

Model Policy for Determining Teachers' Pay 2023/24

The relevant Body of _____ School adopted this policy on _____

INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and/or the recognised trade unions. A copy of this document will be made available to staff at the school.

In adopting this pay policy the aim is to:

[Insert your school's / local authority aims here. For example:

- *assure the quality of teaching and learning at the school*
- *support the recruitment and retention of a high quality teacher workforce*
- *enable the school to recognise and reward teachers appropriately for their contribution to the school*
- *help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.*

Pay decisions at this school are made by the relevant Body. The relevant Body will be responsible for the review of the Pay Policy. The Head Teacher will be responsible for advising the relevant Body on its decisions.

[Insert any particular arrangements for your school / local authority. For example, decisions may be made by an individual (e.g. a governor or the head) or a pay committee of the relevant Body.

The mandatory cost of living pay rise will be applied in accordance with the current STPCD.

PAY REVIEWS

The relevant Body must consider annually whether or not to increase the salary of staff who have completed a year in employment since the previous pay determination, with effect from 1 September and no later than 31 October each year, and that all teachers are given 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. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group of teachers with a protected characteristic under the Equality Act 2010 (Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation) or TU membership. Pay determinations must comply with all the requirements of discrimination legislation – Employment Rights Act 1999, Equality Act 2010, Part time workers (Prevention of less Favourable Treatment) Regulations 2002 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002

Where a pay determination leads or may lead to the start of a period of safeguarding, the relevant Body will give the required notification as soon as possible and no later than one month after the date of the determination in accordance with the current STPCD.

BASIC PAY DETERMINATION ON APPOINTMENT

The relevant Body undertakes that it will not restrict the pay range advertised or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

In making such salary pay range determinations for **advertising posts**, the relevant Body should take into account a range of factors, including:

(These options are for guidance only and are not intended to supply an exhaustive list, and may not apply to all appointments):

- the level of the post
- the level of qualifications, skills and experience required
- recruitment incentives for difficult to recruit to posts

The salary range will be made clear by the School / local authority in any recruitment advertising and throughout the selection process. E.g. Unqualified Teacher Range, Main Pay Range to Upper Pay Range and any TLR if applicable, Leading Practitioner Range or the Leadership Range, including any recruitment incentives.

In determining the starting salary for a teacher, including unqualified and unattached teachers, the relevant Body will determine the salary to be offered on the following basis:

- The relevant body will apply the principle of pay portability, subject to the appropriate area or group pay range, in making pay determinations for all new appointees to the school.
- Consider the starting salary for unattached teachers in accordance with the STPCD.
- The level of relevant qualifications, skills and experience in line with the following:
 - One point for each year of service as a qualified teacher in a school, higher education or further education, including sixth form colleges in England or Wales, or in countries outside England and Wales in the maintained sector of the country concerned;
 - One point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the position applied for.
- Current qualified teachers applying will be appointed to the appropriate pay range either the Main Pay Range, the Upper Pay Range, leadership or leading practitioner pay range as appropriate.

PAY PROGRESSION BASED ON PERFORMANCE

In this school/local authority all teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal process where teachers have completed a year in employment since the previous annual pay determination (see also absences during the appraisal cycle below). It should recognise their strengths, inform plans for their future development, and help to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's / local authority's appraisal policy.

Decisions regarding pay progression will be made with reference to the teachers' performance as assessed through the appraisal reports and the pay recommendations they contain. In the case of Early Career Teachers (ECT), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process with progression being able to occur both during and after induction.

It will be possible for a 'no progression' determination to be made without recourse to the Professional Support Policy for teaching staff, or the Professional Support Procedure for Headteachers. However, a 'no progression' determination should not be a surprise to the individual as they should have been made aware that they have not made sufficient progress in achieving their objectives or have failed to maintain the Teaching Standards.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school / local authority we will ensure fairness by *(insert here how the school / local authority will ensure that objectives and assessments are consistent, including any arrangements for quality assurance, moderation and ensuring compliance with discrimination legislation and the nine protected characteristics: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation or TU membership)*. Pay determinations must comply with all the requirements of discrimination legislation – Employment Rights Act 1999, Equality Act 2010, Part time workers (Prevention of less Favourable Treatment) Regulations 2002 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The evidence we will use may include *(insert here the range of sources that may be used as the basis for assessing performance e.g. self-assessment, tracking pupil progress, lesson observations etc.)* These will be assessed against the objectives set within the appraisal and progression will be on the basis of teachers meeting all or showing significant progress towards their objectives and maintaining the relevant Teachers Standards. If the appraisal is deemed to be successful and they are maintaining the relevant teaching standards, staff will progress either annually for the main pay range or bi-annually for the upper pay range or annually in exceptional circumstances.

