so and annual reviews will consider our circumstances including, but not limited to, affordability.

3.13 Progression is usually limited to one reference point per annum, biennially in the case of the Upper Pay Range. The pay points and values used by us are set out in Appendix 1.

Accelerated progression

- 3.14 A teacher may, as part of their annual appraisal meeting, request to be considered for accelerated pay progression either within the pay band or to the next pay band at the end of that review cycle. This will be subject to review of performance against the skills level descriptors and may require additional or more challenging objectives to be set for the appraisal period as set out in the Appraisal Policy.

Movement to the Upper Pay Range

- 3.15 Any qualified teacher, having previously demonstrated competency to progress to Band 2 of the pay range as an accomplished teacher, may apply to be paid on the upper pay range. Any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.
- 3.16 Applications may be made once per year and must:
- Be made on the appropriate application and submitted to the Headteacher, outlining a summary of performance, which can be evidenced if required, that demonstrates the required standards.
 - Be submitted no later than the end of the summer term (July) in each year for consideration to move to the Upper Pay Range in the subsequent Autumn term (consideration will be given to accepting late applications where exceptional circumstances exist). The Governing Board encourage an early indication be given at the objective setting stage so that teachers may be supported to look at progress toward the standards during the appraisal cycle prior to the application being reviewed.
- 3.17 If a teacher is simultaneously employed at another setting, they may submit separate applications to each. We will not be bound by any pay decision made by another setting.
- 3.18 Where evidence is reduced due to maternity or disability related absence(s) the Governing Board will consider the evidence available and base a determination on what would have been the outcome following appraisal assuming that performance continued.

The assessment

- 3.19 An application will be successful, if the Headteacher and the Pay Committee are satisfied that:
- the teacher is highly competent in all elements of the teaching standards
 - the teacher's achievements and contribution to the organisation are substantial and sustained
 - the teacher has fulfilled the skills level descriptors/career grade expectations for Band 3.
- 3.20 This means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period
- been assessed as meeting their performance appraisal objectives over a sustained period and in addition, that teaching has been rated as good overall, with some outstanding, over a sustained period
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning
- the teacher has demonstrated that they have made an impact on the organisation beyond their own class/group(s) over a sustained period. This may include.
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice
 - contributing to policy and practice which has improved teaching and learning across the organisation.

- 3.21 Sustained means maintained continuously over a period of at least two years.
- 3.22 **Please note:** We will exercise our discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period due to maternity, adoption, shared parental leave or ill health.
- 3.23 The Headteacher or another assigned member of the senior leadership team (SLT) will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Pay Committee.
- 3.24 The Headteacher or another assigned member of the SLT will use the evidence contained in the teachers' performance appraisal review paperwork to make their assessment.
- 3.25 A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.
- 3.26 The Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Pay Committee will confirm the decision by 31 December.
- 3.27 Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).
- 3.28 Where the application is not successful, the Headteacher or an assigned member of the SLT will provide verbal and written feedback which may be used to inform the ongoing performance appraisal process to help develop their skills to work toward a future successful application.

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- 3.29 Being subject to capability action may have an impact on the pay review for that or the following academic year. However, the incremental point may be considered following a further pay review retrospectively, if the employee makes sufficient progress to reach a good level of performance. The employee concerned should be formally notified of the possibility of not being awarded the forthcoming incremental point as soon as possible. Every effort should be made to provide the employee with the appropriate support and training to help them improve their performance within the context of the capability framework.

4. Cost of living pay awards

- 4.1 The increase to the national framework as set out in the STPCD will only apply to the minima and maxima of individual pay ranges and allowances.
- 4.2 Teachers on the minima of the pay range, who are not due to receive performance-related progression, will have their salary uplifted by the relevant percentage to ensure compliance with the framework set out in the STPCD.
- 4.3 Teachers will not automatically have their pay increased in accordance with uplifts to the STPCD; any individual increase will be on the basis of performance and in line with the criteria for pay progression set out in this policy.

5. Pay increases arising from changes to the STPCD

- 5.1 The increase to the national framework as set out in the STPCD will only apply to the minima and maxima of individual pay ranges and allowances.
- 5.2 Teachers on the minima of the pay range, who are not due to receive performance-related progression, will have their salary uplifted by the relevant percentage to ensure compliance with the framework set out in the STPCD.
- 5.3 Teachers will not automatically have their pay increased in accordance with uplifts to the STPCD; any individual increase will be on the basis of performance and in line with the criteria for pay progression set out in this policy.

