
TEACHER PAY POLICY FOR ALL CATEGORIES OF SCHOOL



October 2024

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1. INTRODUCTION

The purpose of this pay policy is to set out the principles for determining all 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 recognised trade unions. Arrangements for Centrally Employed Teachers are set out in a separate pay policy (HR071). This policy covers all staff on Teachers Terms and Conditions and has been written in line with the DfE's document, [Managing Teachers' and Leaders' Pay - July 2024](#)

This policy should be read in conjunction with the Appraisal Policy and the DfE document "[Making Data Work](#)" and a common sense approach applied. Further guidance can also be found in the DfE's Teacher appraisal and capability document - [Teacher appraisal and capability - GOV.UK](#)

It is the responsibility of the Head teacher to ensure employees have access to policies, and to communicate any changes to employees, once the policy has been ratified by the governing body.

Aims and Objectives

- To identify the principles by which the salary decisions for all teaching staff will be made.
- To enable schools to recognise and reward teachers appropriately for their contribution.
- To clearly identify the proposed timetable for annual salary reviews.
- To demonstrate to all staff that the governing body is managing its policy on pay in a fair and responsible way, and in line with the principles of public life: objectivity/openness/accountability.
- To show a commitment to involving all members of staff and their Professional Associations / Trade Unions in consultation on discretionary areas of pay and conditions of service.
- To ensure that job descriptions and person specifications are available for all vacant posts and that job descriptions are formally updated and agreed with existing staff on a yearly basis.
- To support the recruitment and retention of a high quality teacher workforce.

The governing body will identify to all staff the proposed timetable for annual salary reviews.

The governing body supports Equality of Opportunity in employment and will follow the schools' own Equal Opportunity policy and will not discriminate on the grounds of gender, ethnic origin, disability, religious belief, sexual orientation or age or other protected characteristic.

All pay related decisions will be taken in compliance with the Equality Act 2010, Employment Relations Act 1999, Part-time Workers Regulations (Preventions of less favourable Treatment) 2000 and Fixed Term Employees Regulations 2002.

Where there is a national pay award, this will be implemented in accordance with the STPCD.

OFSTED's framework is set out in APPENDIX 8 - LESSON OBSERVATION FORM BASED ON OFSTED CRITERIA, (a practical interpretation of the OFSTED grade descriptors). Governors of Voluntary Aided schools are able to use religion as a criterion for appointment.

2. ANNUAL SALARY REVIEWS

- Head teachers need to ensure moderation of initial recommendations with a view to putting individual pay progression recommendations to a panel of governors for agreement
- Where the Head teacher is the appraiser for all appraisals a member of the governing body should be the moderator. Where other senior employees are appraisers the Head teacher may be able to moderate.
- The governing body will ensure that each teacher's salary is reviewed annually, 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. For example, a teacher may be promoted due to the absence or departure of a colleague. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- Where a pay determination leads or may lead to the start of a period of safeguarding, governors will give the required notification as soon as possible and no later than one month after the date of the determination. Safeguarding arrangements will be in line with the STPCD 2024.

3. PAY PROGRESSION

- Staff will be eligible to be considered for progression up to the maxima of their pay range.
- Progression will not be automatic. Where there are no known formal performance issues it is expected that the employee will move up the pay range. For clarity, individuals on a Performance Improvement Plan will not be eligible for pay progression.
- Teachers will receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.
- Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the pay recommendations they contain.
- Reviews will be deemed to be successful unless concerns about standards of performance have been raised in writing with the teacher.
- The school should manage the appraisal process so that there are no surprises at the end of the year.
- Schools should consider carefully the inappropriate use of evidence, and the need for targets and objectives that enable teachers to demonstrate *performance*, rather than simply results. Teachers' appraisal reports will contain pay recommendations.
- Final decisions about whether or not to accept a pay recommendation will be made by the relevant sub-committee of governors, having regard to the appraisal report and taking into account advice from the senior leadership team, as appropriate. Pay recommendations cannot be refused on the basis of financial resources.
- The government's expectation is that good classroom teachers should expect to reach the maximum of the main pay range within 5 years of starting their teaching career.
- Where appropriate teachers should be properly remunerated when they carry out duties which warrant the awarding of a TLR, payment of a SEN allowance or payment on the leadership or leading practitioner pay ranges.
- The relevant body should manage the appraisal process so that there are no surprises at the end of the appraisal cycle, throughout the appraisal cycle both the appraiser and the appraisee should understand what objectives are in place.
- There is a clear expectation for annual pay progression unless a teacher is subject to a performance improvement plan or a capability process. In these circumstances where a teacher does not receive a pay progression, an important part of the feedback will be to outline the evidence that was taken into account to support this decision, and to explain how any developmental issues can be addressed.

3.1 Accelerated Progression

There should be scope, where justified by consistently excellent performance, for the most able teachers to progress rapidly. Where this rapid progression is to be considered at the end of the appraisal cycle, the differential performance required should be clearly set out at the start of the appraisal period.

To move up the main pay range one point at a time, teachers will need to have made good progress towards their objectives and have shown that they are competent in all elements of the Teachers Standards.

If the evidence shows that a teacher has exceptional performance the Head teacher may propose an accelerated progression of two spine points.

Exceptional performance is defined as that which significantly exceeds the expectations identified in the objectives and the school is judged by external assessment to be significantly improved and/or delivering excellent provision.

3.2 ECTs

ECTs whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. If ECTs are successful in their first year this would normally result in pay progression, except in exceptional circumstances e.g. where it is appropriate to extend the induction period or where concerns have been raised

The relevant body must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not mean a school should not award pay progression to ECTs at the end of the first year.

Where an ECT completes their induction period outside of the appraisal cycle (September – August) the next opportunity for progression is at the following September in line with all teaching staff. The appraiser should ensure that objectives set part way through a year are carefully considered and relevant to the time period remaining with in the performance management cycle.

4. PAY PROGRESSION PROCEDURE

Our school does not link pay progression to teacher performance.

- Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain.
- Schools must notify teachers of the outcome of pay decisions as soon as possible after the pay determination date in their pay policy and no later than one month after the pay decision has been made.
- In the case of ECTs pay decisions will be made by means of the statutory induction process.
- Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
- Where teachers have joined the school part way through an appraisal cycle, the Head teacher will where necessary seek evidence from the previous schools to assist pay decisions.
- Consideration should be given to Managing Teachers' and Leaders' Pay July 2024
- Following an individual teacher's annual appraisal they should expect to receive pay progression within the maximum of their pay range unless they are subject to capability procedures.
- Where a teacher does not receive pay progression due to being on a Performance Improvement Plan, an important part of the feedback will be to outline the improvements required and how any development issues are being addressed.

4.1 Maternity Leavers & Absent Employees

Schools need to take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year. Schools should consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year. In essence where an employee is absent due to maternity leave or long-term sickness, they will be eligible for pay progression unless there are known performance issues which have been discussed with the individual.

Schools should not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal. Further information is contained within the DfE Guidance Managing Teachers' and Leaders' Pay July 2024 pages 28-29.

Schools should also ensure that their pay and appraisal policies incorporate any adjustments which can reasonably be made to give a teacher who is absent for a disability related reasons an equal opportunity to participate in appraisal and to access pay progression. Further information is contained within the DfE Guidance Managing Teachers' and Leaders' Pay July 2024 pages 28-29.