Teachers' appraisal reports will contain written pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the relevant Body, having regard to the appraisal report and the pay recommendation contained therein taking into account advice from the senior leadership team. Pay decisions must be clearly attributable to the performance of the teacher in question. The relevant Body will ensure that appropriate funding is allocated for pay progression at all levels.

Appraisal objectives will be appropriate to the scale point the teacher is on and in line with their level of experience and where applicable in accordance with the 2012 Regulations.

Pay progression should be in line with the pay reference points within the relevant grade for the

post, e.g., M1 – M6 or UP 1 – 3 etc.

Continued good performance should give an unqualified teacher an expectation of progression to the top of their pay range.

In this school / local authority, judgements of performance will be made against (*insert here how performance will be assessed against objectives and the relevant standards*) and teachers will be eligible for pay progression if (*insert here what the minimum expectations are for pay progression*).

ABSENCES DURING THE APPRAISAL CYCLE

Employees going on maternity, adoption or shared parental leave should have an appraisal completed prior to the beginning of the leave wherever possible. This will contain a pay recommendation for consideration at the School's annual appraisal and pay recommendation cycle.

To ensure that employees are not disadvantaged due to absence (for example maternity/ adoption leave, shared parental leave or long term sickness etc.) a person has completed a year of service if they have completed periods of employment amounting to at least 26 weeks in aggregate in the previous school year / previous 12 months. Where a person is absent from work due to pregnancy, maternity leave, adoption leave, shared parental leave, unpaid parental leave or paternity leave, the period of absence counts towards the 26 weeks referred to above.

For absences other than those detailed above, the relevant body may determine that the period of absence counts as if the person was at work.

UNQUALIFIED TEACHERS PAY RANGE

The pay range for an unqualified teacher in this School / local authority has been agreed by the relevant body and is shown in the table below.

Pay progression to the main pay range for unqualified teachers at this School will be determined in accordance with the criteria set out in the School Teachers Pay and Conditions Document.

Pay Range for Unqualified Teachers (UTR) 2023

Scale point	Annual Salary England (excluding the London Area)
1	£20,598
2	£22,961
3	£25,323
4	£27,406
5	£29,772
6	£32,134

An additional allowance may be paid to an unqualified Teacher in accordance with the current STPCD document.

An unqualified teacher, on obtaining qualified teaching status, must transfer to the pay range for teachers in accordance with the provisions in the current STPCD document.

TEACHERS PAY RANGE

The pay range for classroom teachers in this School / local authority has been agreed by the relevant Body and is shown in the table below.

Pay Range for Teachers (Main scale) 2023

Scale point	Annual Salary England and Wales (excluding the London Area)
1	£30,000.00
2	£31,737.00
3	£33,814.00
4	£36,051.00
5	£38,330.00
6	£41,333.00

Upper Pay Range for Post-Threshold Teachers 2023

Scale point	Annual Salary England (excluding the London Area)
U1	£43,266.00
U2	£44,870.00
U3	£46,525.00

Upper Pay Range – teachers **must** be paid on the UPR if:

- They are employed as a post threshold teacher for as long as they are employed at that school without a break in continuous service.
- They applied to be paid on the UPR and were successful in applying at that school and there has been no break in continuous service
- They were a teacher employed as a member of the leadership group in that school, continues to be employed at that school with no break in continuous service and was first appointed as such on or after 1/9/2000 and occupied such a post or posts for an aggregate period of 1 year or more.

And the teacher in a – c above will not be paid on the pay range for leading practitioners or as a member of the leadership group.

UPR – teachers **may** be paid on the UPR if:

- The teacher is defined as a post-threshold teacher (PTT) but was not employed as a PTT in that school or was employed as a PTT in that school prior to a break in the continuity of employment.
- The teacher applied to another educational setting to be paid on the UPR in accordance with the current STPCD document and that application was successful. or
- The teacher was formerly paid on the pay range for leading practitioners.

- d) In the case of an unattached teacher, the teacher previously applied to be paid on the upper pay range (either to an educational setting or to an authority) and that application was successful.