6. Additional allowances and other payments

Teaching and learning responsibility (TLR) payments

- 6.1 TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the staffing structure for ensuring the continued delivery of high-quality teaching and learning for which they are accountable. i.e., where a post:
- is focused on teaching and learning
 - requires the exercise of a teacher's professional skills and judgment

- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils
- involves line management, leading, developing, and enhancing the teaching practice of others
- must be a significant responsibility that is not required of all classroom teachers.

How and what level of TLR to qualify for:

- 6.2 To qualify for a TLR1 payment, the post holder's role must include line management responsibility for a significant number of people.
- 6.3 A TLR payment will not be awarded in respect of teaching duties in Special Educational Needs or pastoral care.
- 6.4 TLRs will not generally be awarded in a primary setting for subject coordination, as all teachers, where not otherwise restricted from doing such work, will have the same responsibility and are not therefore eligible for a TLR.
- 6.5 The Governing Board will award TLR payments within the range prescribed in the 'School Teachers' Pay and Conditions Document'. The Governing Board has determined the value of TLR posts as set out in Appendix 1.
- 6.6 Teachers may not hold more than one TLR1 or TLR2 payments at the same time, however in some circumstances teachers can hold one or more TLR3 payments in addition to a TLR1 or TLR2 payment.
- 6.7 The Governing Board may award a fixed-term TLR3s to a classroom teacher for clearly time-limited improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the day. The fixed term for which they are to be awarded must be established at the outset of the award. Consecutive TLR3s for the same responsibility will not be awarded unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to salary safeguarding.
- 6.8 TLR payments will be awarded to the holders of the relevant posts included in the approved staffing structure. TLR1 and TLR2 payments will be paid pro-rata to part-time teachers, but a TLR3 allowance awarded will be paid in full.

How long is a TLR applied for?

- 6.9 TLR1 and TLR2 payments are linked to the post and therefore will usually only cease when changes to the post are implemented in the staffing structure or when the employee resigns for the post.

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- 6.10 TLR 3 payments are for a fixed, time-limited period, for example a teacher could be awarded for a specific time-limited improvement project or one off externally driven responsibility.
- 6.11 With reference to safeguarding please refer to section 6 of the policy, there will be no salary safeguarding of any fixed term/temporary TLR payments.

Special educational needs (SEN) allowances

- 6.12 The Governing Board will award SEN allowances in accordance with the criteria and provisions set out in the current STPCD.
- 6.13 The value of SEN allowances to be paid are set out in Appendix 1.

Unqualified teacher allowance

- 6.14 The Governing Board may determine that an allowance be paid to an unqualified teacher where, in the context of the staffing structure, the teacher has taken on a sustained additional responsibility which is:
- focussed on teaching and learning; and
 - requires the exercise of a teachers' professional skills and judgement: or
 - qualifications or experience which bring added value to the role undertaken.

Recruitment and retention allowance (R&R)

- 6.15 The Governing Board may, on the advice of the Headteacher, consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:
- required to attract suitable candidates for a post which it has been, or it is considered difficult to fill
 - required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- 6.16 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will consider salary levels within the structure. Allowances of this nature will typically fall within the range £500 - £3,000.
- 6.17 The R&R payments are not permanent and must be reviewed annually. These payments can be withdrawn at any time and do not require advance notice for removal of the allowance.
- 6.18 Recruitment and retention payments are not payable to any employee on the leadership pay range.

Additional payments - provision of service to another setting

- 6.20 The Governing Board may authorise the Headteacher to provide services relating to the raising of standards in another setting. Where such an agreement is

authorised, the Governing Board will determine, what, if any, proportion will be paid to the Headteacher and/or other staff, of additional income received by us as part of the agreement. Any such payments will be made in accordance with the terms of the STPCD and will be temporary with no entitlement to safeguarding on cessation.

Bonuses and honoraria payments

- 6.21 The Governing Board will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria.

7. Part-time and non-permanent teachers

- 7.1 Teachers employed on an ongoing basis but who work less than a full working week are deemed to be part-time. The Governing Board will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the timetabled teaching week for a full-time teacher in an equivalent post, using the pro-rata principle as per the STPCD.