Head teachers and governors may wish to further reference the DfE guidance Managing Teacher and Leaders Pay (July 2024) page 29 regarding the Equality Act 2010.

5 PROCEDURE

5.1 Governor role in determining pay

Governors are responsible for considering the recommendations of the head teacher regarding teachers' salaries. This is usually delegated to a sub-committee formally established in accordance with Regulation 57 of the Education (School Government) Regulations 2000, such as a Pay or Management Committee. Appeals should be heard by a different panel of governors.

The quorum for all meetings is at least three governors, none of whom are employed by the school, and a clerk must be appointed to the committee.

This sub-committee will be responsible for:

- Applying fairly the discretionary areas of pay as identified in this policy
- Determining salary at the time of annual review for all staff
- Determining salary at the time of first appointment for all staff
- Ensuring that all statutory and contractual requirements are complied with
- Ensuring that adequate records of decisions are kept

Decisions in relation to the pay of the Head teacher must be ratified by the full governing body before they can be implemented.

Decisions of this Committee will be reported to the full governing body each year.

The full governing body is required to ratify any decision made by the pay sub-committee regarding an amendment to the HEADTEACHER PAY RANGE. Staff governors should not be present during the ratification discussion.

5.2 Head teacher

- Head teachers should be assessed against the Head teachers' standards. As with the Teachers' Standards, it is not necessary to check a head teacher's performance against every standard. This approach does not

consider that professional standards, whether statutory or non-statutory, should be only part of a more holistic appraisal, rather than purely a checklist of professional practice criteria.

- The Head teachers' Standards may be used as a tool to form part of a head teacher's assessment of their own practice and professional development. They can also be used to support the identification of objectives in the appraisal process, providing the appraisal is undertaken as a positive and supportive process of professional development.
- A meeting should take place with the Head teacher, designated governors and the External Advisor to consider progress towards agreed objectives for the previous year and overall performance. The governors, Head teacher and External Adviser will also agree new objectives relating to school leadership and management and pupil progress for the current year.
- A review statement is produced by the designated governors utilising advice of the External Adviser.
- The relevant sub-committee of governors receives and considers review statement and recommends movement up the pay spine where appropriate.
- If there has been sustained high quality performance overall with particular regard to leadership and management and pupil progress, the governors may recommend an increase of one point. Where there has been exceptional performance, up to two points can be awarded - see section 3.1 for more details. This will be taken forward to the full governing body for formal ratification.
- Full governing body meets and ratifies the pay recommendations. Time will need to be allowed for any appeals against the pay decisions.
- Arrangements should be made so that pay rises can be backdated to the 1st September.
- Head teacher is advised in writing by the Chair of governors of the outcome of the review, including details of the appeal procedure.

5.3 Deputy and Assistant Head teacher(s)

- The annual pay review for the Deputy and Assistant Head teacher(s) will be conducted by the relevant sub-committee of governors based on the recommendation(s) of the Head teacher.
- Following an individual Deputy/ Assistant Head teachers annual appraisal they should expect to receive pay progression within the maximum of their pay range unless they are subject to a performance improvement plan.
- Where there has been exceptional performance, up to two points can be awarded - see section 3.1 for more details. This will be taken forward to the full governing body for formal ratification.
- Arrangements should be made so that pay rises can be backdated to the 1st September.
- Deputy and Assistant Head teacher(s) advised in writing by the Head teacher of the outcome of the review, including details of the appeal procedure.

5.4 Teaching Staff

- Head teacher, plus any relevant members of management team, review salaries of all teaching staff.
- A recommendation on pay must be made in writing as part of the teacher's appraisal report.
- Any recommendations should therefore be discussed with the teacher at the appraisal review meeting and recorded in writing in the documentation provided to the teacher at the end of the meeting.

- The relevant body should have regard to this recommendation and if the teacher is subject to a performance improvement plan and the recommendation is not to award pay progression, the relevant body should confirm whether the rationale for this has first been made clear to the teacher during the appraisal process and in the appropriate review meeting.
- Recommendations are prepared in relation to progress up the appropriate pay scale.
- The relevant sub-committee of governors meets and considers the Head teacher's recommendations.
- Full governing body meets and decisions of the Committee are reported.
- Written statements are produced for all teaching staff by the Head teacher indicating the outcome of the review.
- Time will need to be allowed for any appeals against the pay decisions.
- Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body via the Head teacher will give the required notification as soon as possible and no later than one month after the date of determination.
- Arrangements should be made so that pay rises can be backdated to the 1st September.

5.5 Main Pay Range

For qualified teachers who are not entitled to be paid on any other pay range. A teacher will be paid a salary within the minimum and maximum of the main pay range as detailed in the STPCD and determined by the relevant body.

The main pay range is as follows:

M1	£31,650
M2	£33,483
M3	£35,674
M4	£38,034
M5	£40,439
M6	£43,607

Appraisal objectives will become more challenging as the teacher progresses up the main pay range. Objectives will, however, be such that, if achieved, will meet the requirements of The Education (School Teachers' Appraisal) (England) Regulations 2012

Please see the HR007 (SCH) Career Stage Expectation Guidance for more information.

There is reasonable expectation that a teacher will progress up the main pay range except where they are subject to formal capability procedures.

5.6 Upper Pay Range

A teacher on the upper pay range will be paid a salary within the minimum and maximum of the upper pay range as detailed in the STPCD and determined by the relevant body. Progression through the UPR will be considered annually, in line with the STPCD.

The upper pay range in this school will consist of 3 points paid at 2 yearly intervals.

Minima	Point 1	£45,646
	Point 2	£47,338
Maxima	Point 3	£49,084

OR

The upper pay range in this school will consist of 5 points paid at yearly intervals.

Minima	Point 1	£45,646
	Point 2	£46,491
	Point 3	£47,338
	Point 4	£48,209
Maxima	Point 5	£49,084

A teacher will be paid on the upper pay range if:

- (a) the teacher was employed or defined as a post-Threshold teacher in this school under the 2012 or earlier STPCD; or
- (b) the teacher applied to be paid as a post-Threshold teacher in this school under the 2012 STPCD, that the application was successful and the teacher was due to move onto the upper pay scale on 1 September 2014; or
- (c) the teacher was a member of the leadership group or employed as an advanced skills teacher or an excellent teacher in their school under the 2012 STPCD and will not be paid on the pay range for leading practitioners or on the pay spine for the leadership group; or
- (d) the teacher applies to this school to be paid on the upper pay range and that application is successful.

In the case of teachers who are paid on the upper pay range by virtue of sub paragraphs a), c) and d), the Head teacher will determine where within the pay range the teacher's annual salary will be fixed.

In making such determinations, the Head teacher may take into account a range of factors as detailed in paragraph 19 and the criteria set out in 15.2 STPCD 2024 and will include:

- The level of qualifications, skills and experience required
- The wider school sustained and significant contribution
- The appraisal report
- The appraisal evidence, that the teacher is highly competent in all elements of the relevant standards and that achievements and contribution is substantial and sustained.

In the STPCD 2024 there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school STPCD 15.4. However, in Herefordshire, HASH (Hereford Association of Secondary Head teachers) has agreed at a local level to maintain the pay for teachers currently employed within Herefordshire secondary schools where they transfer to another Herefordshire secondary school. Primary and Special schools within Herefordshire will also maintain the pay for teachers in these circumstances, except in exceptional circumstances or where locally agreed pay spines are not comparable between schools.