Progression through Pay Scales will be on the basis of performance measured through appraisals and written records will be maintained to record the rationale and basis for progression, as well as any decision not to award progression. It is strongly recommended that Schools conduct an annual Equality Impact Assessment.

It is recommended that pay progression is in line with the salary reference points within the relevant grade e.g. UP1-3.

Teachers should not be required to take on additional management responsibilities as part of progression to UPR if such duties would under normal circumstances be remunerated by way of a TLR payment or through leadership pay.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix Two) which should be submitted by the teacher to the appraiser in advance of the performance appraisal meeting. The teacher's application will be appended to their performance management/appraisal documentation. They can submit additional supporting evidence if they wish. NB. If a teacher decides not to submit additional evidence it will not be viewed negatively.

(Insert information about application deadlines (e.g. start/end Academic year or terms – or an alternative deadline), applying particular attention to ensuring every teacher is treated fairly).

If a teacher is simultaneously employed at another school(s) / local authority, they must submit separate applications if they wish to apply to be paid on the upper pay range in that school / local authority or schools. This school / local authority will not be bound by any pay decision made by another school / local authority.

All applications should include the results of reviews and appraisals, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the last two annual appraisals undertaken ensuring that teachers who have had breaks in service are treated equitably, also include information about how and to whom (e.g. line manager/ subject leader/ head of school/ head teacher) applications should be made.

The Assessment

An application from a qualified teacher will be successful where the relevant Body is satisfied that:

- (a) the teacher is **highly competent** in all elements of the relevant standards; and

(b) the teacher's achievements and contribution to an educational setting or settings are **substantial** and **sustained**.

For the purposes of this pay policy:

- 'Highly competent' means for example:
Performance which is not only good but also good enough to provide coaching and mentoring to other teachers, where appropriate, giving constructive advice and feedback and are a role model for teaching and learning and demonstrate effective teaching practice, in order to help them meet the relevant standards and develop their teaching practice. For clarity this does not necessarily mean demonstrating experience of coaching and mentoring but to be of a standard where this would be appropriate. Keep up to date with teaching practice.
- 'Substantial' means:
Of real significance, validity or value to the school; they play an important role in the life of the school in achieving its objectives and make a distinctive contribution to improving pupil outcomes.
- 'Sustained' means:
Maintained continuously and consistently over a long period e.g. 2 years.

See Appendix Three for suggested progression criteria.

In making its decision, the relevant body will have regard to the two most recent annual performance management/appraisal reviews.

The application will be assessed *(insert details of how the school / local authority will ensure that applications are assessed robustly, transparently and equitably, including who makes the initial assessment (e.g. line manager/subject leader/head of school/head teacher) and the role of the relevant Body in making the final determination).*

Processes and procedures

The assessment will be made within 20 working days* before the applicant will receive a response to their application, or if there is a single deadline for applications, whether there will be a single date for applicants to be informed of the outcome.

If successful, applicants will move to the upper pay range from *(insert timing of move to upper pay range e.g. start of term/academic year, including whether there will be a single date for all moves to the upper pay range to take place).* *(Insert who will decide (e.g. line manager / head teacher / relevant Body / Pay Committee) where on the upper pay range a successful teacher is placed, and, if teachers can start further up the range, (insert how their position on the upper pay range will be decided in a fair, consistent and equitable way) e.g. based on considerations including:*

- the nature of the post and the responsibilities it entails
- the level of relevant qualifications, skills and experience of the teacher

If unsuccessful, feedback will be provided by *(insert who will provide the feedback e.g. line manager/subject leader/head teacher/ head of school, how it will be given, what it will include and when it will be provided e.g. within 20 working days* of decision).*

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the appeal arrangements set out in this document.

* These timescales may be amended by mutual agreement.

LEADING PRACTITIONER POSTS

This applies to the pay range of qualified teachers who are employed in posts where the primary purpose is the modelling and leading improvement of teaching skills and are paid above the maximum of the upper pay range.

The policy of this School / local authority will be to appoint any Leading Practitioner onto the bottom point of the determined salary range and progression will be reviewed on an annual basis.

The governing body must also determine the individual pay range for each leading practitioner post within the school, taking into account the challenge and demands of the role, as well as the skills and competencies of the teacher.

The governing body must review annually whether or not to increase the salary of each teacher on the leading practitioner pay range, taking into account their performance appraisal report and pay recommendations they contain. It will be possible for a “no progression” determination to be made without recourse to the Professional Support Procedure for teaching staff or Disciplinary Procedure, in common with Teachers on the Main Pay Scale and Upper Pay Scale.