Short notice/ supply teachers

- 7.2 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.
- 7.3 The Agency Workers Regulations Provide for an agency Teacher who has worked in the same setting for more than twelve weeks to have the right to be paid in accordance with the normal terms and conditions applied to the post in which work is undertaken. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

8. Salary Safeguarding

- 8.1 The Governing Board will operate salary safeguarding arrangements in line with the provisions of the STPCD applicable at the time of safeguarding being applied.

9. Appeals

- 9.1 Pay recommendations will be contained within 'Performance Appraisal Review Statements' and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.

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- 9.2 An employee may make a formal appeal against a decision on pay, which must be submitted in writing within seven calendar days of receipt of written notification of that decision setting out the grounds for their appeal in full.
- 9.3 The grounds of appeals will likely be based on one or more of the following: the decision maker(s):
- incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
 - incorrectly applied the provisions of our pay policy
 - failed to have proper regard for statutory guidance
 - failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence
 - were biased
 - otherwise unlawfully discriminated against the employee.
- 9.4 Appeals will be heard by the Pay Appeals Committee.
- 9.5 The Appeals will be heard at a meeting, normally within twenty working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.
- 9.6 Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the meeting.
- 9.7 The decision of the appeal committee will be notified in writing. The decision of the Governing Board's Pay Appeals Committee is final and there is no recourse to the grievance procedure.
- 9.8 The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.
- 9.9 The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities.

10. Monitoring the impact of this policy

- 10.1 The Governing Board will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of staff to assess its effect and continued compliance with equalities legislation.

The Governing Body will ensure that its processes are open, transparent, and fair. All decisions will be objectively justified. Adjustments to the application of this policy will be considered on a case-by-case bases, where an employee has been absent from work for an extended period of time including maternity and sickness absence.

Appendix 1 - teaching salary ranges and values

The Governing Board have determined that the following ranges and values be used. Values set may only be amended by the Governing Board and will only where there is evidence of significant additional accountability and responsibility attributed to the post.

Leadership Group posts

The specific pay ranges for leadership posts are:

Headteacher (Leadership Range)	Leading Practitioner Range
£66,363 – £90,255	£52,026 - £79,092

We have adopted the Advisory Pay Points for the Main and Upper Pay Ranges which are as follows:

Main Pay Range

Spine Point	England
M1 (MPR minimum)	£32,916
M2	£34,823
M3	£37,101
M4	£39,556
M5	£42,057
M6-(MPR maximum)	£45,352

Upper Pay Range

Spine Point	England
U1-(UPR minimum)	£47,472
U2	£49,232
U3-UPR maximum)	£51,048

We have adopted the Advisory Pay Points for the Unqualified Teacher Range as set out below:

Spine Point	England
UTPR1 (UTPR minimum)	£19,340
UTPR2	£21,559
UTPR3	£23,777
UTPR4	£25,733
UTPR5	£27,954
UTPR6 (UTPR maximum)	£30,172

Teaching and Learning Responsibility (TLR) Payments:

TLR values are fixed relative to level of responsibility

There are no TLR payments associated with any roles within Preston Primary School.

Where appropriate for project work that will not continue for more than one year the Governing Board will use TLR3s. These will fall within the range £702 to £3,478 in accordance with the STPCD.

Where it is appropriate to award an SEN allowance we will pay: £2,787

Appendix 2 -Professional skills level descriptors

Professional Area	Relevant Standards	Band 1: Teacher		Band 2: Accomplished Teacher		Band 3: Expert Teacher*	
		Main pay scale 1-3		Main pay scale 4-6		Upper Pay range 1-3	
Professional Practice	1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are good		All aspects of teaching over time are good		Many aspects of teaching over time are outstanding	
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with expectations		Most pupils progress in line with expectations without additional support		Significant numbers of pupils exceed expectations	
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues, and parents		These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.		Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges	
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues		Takes a proactive role in identifying areas for professional development, accessing advice, and adapting practice		Proactively leads the professional development of others in a way which leads to improved outcomes for pupils	
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for professional conduct set out in the Teachers' Standards		Meets the standards for professional conduct set out in the Teachers' Standards		Meets the standards for professional conduct set out in the Teachers' Standards	