5.7 Leading Practitioners' Pay Range

For qualified teachers who are employed in posts that the Head teacher and governors have determined have the primary purpose of modelling and leading improvement of teaching skills. The role will include developing, implementing and evaluating policies and practices that contribute to school improvement, improvement of teaching practices which impact significantly on pupil progress and improving the effectiveness of staff and colleagues.

Governors will take account of paragraph 16 and 49 of the STPCD when determining the role of leading practitioner in the school and may determine that different posts in the school may be paid on different individual post ranges within the overall pay range.

Where a school has determined that they have a role, or roles, specifically for the purpose of modelling and leading improvement of teaching skills, the governors will determine an appropriate pay range in accordance with paragraph 16.3 of the STPCD 2024.

The governing body will determine pay with reference to the challenges and demands of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility. If a school creates more than one post, the individual post ranges should be determined separately for each post and need not be identical. Further information should be referenced in the DfE guidance Managing Teachers' and Leaders' Pay (July 2024) the Leading Practitioners Pay Range minimum and maximum is:

Minimum	£50,025
Maximum	£76,050

The pay range in this school is (school to insert pay range in accordance with STPCD paragraph 16 if appropriate)
Or
There are currently no leading practitioners in this school

5.8 Unqualified Teachers' Pay Range

An unqualified teacher will be paid a salary within the minimum and maximum of the unqualified teacher pay range as determined by the governing body and with reference to paragraph 17 STPCD 2024. Upon obtaining qualified teacher status, an unqualified teacher will be transferred to a salary within the main pay range for teachers which is the same as or higher than the sum of the salary payable for an unqualified teacher and any allowance payable under paragraph 22 of the 2024 STPCD. For a newly appointed unqualified teacher the pay committee will determine where they enter the scale paying due regard to any qualifications or experience they may have, which they consider to be of value.

The unqualified teachers' pay range is as follows:

Minima	Point 1	£21,731
	Point 2	£24,224
	Point 3	£26,716
	Point 4	£28,914
	Point 5	£31,410
Maxima	Point 6	£33,902

5.9 Part-time Teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The governing 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 schools' timetabled teaching week for a full-time teacher in an equivalent post. As stated in section 40-41 in the STPCD. Any additional hours worked by agreement from time to time will be paid at the same rate.

5.10 Short Notice/Supply Teachers

Teachers employed on a day-to-day or other short notice basis must 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.

A supply/short notice teacher who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more by way or remuneration in respect of that period than would have been paid had the teacher been in regular employment throughout the period.

6 MOVEMENT TO THE UPPER PAY RANGE

- It is the responsibility of individual teachers to decide whether or not they wish to apply to be paid on the upper pay range (UPR)
- 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.**
- Applications may be made at least once a year. *(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), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools.
- This school will not be bound by any pay decision made by another school.
- All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria).
- Applications should contain evidence from *(insert the period of time that evidence should cover, ensuring that teachers who have had breaks in service are treated equitably. Include also information about how and to whom (e.g. line manager/ subject leader/ head of school/ head teacher) applications should be made and, if written applications are required, whether the school will provide a standard form).*
- Teachers will normally be expected to have been alerted in writing if there are concerns about performance which may impact on their progression at the time of an issue arising.

An example application form can be found in APPENDIX 6 – EXAMPLE FORM – UPPER PAY RANGE APPLICATION FORM

6.1 Movement to the Upper Pay Range – consideration for those on maternity leave, long term absence/disability

Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application, from this school and other schools, in support of their application to demonstrate that the applicant has met the assessment criteria.

Adjustments will be made to take account of special circumstances e.g. absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by case basis according to the circumstances. See section 4.1 above prior to making any decision.

Also refer to section 4.1 above.

6.2 The Assessment

An application from a qualified teacher will be successful where the governing 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 are substantial and sustained.

For the purposes of this pay policy the following definitions apply:

‘highly competent’

Performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

‘substantial’

Of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning;

‘sustained’

In relation to UPR only, the teacher must have had two consecutive successful appraisal reports (if the school refers to a 3 point range) and have made good progress towards their objectives during this period.

(E.g. maintained continuously over a long period e.g. X number of school year(s)).

In the majority of cases two consecutive appraisals, over a two year period should be sufficient however, there may be extenuating circumstances where a longer period may be required.

Teachers are not obliged to apply for the upper pay range. If they choose not to do so, they will continue to be set objectives as part of the appraisal process to ensure that they continue to develop as a professional teacher. The Head teacher will assess any application and make a recommendation in line with the Pay Policy.

During the appraisal process, the reviewee will have been made aware of the criteria for success in the above areas. The performance criteria will have indicated what success would look like at the end of the cycle. If the reviewee is successful and is eligible for performance progression then this will be awarded. Section 15.1 STPCD 2024.

Teachers will not be expected to produce a portfolio of evidence but it may be helpful to the process if the teacher was given the opportunity to contribute towards the review process by also providing evidence.

Reviews will be deemed to be successful unless concerns have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school’s general appeals arrangements (APPENDIX 5 – APPEAL PROCESS OUTLINE)

6.3 For schools with Leading Practitioner Role

Teachers employed as Leading Practitioners will undergo the normal appraisal process to determine whether they have met their performance objectives.. The Head teacher will make a recommendation to the governors, who will make the final decision. There is an expectation that unless the leading practitioner is in the formal capability procedure a pay increase (up to the maximum of the pay band) will apply.

7 NOTIFICATION OF OUTCOME FOR ALL TEACHERS

Staff who have been awarded pay progression will be informed in writing of the outcome and given details of the pay award.

Staff who are subject to a performance improvement plan will not be eligible for pay progression. Staff will be given the reasons for the decisions, in writing and advised of their right to appeal. An important part of the feedback will be to outline the evidence that was taken into account to support this decision, and to explain how any development issues can be addressed.

8 APPEALS

Where a school has six or more governors who are not employed by the school the Appeals Committee will consist of three governors none of whom are employees of the School or have been previously involved in making pay decisions.

Staff will be able to appeal to the Appeals Committee if they have not been successful and they wish to advance their case for consideration

The arrangements for considering appeals are as follows:

A teacher may appeal against any determination in relation to their pay or any other decision taken by the governing body that affects their pay if they feel that a pay decision is incorrect or unjust especially if there is new evidence to consider.

The grounds for appeal are that the person or sub-committee by whom the decision was made:

- incorrectly applied any provision of a relevant document/pay policy;
- incorrectly applied any provision of the STPCD
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

The appeal should be made in writing to the Head teacher or governing body in the case of the Head teacher including sufficient details of its basis. Employees have a statutory right to be accompanied at any stage of an appeal hearing by a work colleague or appropriately trained and elected trade union representative.

The governing body has an appeals procedure (APPENDIX 5 – APPEAL PROCESS OUTLINE) for this pay policy. It is the intention that the appeals procedure will be dealt with promptly, thoroughly and impartially.

9 TIMESCALES

Where pay progression is awarded this will be effective from 1st September. Where pay decisions are taken after this date, or where the STPCD is delayed, pay will be backdated to 1st September.