Therefore, to determine where on the pay scale a teaching lead practitioner should be placed, the governing body should consider all these factors and make a fair and transparent decision based on evidence and consultation.

Leading Practitioners will not be eligible for TLRs or special educational needs allowances.

Pay Range for Leading Practitioners 2023

Minimum £47,417

Maximum £72,085

LEADERSHIP TEACHER POSTS (HEAD TEACHER, DEPUTY AND ASSISTANT HEAD TEACHERS)

The pay range for the Head Teacher, Deputy Head Teacher and Assistant Head Teacher at this School will be determined in accordance with the criteria set out in the School Teachers Pay and Conditions Document.

The pay range for those in post will only need to be reviewed when there are significant changes in responsibilities on or after September 2014 or in order to maintain consistency with new appointees or other leader(s) whose role has had a significant change in responsibilities.

Headteachers may only be awarded reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Headteacher must be taken into account when determining the headteacher’s salary range.

Leadership Group Pay Ranges 2023

Group	Annual Salary England and Wales (excluding the London Area)
1. L6 – L18*	£53,380 – £71,019
2. L8 – L21*	£56,082 – £76,430
3. L11 – L24*	£60,488 – £82,258
4. L14 – L27*	£65,010 – £88,530
5. L18 – L31*	£71,729 – £97,639
6. L21 – L35*	£77,195 – £107,700
7. L24 – L39*	£83,081 – £118,732
8. L28 – L43 *	£91,633 – £131,056

Note:

The 2015 document provided for a 1% uplift to the minima of the eight headteacher pay group ranges but no uplift to the maxima value of the ranges. The 2016 document provided for a 1% uplift across the minima and maxima of all pay ranges and allowances. Because (*insert name of school*) has opted to retain defined leadership group spine points, this has resulted in differing values for range points L18, 21, 24, 27, 31, 35, 39 and 43 within an individual head teacher's pay range, dependent on whether the points fall within or at the top of the allocated headteacher pay group range. The Leadership Group Pay Spine adopted by the School is shown in Appendix Four.

The leadership group pay range for (*insert name of school*) is (*Insert school group here*).

Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the headteacher's pay range and any additional payments made does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case.

Under the current STPCD document there is no longer a statutory requirement for Schools to set an individual schools range (ISR) for its Head/Deputy/Assistant Head. However, to ensure equality and maintain pay scales that are fair and equitable across the City, it is recommended that Southampton Schools continue to determine an individual school range (ISR) that is seven points (for Heads) and five points (for Deputies/Assistants).

The relevant Body of this School/local authority has established the following pay ranges for the Head Teacher, Deputy Head Teacher and Assistant Head Teacher (*insert details*).

For Headteachers undertaking an additional acting headship on a temporary basis for a maximum duration of no longer than two years an adjustment to their pay is temporary and safeguarding provisions will not apply when the arrangements cease, in accordance with the STPCD.

PART-TIME TEACHERS

Teachers employed on an ongoing basis at the school / local authority but who work less than a full working week are deemed to be part-time. The relevant Body 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 school's timetabled teaching week for a full-time teacher in an equivalent post. The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the pro rata principle and in accordance with the current STPCD.

SHORT NOTICE/SUPPLY TEACHERS

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 on a pro-rata basis.

Teachers who are employed by the same authority throughout a period of 12 months beginning August or September must not be paid more, by way of remuneration, in respect of that period than would have been paid had the teacher been in regular employment throughout the period, in accordance with the current STPCD.

PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT

All teachers are paid in accordance with the mandatory, statutory provisions of the STPCD Document as updated annually.

(Insert sections on leadership pay, safeguarding arrangements and allowances. These can be carried over from your existing pay policy or as updated by the STPCD).

ALLOWANCES AND PAYMENTS

Teaching and Learning Responsibility Payments (TLR)

The relevant Body may award TLR payments in accordance with the School Teachers Pay and Conditions document. The criteria for determining the level of TLR 1 or 2 applicable to any post is set out within the STPCD.

- a) The annual value of a TLR1 must be no less than £9,272 and no greater than £15,690;
- b) The annual value of a TLR2 must be no less than £3,214 and no greater than £7,847.

Before awarding a TLR 1 or 2 the relevant body must be satisfied that the teacher's duties include a sustained additional responsibility which is included in the job description of their role or the role they are covering and in accordance with the STPCD.