The majority of turnover in schools takes place at the end of the academic year. Where a teacher is moving schools they are eligible to be considered by the new school for pay progression (e.g. movement to point MPR 2 from MPR 1).

In these circumstances the Head teacher can, where necessary, liaise with the Head teacher of the teacher's previous school to determine if the individual was subject to a performance improvement plan.

It is recommended that the relevant sub-committee of governors completes the process by the end of the Summer Term and no later than 31st October each year.

10 ALLOWANCES

10.1 Teaching and Learning Responsibility Payments

TLR1 and TLR2 will be awarded to various posts according to the published school structure to reflect the undertaking of a sustained additional responsibility and ensure continued delivery of high quality teaching and learning, for which a teacher is made accountable.

The current values of the payments for this school are:

TLR1 - £9,782 minima £16,553 maxima

TLR2 - £3,391 minima £8,279 maxima

TLR1 and TLR2 payments will be awarded where the governing body is satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- 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; and
- involves leading, developing and enhancing the teaching practice of other staff

The governing body will only award a TLR1 payment where it is satisfied that the significant responsibility referred to in para. 20.1 of the STPCD includes line management responsibility for a significant number of people.

The award may be while the teacher remains in the same post or occupies another post in the absence of the post holder.

Teachers will not be required to undertake sustained STCPD duties without a TLR payment.

Where a TLR1 or TLR2 is awarded to a part time teacher it will be paid on a pro rata basis.

A teacher cannot be paid a TLR1 and TLR2 concurrently and cannot hold two TLR1s or two TLR2s at the same time

A TLR may not be paid to an unqualified teacher, a member of the leadership group or a staff member on the pay range for leading practitioners

The governing body may also award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school 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 school day. This would typically mean tutoring taking place just before or after school.

The governing body must not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, and must establish the duration at the outset. The annual value of a TLR3 will be between £675 and £3,344 (as set out in the STPCD para 20.3) and will be established at the outset of the project. Payment will be made on a monthly basis for the duration of the fixed term.

The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed-term of less than one year then the total value should be determined proportionately to the annual value. If the time period of

the TLR3 spans a new academic year and/or the release of a revised STPCD document the value of the existing TLR3 will not be affected by any pay award and will continue until the end of the fixed term period on the original terms.

Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply.

TLR3s are not subject to safeguarding.

A teacher may be in receipt of a TLR3 concurrently with either a TLR1 or TLR2. For part-time staff, there is flexibility to consider whether the TLR3 payment should be paid in full although this is not recommended.

10.2 Recruitment and Retention Incentives and Benefits

The governing body and where it is the teacher's employer, the authority, may make payments or provide other financial assistance, support or benefits to a teacher as considered necessary as an incentive for the recruitment of new teachers and the retention of existing teachers. The governing body will, nevertheless, conduct an annual formal review of all such awards.

No new awards of recruitment and retention incentive benefits will be made to Head teachers, deputy Head teachers or assistant Head teachers with effect from 1 September 2014, other than as reimbursement of reasonably incurred housing or relocation costs. If the governing body is already paying such an incentive or benefit, determined under a previous document, subject to review, it may continue with it, at its existing value, until such time as the leadership group member moves to new leadership group pay arrangements, as set out in 27.3 STPCD 2024.

At that point, all recruitment and retention considerations in relation to a leadership group member will be taken into account when determining the pay range.

The governing body may make a payment or provide other financial assistance, support or benefits to a teacher as considered necessary as an incentive for the recruitment of new teachers and the retention in their school of existing teachers.

The governing body should make clear at the outset the expected duration of the awards and the review date after which they may be withdrawn.

10.3 Special Educational Needs Allowance

10.3.1 Payment of mandatory allowances

SEN allowances may be held at the same time as a TLR.

The governing body will award a SEN allowance of no less than £2,679 and no more than £5,285 per annum. The relevant body must determine the award of an SEN allowance is payable to a classroom teacher in accordance with the criteria in paragraphs 21.2 of the STPCD 2024.

10.3.2 Assessment of appropriate allowance values

This policy sets out the basis for rational, transparent and fair decisions on levels of payment for SEN allowances. This will reflect the school's organisation of or provision for SEN or, for unattached teachers employed in the local authority's central services, the organisation of provision in the particular service.

The value of allowances will be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post. This will require schools (and local authorities) to make a judgement about the nature and challenge of a teacher's work with pupils with SEN compared and related to that of other teachers in the school or service.

In establishing appropriate values for their SEN allowances, this school will ensure that

- It has considered the full range of payments available
- That the values chosen are properly positioned between the minimum and maximum established in the national framework.

For example, a teacher who is teaching a special class for which a mandatory qualification is required and who has considerable relevant experience (and who is therefore seen as one of the school's leading professionals in this area) would be more likely to be paid towards the top end of the national range.

- Differential values relating to SEN roles in the school will be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.
- This school will take account of the way in which SEN provision is organised and delivered locally and may want to consult the local authority for the advice on establishing appropriate payments.

The governors have determined to follow:-

- The school must consider whether individuals who work 51% or more of their working week where the teacher works solely and alone with statemented pupils/pupils with an EHCP should receive the allowance.

This would include where the teacher is teaching a small group of pupils where most, but not all, of the pupils have a statement of SEN/ EHCP. Such staff would be entitled to the mandatory point. This will ensure that part timers are not discriminated against.

- SENCO carrying out teaching duties in support of statemented pupils/pupils with an EHCP

This rarely occurs sufficiently to justify the payment of the mandatory allowance. However, if a SENCO was teaching 51% or more of their time as per the definition above then they should be paid the mandatory allowance. The SENCO management role is recognised with the payment of the appropriate level of TLR, not the SEN teaching allowance.

- SEN allowances may be held at the same time as TLRs however governing bodies should review structure and ensure:
- Holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff
- Teachers who have responsibilities that meet the principles for the award of TLR payments are not placed on a lower value discretionary SEN instead of the TLR
- SEN payment are not offered solely as a way to retain staff
- Any SEN responsibilities are clearly defined in the individuals job description

10.4 Additional Payments

In accordance with the STPCD 2024 section 26 the governors may make such payments as they see fit to a teacher, other than a Head teacher, in respect of:

- a) continuing professional development undertaken outside the school day;
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- 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;
- d) additional responsibilities and activities due, to, or in respect of, the provision of services by the teacher relating to the raising of educational standards to one or more additional schools.

The governing body recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

The governors will reimburse teachers for expenses incurred where these have been agreed prior to the trip. Teachers should, wherever possible, retain receipts/tickets etc. so that they can be properly reimbursed via school expenses.

10.5 Honoraria Payments

The governing body 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 in any circumstances.

The governing body may instead award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects in accordance with 9.1 above.

10.6 Service Provision

Where a Head teacher in one school is providing a service to another school, for example as a National Leader of Education (NLE), the person providing that service is not ultimately accountable for the outcomes in the school, but for the quality of the service being provided. The relevant body whose Head teacher is providing the service should determine how much, if any, additional payment is due to the individual concerned in line with the provisions of the STPCD and this policy.

10.7 Acting Allowances

Where any teacher is required to act as Head teacher, deputy Head teacher or assistant Head teacher for a period in excess of four weeks, they will receive an additional allowance in order that the total pay received is equal to a pro-rata calculation of a pay point within the appropriate range for the role. Payments will be backdated to the day on which the teacher assumed those duties. , The teacher's total remuneration must not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.

Performance payments to seconded teachers where:

- a teacher is temporarily seconded to a post as Head teacher in a school causing concern which is not the teachers normal place of work; and
- the governing body of that school considers that the teacher merits additional payment to reflect the sustained high quality of performance throughout the secondment, the relevant body may pay a lump sum payment accordingly. The total value of the payment along with any annual salary during the secondment

must not exceed 25% above the maximum of the Head teacher group for the school to which the teacher is seconded

- see STPCD section 23 and 24 guidance for information on payment recognition for services to other schools and the type of agreement for taking up such work

10.8 Head teacher's Discretionary Payments

Any discretionary payments in addition to the salary arising from the Head teacher's salary in the group should only be made in accordance with paragraph 10.1 to 10.4 and 9.3 of the STPCD 2024 document. The total of all discretionary payments made to a Head teacher in respect of any school year must not exceed 25% of the amount which corresponds to that individual's salary for that year. All discretionary payments received in relation to their role as a Head teacher count towards the limit.

The relevant body may determine that additional payments be made to a Head teacher which exceed the limit set out in the STPCD paragraph 10.2 in wholly exceptional circumstances and with the agreement of the governing body.

The governing body must seek external independent advice before producing a business case, seeking such agreement

Discretionary payments can only be awarded in specific circumstances including where the Head teacher is appointed as a temporary Head teacher of one or more additional schools.

11 SAFEGUARDING

The governing body will operate salary safeguarding arrangements in line with the provisions of the STPCD 2024. Part 5 section 31 sets these out in more detail, however, in summary:

- a) If the safeguarded sums exceed £500 in total, the relevant body must review the teacher's assigned duties and allocate such additional duties to the teacher as they reasonably consider are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid the safeguarded sum. The teacher must not be paid the safeguarded sum if the teacher unreasonably refuses to carry out such additional duties (one month's notice will be given to the teacher when the payment is to cease in these circumstances).
- b) For the purpose of safeguarding TLRs, unqualified teacher allowance, and those in the leadership group, advanced skills teachers, excellent teachers and those on the leading practitioner range, the safeguarding period ends on the third anniversary of the relevant date (dates are included in para. 33.1, or if they are employed on a fixed term contract the date on which the contract ends).
- c) Teachers who were formerly employed as advanced skills teachers and excellent teachers whose salaries were subject to safeguarding under the 2012 or 2013 Document continue to have their salaries safeguarded in accordance with that Document.

12 ANNUAL PAY STATEMENTS

All teaching staff should receive an annual pay statement at the earliest opportunity and by no later than 31st October in the same calendar year.

13 BASIC PAY DETERMINATION ON APPOINTMENT

- Governors determine the pay range for a vacancy prior to advertising the post.
- On appointment the Head teacher will determine the starting salary within one of the four pay ranges for teachers to be offered to the successful candidate.

Unqualified Teachers:

- On appointment the governing body will consider which point to place an unqualified teacher on taking into consideration any relevant qualifications and experience.
- Unqualified teachers will normally be appointed on the minimum salary point unless the relevant body determines that they have other relevant experience in which a discretionary point or points may be awarded.
- Upon obtaining QTS under regulations made under section 132 of the Act and unqualified teacher must be transferred to the main salary range
- Where the teacher continues to be employed in the same school, the salary must be the same or higher than unqualified teacher pay range and any unqualified teacher allowance

When determining the leadership pay range, the relevant body will review the pay range in accordance with the STPCD document and will also review the Head teacher group for Head teachers.

13.2 Head teacher's Pay on appointment

- The pay committee will review the school's Head teacher group and the Head teacher's pay range in accordance with paragraphs 4,5,6 and 8 (ordinary school) or paragraphs 4,5,7 and 8 (special schools).
- If the Head teacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of the paragraph 6.6 or 7.9, as the case may be.
- For appointments on or after 1 September 2014, the pay committee will determine a pay range, taking account of the full role of the Head teacher (part seven- Contractual Framework for Teachers), all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), including recruitment issues. The pay committee will take into account the factors set out in the STPCD when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.
- The pay committee will consider using its discretion, in exceptional circumstances only, to exceed the 25% limit beyond the maximum of the group range when setting the pay range for the Head teacher, as set out in paragraph 9.3. However before doing so it will make a fully documented business case and seek external independent advice.
- The pay committee should use reference points within the pay range.

The annual pay review for the Head teacher will be conducted by the relevant sub-committee of governors following a performance review by the designated governors advised by an External Adviser. The decisions of this group will be reported to the full governing body for ratification.

The Head teacher is paid within the group and the individual pay range for the school as identified. The STPCD 2024 sets out the pay arrangements for Head teachers in more detail. When determining the individual salary range, schools should take into account the challenge and demands of an individual post and be mindful of internal pay relativities.

Executive headship

Where the Head teacher is appointed as a Head teacher of more than one school, the governing body must determine the Head teacher group and individual pay range by the application of the total unit score for all of the schools calculated in accordance with the STPCD document section 6.6, 7.9 or 27.3.

CEOs

Governing bodies should not consider CEO pay in isolation but should consider pay across the wider workforce to ensure executive pay/ CEO pay is not inappropriate. It is important to consider the salary now and over the longer term ensuring there is scope for growth, should the Trust increase in size.

Governing bodies should:

- Ensure the process, methodology and decision making in regards to CEO pay is transparent and able to withstand public scrutiny
- Consider if the trust is required to publish the difference between CEO pay and the pay earned by an average staff member.
- Trust boards should be able to evidence the value that the CEO brings to the school, along with other executives
- A robust appraisal process should contain detailed objectives aligned to the trust's overarching strategic plan. Performance should be measureable and regularly reviewed, a board without such evidence may find it difficult to justify value for money to the EFSA, auditors or member of the public.
- Consider advice set out in the NGA Setting Executive Pay guidance 2024 [Found here](#)
- Consider their obligations in relation to the Teacher's Pension Scheme as set out on page 2, [here](#)

An effective executive pay process not only addresses the EFSA concerns, fairly rewards senior leaders but can also demonstrate the effectiveness of the trust's governance and demonstrates the organisation's values in practice

13.3 Deputy/Assistant Head teacher pay on appointment

- For appointments on or after 1 September 2014, the pay committee will determine a pay range, taking account the full role of the deputy/assistant Head teacher (part seven- Contractual Framework for Teachers), all indefinite responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), including recruitment issues.
- The pay committee will take into account the factors set out in the STPCD when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.
- The pay committee may use reference points within the pay range
- At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure appropriate scope of reference points, for performance related pay progression.
- The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the document and paragraphs 60 to 73 of section three.
- The maximum of the deputy or assistant Head teacher's pay range must not exceed the maximum of the Head teacher group for the school, calculated in accordance with 9.2 – 9.4 of the STPCD 2024.
- The pay range for a deputy or assistant Head teacher should only overlap the Head teacher's pay range in exceptional circumstances.
- The relevant body must ensure that there is appropriate scope within the range to allow for performance related progress over time.
- In the case of a deputy Head teacher post the governors must be satisfied that the responsibility features a job weight which exceeds that expected of an assistant Head teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the Head teacher.