The relevant Body may consider the award of a TLR 3 payment where such additional duties are clearly time-limited school improvement projects, or one-off externally driven responsibilities and in accordance with the current STPCD document. The duration of the fixed term TLR payment must be established at the outset and payment will be made on a monthly basis for the duration of the established fixed term.

- c) The annual value of an individual TLR3 must be no less than £639 and no greater than £3,169.

A teacher cannot hold a TLR 1 and TLR 2 concurrently, a teacher in receipt of either a TLR 1 or TLR 2 **may** also hold a concurrent TLR3.

Equal pay legislation must be complied with in the award of TLRs and it is strongly

recommended that an annual Equality Impact Assessment is completed.

Unqualified teachers may not be awarded TLRs.
TLR3 payments are not subject to safeguarding.

Special Educational Needs (SEN) Allowances

The relevant Body will award SEN allowances in accordance with the provisions of the STPCD.
Any SEN allowance will be no less than £2,539 pa and no more than £5,009 pa.

Where a SEN allowance is to be paid, value awarded will take into account:

- whether any mandatory qualifications are required for the post;
- the qualifications or expertise of the teacher relevant to the post; and
- the relative demands of the post.

Performance Payments to Seconded Teachers, Acting Allowances, Residential Duties, Allowances to Unqualified Teachers, Continuing Professional Development or Additional Payments

Any of these allowances/payments will be considered and awarded in line with the provisions of the STPCD.

Honoraria

There is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances. The relevant Body will not therefore pay any honoraria to a member of teaching staff for carrying out their professional duties as a Teacher.

Recruitment and retention incentives and benefits

The relevant Body may consider the payment of recruitment incentive payments in accordance with the current STPCD document for a period of (*insert*) to applicants recruited to posts that are considered to be hard to recruit to.

The decision to make a recruitment incentive payment will be made **before** the post is advertised and details will be included within any advertisement. Payments will only be made for recruitment and retention purposes and not for any other reasons relating to responsibilities. Any such payments will be reviewed on an annual basis after which they may be withdrawn. The relevant body will make clear at the outset the expected duration of any such incentives and the review date after which they may be withdrawn.

Such payments will not normally exceed a (*insert School / local authority policy – recommendation for maximum 3 years*) period.

[Optional paragraph]

The relevant Body may consider the granting of other financial assistance, support or benefits to a teacher who is recruited to a post considered to be hard to recruit to and/or to an existing teacher in a post where retention is a priority for the school. The granting of any incentive or benefit will be in line with the provisions within the current STPCD with confirmation as to whether it is a one-off or on-going (time-limited) provision. Any on-going arrangements will be reviewed on an annual basis after which they may be withdrawn.

SALARY SACRIFICE

Where the employer operates a salary sacrifice arrangement. The relevant Body will operate salary sacrifice arrangements in line with the provisions of the current STPCD.

SALARY SAFEGUARDING

The relevant Body will operate salary safeguarding arrangements in line with the provisions of the current STPCD.

APPEALS AGAINST PAY DECISIONS

The pay hearings and the appeal procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures.

A Teacher may seek a review of any determination in relation to their pay or any other decision affecting their pay taken by the relevant Body or any person acting under delegated authority on behalf of the relevant Body.

A review may be sought on the following grounds:-

- a) Where they can evidence that the correct policy or process has not been followed
- b) Where they have been treated unfairly
- c) Where there is new evidence to consider

The Teacher has 10 working days from receiving the written pay determination in which to register an appeal against their pay determination. The appeal must be in writing and sent to the decision maker and should set out in sufficient detail the grounds for the appeal. The decision maker will arrange to meet with the teacher to discuss the appeal. The recommender of the pay decision (if different from the decision maker) for that teacher may also be invited to the meeting.

Following the meeting, the decision maker will review all evidence presented and write to the teacher to notify them of the outcome. The letter will set out the further right of an appeal hearing.

If a Teacher is still dissatisfied at this stage, they should write to the Clerk of the relevant Body. An appeal hearing will be arranged within 10 working days. The Appeal Committee will consist of three Governors, none of whom have been previously involved in the pay determination for that teacher. Both the "recommender" and "decision maker" will attend the appeal hearing.

The Teacher has the right to be accompanied to the appeal hearing by either a trade union representative or a work colleague.

Following the appeal hearing, the appeals committee will adjourn to confer in private to reach a decision.