13.4 Three stage process for new appointments (Leadership)

The three-stage process should be followed when setting the pay for new appointments to headship or the wider leadership team or when there is change to the group size (APPENDIX 7 – THREE STAGE PROCESS FOR NEW APPOINTMENTS).

There is no need to reassess the pay or allowances of existing Head teachers or leadership teams. This includes those who were appointed to a leadership post prior to 1 September 2014 but who did not take up post until on or after that date. The pay of those in post will only need to be reviewed when there are significant changes to responsibilities.

The leadership pay range is as follows:

Minimum	Point 1	£49,781
Maximum	Point 43	£138,265

14 EQUALITIES LEGISLATION

The governing body will comply with relevant equalities legislation:

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The part time workers (prevention of less favorable treatment) regulations 2000
- The fixed term employees(prevention of less favorable treatment) regulations 2002
- The agency workers regulations 2010

The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising posts, appointing, promoting and paying staff, training and staff development.

14.2 Equalities and Pay

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified and minutes of any decisions, and the reasons for them will be kept. Adjustments will be made on a case by case basis to account of special circumstances, E.g. an absence on maternity or disability related sick leave. The governing body will monitor the outcomes and impact of this policy including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Schools are encouraged to take note of "Making Data Work" when considering performance management.
<https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response>

15 ANNUAL REVIEW OF POLICY

This policy will be reviewed and updated by the governing body on an annual basis following union consultation.

APPENDIX 1 – DEFINITIONS

The meaning of some key words and phrases, for the purposes of this policy, are explained below:

Class Room Teacher. A qualified teacher who is not a member of the leadership group or on the pay range for leading practitioners

Work Colleague. A current employee from the individual's workplace or by mutual agreement, a current employee from another workplace.

Head teacher. The person responsible for leading and managing the school, and has delegated powers to ensure capability issues are appropriately managed. References to the Head teacher shall include any nominated Deputy Head teacher acting on his / her behalf.

Governing Board. For the purpose of this policy any reference to Governing Bodies would also include Governing Boards

Appraiser. The person or panel who sets and monitors objectives and undertakes the appraisal.

Trade Union representative. A trade union representative ('rep') is a trained and elected union member who represents and gives advice to colleagues when they have problems at work. A 'rep' may also discuss any concerns relating to the employer, accompany employees to formal hearings, represent employees in negotiations (pay/terms and conditions), development Health & Safety procedures with the employer and meet with the employer on behalf of the employee(s) to find workplace solutions. All Trade Union representatives of recognised trade unions must be appropriately trained and elected. Only Officers, (Usually County/District Secretaries), who have been elected and trained in negotiation and consultation are able to undertake this role. Trade Unions will be able to provide the names of those who have been trained and elected to undertake this work.

Working days. Any designated term-time or Teacher Education Training Day or any other contractual working day, but excluding the day of any capability meeting and the day on which the notification of the meeting is sent to the employee.

LA - Local Authority

STPCD – School Teachers' Pay and Conditions Document

SMARTID - Principles of setting objectives. **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound, **I**mpactful and **D**ifferentiated.

ECT – (previously NQT), Early Career Teachers, entitled to a fully funded, two year package of structured training and support, including dedicated time set aside to focus on their development. Statutory ECF/ECT documents are available.

QTLS - Qualified Teacher Learning and Skills.

QTS - Qualified Teacher Status.

CPD - Continuous Professional Development.

APPENDIX 2 – ROLE OF THE GOVERNING BODY/SUBCOMMITTEE

- The full governing body has delegated pay decisions to a relevant sub-committee of governors of a minimum of three governors, none of whom are employees of the school.
- There will be a further three governors, who have not had involvement in the pay decision to date, should there be an appeal
- Where schools have less than six governors who are not employed by the school, the relevant sub and appeal committees may each consist of two governors.
- This Committee will have fully delegated powers to decide awards without further reference to the governing body.
- A summary of the decisions will be provided to the full governing body. This may be in the format of minutes as long as they do not identify individual teachers in line with Data Protection.
- The relevant sub-committee of governors will assess the pay progression of the Head teacher based on previously determined criteria and receive from the Head teacher recommendations about all other eligible staff.
- The Head teacher will present their recommendations and, where required, the relevant sub-committee of governors can have access to individual appraisal records. However, the relevant sub-committee of governors would not normally become involved with the detailed evidence supporting the assessments.
- If there are insufficient funds to support all the recommendations the relevant sub-committee of governors will halt the process and inform the Finance Sub-Committee for it to identify additional funding.

The governing body must ratify any financial decisions to transfer funds within the school's budget

APPENDIX 3 – LEADERSHIP PAY

Reference Point	Annual Salary England (excluding the London Area)
1	49,781
2	51,027
3	52,301
4	53,602
5	54,939
6	56,316
7	57,831
8	59,167
9	60,644
10	62,202
11	63,815
12	65,286
13	66,919
14	68,586
15	70,293
16	72,162
17	73,819
18	75,675
19	77,552
20	79,475
21	81,441
22	83,464

Reference Point	Annual Salary England (excluding the London Area)
23	85,529
24	87,651
25	89,830
26	92,052
27	94,332
28	96,673
29	99,067
30	101,533
31	104,040
32	106,626
33	109,275
34	111,976
35	114,759
36	117,601
37	120,524
38	123,506
39	126,517
40	129,673
41	132,913
42	136,243
43	138,265

APPENDIX 4 – OTHER SOURCES OF INFORMATION

In producing this pay policy these documents were referred to and may be useful reference documents for Head teachers and governors.

NAHT Model Pay Policy

(this includes example definitions of 'highly competent', 'substantial' and 'sustained'.

ASCL Pay Policy principles document

Department for Education – Departmental Advice – Managing Teachers' and Leaders' Pay (July 2024)

(This also includes example definitions of 'highly competent', 'substantial' and 'sustained'

Herefordshire Association of Secondary Head teachers (H.A.S.H.) Agreed Career Stage Expectations Guidance

APPENDIX 5 – APPEAL PROCESS OUTLINE

The order of proceedings is as follows:

The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

Stage 1- informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation.

If the teacher is not satisfied, they should seek to resolve this by discussing the matter informally with the decision-maker (i.e. the Head teacher) within 10 working days of the decision.

Where this is not possible, or where the teacher continues to be dissatisfied, they may follow a formal appeal process.

Stage 2 - a formal representation to the person or governors' committee making the pay determination

The teacher should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the relevant sub-committee of governors who made the determination, within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

The committee who made the determination should provide a hearing within 10 working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the representation hearing, the employee should be informed in writing of the hearing's decision and the right to appeal immediately. A teacher is entitled to be accompanied by a work colleague or union representative at any formal appeal hearing.

Stage 3 - a formal appeal hearing with an appeals panel of governors

A written appeal should be submitted within 5 working days of the decision. Any appeal should be heard by a panel of three governors (in schools where there are six or more governors who are not employed by the school) and who were not involved in the original determination. The appeal hearing would normally take place within 20 working days of the receipt of the written appeal notification and give the teacher the opportunity to make representation in person. The teacher must be given a minimum of 5 working days' notice of the appeal hearing, unless this it is mutually agreed to hear it sooner. 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. The decision is final and there is no recourse to the staff grievance procedure.

EXAMPLE AGENDA – REPRESENTATION AND APPEAL

Attendees:

- Panel of 3 governors who are not employed by the school. (In schools where there are fewer than six governors not employed by the school the panel may consist of two).
 - HR Adviser to the panel (as appropriate)
 - Note-taker
 - Head teacher – to provide information on the pay determination and the basis for their decision
 - *In the case of an appeal hearing – the Chair of the sub-committee panel, as appropriate.*
 - Teacher
 - Trade Union/Professional Association representative or work colleague
1. The Chair of the panel will introduce those present, and their role, and check that everyone has the necessary documentation.
 2. The Chair will confirm the teacher's grounds of appeal, i.e. which of the following (teacher can appeal on one, or more grounds): That the decision
 - i. Incorrectly applied any provision of the identified document/pay policy;
 - ii. Failed to have proper regard for statutory guidance;
 - iii. Failed to take proper account of relevant evidence;
 - iv. Took account of irrelevant or inaccurate evidence;
 - v. Was biased; or
 - vi. Otherwise unlawfully discriminated against the teacher.
 3. The Teacher and/or their representative will set out the reasons why they believe the Head teacher's recommendation or the decision of the *Sub-Committee* is not correct.
 - a. The Head teacher (*and/or Chair of Sub-Committee*) can ask questions of the teacher
 - b. The panel and HR Adviser can ask questions of the teacher
 4. The Head teacher (*or in the case of an appeal hearing this may also be the Chair of the Sub-Committee*) will set out the reasons for the pay determination made.
 - a. The teacher and/or their representative can ask questions of the Head teacher (*or Chair of Sub-Committee*)
 - b. The panel and HR Adviser can ask questions of the Head teacher (*and/or Chair of Sub-Committee*)
 5. The teacher and/or their representative will sum up their case.
 6. The Head teacher (*and/or Chair of Sub-Committee*) will sum up their case.
 7. The panel will adjourn to consider their decision.

The meeting will reconvene and the panel will communicate their decision, wherever possible, on the day of the meeting. The decision will be confirmed in writing to the teacher, within five working days of the meeting, and will set out how the teacher can appeal against the decision, if they wish.

APPENDIX 6 – EXAMPLE FORM – UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name:

Post:

PM/Appraisal Details:

Years covered by planning/review statements

Schools covered by planning/review statements

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit appraisal planning and review statements covering the relevant period.

This application is to be submitted by 31st October of the academic year in which the application relates.

Applicant's signature:

Date:

APPENDIX 7 – THREE STAGE PROCESS FOR NEW APPOINTMENTS

The three stage process is:

Stage 1 - Defining the role and determining the Head teacher group

Stage 2 - Setting the indicative pay range

Stage 3 - Deciding the starting salary and individual pay range

The governing body has substantial flexibility to set pay at the level needed to attract Head teachers and other member of the leadership team by considering the circumstances of the role before advertising the post.

All decisions and the reasons for them should be well documented at every stage.

All pay decisions must be made on objective criteria so there is no discriminatory effect on any individual teacher or group of teachers with a particular protected characteristic under the Equality Act 2010.

Stage 1 - Defining the role and determining the Head teacher group

The governing board should define and set out the responsibilities, accountabilities, skills and competences required. For Head teacher posts the school should be assigned to a Head teacher group which will determine the broad pay range. This should be done by calculating the total unit score for the school in accordance with paragraphs 5-8 of the STPCD .

Stage 2 - Setting the indicative pay range

Governing board should consider the complexity and challenge of the role in the context of the school and make a judgement on pay in light of this. Current discretionary payments such as allowances for recruitment and retention, permanent additional responsibilities (e.g. provision of initial teacher training (ITT)), and long term provision to other schools, should be captured at this stage.

For Head teacher posts it is expected that normally the total unit score fully captures the complexity of the Head teacher role and that the relevant broad pay range accommodates appropriate levels of reward however the governing body may consider whether the indicative pay range should start at the minimum of the Head teacher group or whether it should start at a higher level due to the level of challenge of the post.

There may be circumstances where additional factors suggest indicative pay should be higher than what would be provided by the basic calculation in stage 1.

The following represent examples of some additional factors that may be considered, these are for guidance and are not exhaustive.

- The context and challenge arising from pupil needs e.g. if there is a high level of deprivation in the community (free school meals, English as additional language) high number of looked after children, children with special educational needs or if there is a high level of in-year mobility and this affects the challenge in relation to improving outcomes;
- A high degree of complexity and challenge e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any Head teacher of similar sized school(s) and is not already reflected in the total unit score at stage 1;
- Additional accountability not reflected in stage 1 e.g. leading a teaching school alliance
- Factors that may impede the schools ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. London; specialism, level of support from wider leadership team.

If the governing board warrant it, the indicative pay range can be set with a maximum of up to 25% above the top of the relevant Head teachers group range. Above this external advice should be sought, should the advice be that an additional payment is appropriate, a business case must be made and agreed by the full governing body.

Base pay should not increase nor should the school pay an additional allowance for regular local collaboration which is part of the role of all Head teachers.

The governing board will adopt a similar approach for other leadership roles and will consider how the other leadership roles should be set in accordance with the level set for the Head teacher ensure that there is sufficient scope for progression.

Further to this the governing board should decide where in the broad range to position the indicative pay range and set this out clearly when the job is advertised, making **overall judgement** on the position and breadth of range, allowing appropriate scope for performance-related progression over time, clearly linked to school improvement priorities and outcomes.

There should be a clear audit trail for all decisions made and the reasoning behind them.

Stage 3 – Deciding the starting salary and individual pay range

The first two stages provide the means for determining the appropriate pay range. The third stage is essentially deciding on the starting salary for the individual who is to be offered the post.

At this stage the governing board will have a preferred candidate for the role and will wish to set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post.

The governing board should ensure that there is scope for performance-related progression over time

Using the three-stage process – illustrative examples

1. A school with 200 pupils on roll has a vacancy for a head. Its last inspection 18 months previously judged it a good school with only minor issues to address. Under stage 1 it is assigned to Head teacher group 2 - the broad pay range for the head's post is £56,082-£76,430. Under stage 2 the governing body considers that there are no additional factors that need to be taken into account and decides to set the indicative pay range at £56,100-£70,600. Having selected a candidate who met all the requirements of the job specification, the governing body decides to set the salary on appointment at £57,500.
2. A school with 200 pupils on roll has a vacancy for a head. It is a challenging school with a much higher than average proportion of pupils on Free School Meals and it has recently been rated by Ofsted as requiring significant improvement. Under stage 1 it is assigned to Head teacher group 2 – the broad pay range for the head's post is £56,082-£76,430. Under stage 2 the governing body considers that, because of the particular challenges that the school is facing, it needs to recruit an experienced school leader who has the skills and competences to take the school forward. It decides to set the indicative pay range towards the top of the broad range, i.e. £65,000-£75,100. Having selected a candidate who met all the requirements of the job specification, the governing body decides to set the salary on appointment at £66,200.
3. A school with 200 pupils on roll is in a federation with a similar school of the same size. One school is performing well, but the other has recently been placed in special measures. The vacancy is for a Head teacher who will be accountable for the federation's schools' outcomes. Under stage 1 the post is assigned to Head teacher group 3 – the broad pay range is £60,488-£82,258. Under stage 2 the governing body considers that, due to the complexity of the role and the challenges involved in managing more than one

school (one of which requires a real focus on improvement), it needs to recruit an experienced head with a very particular skillset. It decides that, because there may be difficulty in appointing, it may be necessary to consider extending the indicative pay range beyond the maximum of the group 3 pay range. It decides to set the indicative pay range at £72,200-£85,400. Having selected an appropriate candidate, the governing body decides to set the salary on appointment at £73,300.