The decision of the appeals panel will be given in writing and, if rejected, reasons will be given together with the evidence considered. The decision of the appeal panel will be final and there is no further right of appeal.

These timescales may be extended by mutual agreement.

THE MODIFIED PROCEDURE

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school before any appeal hearing is held, the following steps will be observed;

1. The teacher must have set out details of their appeal in writing;
2. The teacher must have sent a copy of their appeal to the Chair of the relevant Body;
3. The Chair of the relevant Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

This decision is final and there is not right of appeal.

MONITORING THE IMPACT OF THE POLICY

The relevant Body or other appropriate body will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation and also for audit purposes to show the basis on which decisions have been made. It is recommended that this is done in the form of an Equality Impact Assessment ensuring compliance with the nine protected characteristics: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation or TU membership.

APPENDIX ONE

REMIT FOR THE PAY COMMITTEE OF THE GOVERNING BODY

The Pay Committee will comprise (number) Governors. All Governors will be eligible for membership of the pay committee, with the exception of staff Governors, and will be able to take part in any discussions relating to pay.

The Pay Committee is responsible for establishing the School pay policy, in consultation with the head teacher, staff and trade union representatives and submitting it to the relevant Body for approval.

The Pay Committee is responsible for reviewing the pay policy on an annual basis and reviewing the impact of pay decisions taken within the School to ensure no particular group or individual is unfairly disadvantaged. The Pay Committee will report to the relevant Body following its annual review process. It is recommended that this is done in the form of an Equality Impact Assessment ensuring compliance with the nine protected characteristics: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation or TU membership. Pay determinations must comply with all the requirements of discrimination legislation – Employment Rights Act 1999, Equality Act 2010, Part time workers (Prevention of less Favourable Treatment) Regulations 2002 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002

APPENDIX TWO

Upper Pay Range Application Form

Teachers Details:

Name:

Post _____

PM / Appraisal Details:

Years covered by planning / review statements

School(s) covered by planning / review statements

I am also submitting this additional evidence in support of my application (Optional):

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management /appraisal planning and review statements covering the relevant 2 year period (this may be longer due to maternity/adoption, shared parental leave etc.).

Applicant's
signature _____ Date _____

APPENDIX THREE

UPPER PAY RANGE PROGRESSION CRITERIA

1) Professional Attributes

They play a key role in the achievement of the school / local authority objectives

They are a role model for teaching and learning, making a distinct contribution to enabling learners to reach their potential.

Their performance has been maintained continuously and consistently over a long period of time e.g. 2 years.

2) Professional knowledge and understanding

They keep up to date with teaching practice which they apply and which has resulted in improved teaching practice within the school / local authority.

They take advantage of appropriate continuous professional development and use the outcomes to improve pupil outcomes.

Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies that they role model.

Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach e.g. those related to public examinations and qualifications or their specialism in a local authority.

Maintain an up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learner's needs.

3) Professional skills

They promote collaboration and work effectively as a team member.

They contribute to the professional development of colleagues, for example through coaching and mentoring, demonstrating effective practice and providing constructive advice and feedback.

Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners, which integrate recent developments, including those that relate to subject/curriculum knowledge.

APPENDIX FOUR - Pay spine for the leadership group – 1 September 2023

L1	£47,185.00
L2	£48,366.00
L3	£49,574.00
L4	£50,807.00
L5	£52,074.00
L6	£53,380.00
L7	£54,816.00
L8	£56,082.00
L9	£57,482.00
L10	£58,959.00
L11	£60,488.00
L12	£61,882.00
L13	£63,430.00
L14	£65,010.00
L15	£66,628.00
L16	£68,400.00
L17	£69,970.00
L18*	£71,019.00
L18	£71,729.00
L19	£73,509.00
L20	£75,331.00
L21*	£76,430.00
L21	£77,195.00
L22	£79,112.00
L23	£81,070.00
L24*	£82,258.00
L24	£83,081.00
L25	£85,146.00
L26	£87,253.00
L27*	£88,530.00
L27	£89,414.00
L28	£91,633.00
L29	£93,902.00
L30	£96,239.00
L31*	£97,639.00
L31	£98,616.00
L32	£101,067.00
L33	£103,578.00
L34	£106,138.00
L35*	£107,700.00
L35	£108,776.00
L36	£111,470.00
L37	£114,240.00
L38	£117,067.00
L39*	£118,732.00
L39	£119,921.00
L40	£122,912.00
L41	£125,983.00
L42	£129,140.00
L43	£131,056.00