4. A secondary school with 600 pupils on roll in a challenging area with a much higher than average proportion of pupils on Free School Meals has a vacancy for a head. Under stage 1 the head's post is assigned to Head teacher group 5 – the broad pay range is £71,729-£97,639. Under stage 2 the governing body considers that, due to the challenge of the role and the fact that the school is a teaching school, it requires an experienced high-performing Head teacher. It sets an indicative pay range at £74,200-£85,400. Following some difficulty in recruiting, it has selected a candidate with a very strong track record in headship and decides that it would be appropriate to revise the pay range for the post. It sets the salary on appointment at £80,200 with scope to progress to £95,300 over time, subject to performance.
5. A large secondary school with 2,000 pupils on roll is in a federation with another school with 1,000 pupils. Under stage 1 the post is assigned to Head teacher group 8 – the broad pay range is £91,633-£131,056. Under stage 2 the governing body considers that, due to the accountability for two schools with a very large total number of pupils, it would be appropriate to extend the indicative pay range beyond the maximum of group 8. Using its discretion to extend by up to 25%, it decides to set the indicative pay range at £125,00-£140,200. Having selected a candidate, the governing body decides to set the salary on appointment at £128,000.
6. The governors of three separate, small rural schools wish to appoint an executive head. Under stage 1 the total unit score for the three schools assigns the post to Head teacher group 1 – the broad pay range is £53,380-£71,019. Under stage 2 an appointing committee representing the three governing bodies considers that, because of the challenges of such a post involving three schools and three budgets, they need to recruit an experienced school leader and decide to extend the indicative pay range beyond the maximum of group 1. Using its discretion to extend by up to 25%, it decides to set the indicative pay range at £60,000-£75,200. Having selected a candidate, the salary on appointment is set at £62,000.

APPENDIX 8 - LESSON OBSERVATION FORM BASED ON OFSTED CRITERIA

You may use this form to help you conduct lesson observations. The criteria are not 'cut and paste' from the [inspection handbook](#) - instead, they are a practical interpretation of the Ofsted grade descriptors for the quality of education.

How to use this form

- You should use the Ofsted criteria as a **reference point** and not as a scoring system or a checklist. Remember, Ofsted doesn't grade lessons and doesn't expect you to either
- For the best results, use the form once you've **decided on a particular focus** for your lesson observation

LESSON DETAILS			
Teacher:		Observer:	
Class:	Year:	Date:	
Support staff or teaching assistants (TAs):			
Focus:		Context:	
Summary of main points:			

LESSON DETAILS

Key strengths:

Areas for development:

Is any follow-up required? YES/NO

If 'YES', outline required action:

Action completion date:

Observations with reference to Ofsted criteria

FOCUS AREA	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Intent	• 'Good' criterion is being met • The teacher demonstrates a firm understanding of the school's curriculum intent • Work given to pupils matches the aims of the curriculum • Work is coherently sequenced so that pupils accumulate sufficient knowledge, understanding and skills to secure future learning	• Sequence of learning meets the needs of disadvantaged pupils and those with special educational needs and disabilities (SEND)	Any aspect that does not meet the criterion for 'good' will 'require improvement'	• There is little evidence of structure and coherence in the sequence of work • Sequence of learning is jumbled and does not build knowledge, skills or understanding
Evidence and comments:				
Subject knowledge and understanding	• 'Good' criteria are being met	• The teacher demonstrates good subject knowledge (i.e. they understand the component knowledge required, and they know how to check for common misconceptions and how to correct them) • Subject matter is presented clearly, promoting appropriate discussion	Any aspect that does not meet the criteria for 'good' will 'require improvement'	• Pupils' experiences in the lesson contribute weakly to their learning

FOCUS AREA	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Evidence and comments:				
Assessment and feedback	• ‘Good’ criteria are being met	• Pupils’ understanding is checked systematically • Misconceptions are accurately identified • Clear, direct feedback is provided • Teaching is adapted as necessary to provide for the learning needs within the group • Information from assessments is used well, to check understanding and inform teaching	Any aspect that does not meet the criteria for ‘good’ will ‘require improvement’	• Pupils’ experiences in the lesson contribute weakly to their learning
Evidence and comments:				
Use of resources	• ‘Good’ criteria are being met	• Pupils can remember necessary information from previous lessons in order to integrate the current learning	Any aspect that does not meet the criteria for ‘good’ will ‘require improvement’	• Pupils’ experiences in the lesson contribute weakly to their learning

FOCUS AREA	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
		- Resources used clearly support the accumulation of knowledge and skills in an ambitious curriculum - Work given to pupils is demanding and supports their learning - Reading and literacy are developed in a manner consistent with the school's policies		
Evidence and comments:				
Impact	'Good' criteria are being met - Pupils consistently achieve highly, particularly the most disadvantaged - Pupils with SEND achieve particularly well - Pupils' work is consistently of high quality	- Pupils develop detailed knowledge and skills over time. As a result, they achieve well - Pupils with SEND achieve the best possible outcomes - Pupils are able to communicate their learning appropriately: verbally, in writing and using mathematical forms where appropriate	Any aspect that does not meet the criteria for 'good' will 'require improvement'	- Pupils cannot communicate their learning appropriately - Progress of disadvantaged pupils is well below that of other pupils - Pupils with SEND do not achieve as well as they should. Expectations are low and their needs are not met

FOCUS AREA	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Evidence and comments:				

APPENDIX 9 – CONSULTATION LOG

<i>Date sent for consultation</i>	<i>Consultees</i>
	<u>Herefordshire Council</u> Liz Farr - Service Director, Education, Skills and Learning, Children and Young People– Herefordshire Council <u>Schools/Academies</u> Rachel Ussher – Head teacher – Ledbury Primary School Paul Jennings – Head teacher - Fairfield High School Helen Rees – Head teacher – Leominster Primary School Bev Blower – Executive Head - The Herefordshire PRU Tom Wiliams – Head teacher – The Bishop of Hereford’s Bluecoat School Lyndsey Manning – Head teacher Trinity Primary School Steven Kendrick – Ashfield Park Primary School Tracey Kneale – CEO & Executive Head teacher, Fern Academy Trust Nikki Gilbert, Head teacher, Westfield Special School <u>Hoople Ltd (HR Services)</u> Julie Davies - HR Services Manager Julie Bridgewater- Senior HR Business Partner <u>Trade Unions</u> Chris Lewandowski (NASUWT) Julie Turner (NASUWT) Paul Deneen (NEU) Ian Taylor (NAHT) Carol Rushton/Louise Hatswell (ASCL) Rachael Lynch (Community TU)

APPENDIX 10 – VERSION LOG

Version	Status	Date	Description of change	Reason for change	Pages affected
0.09	Draft	01/09/2016	Amendments in line with STCPT 2016. Policy transferred into new format	Annual review to reflect STPCD update	All
0.10	Draft	13/09/2017	Amendments in line in STPCD 2017 and additional points added for clarity under NQT, movement to UPR, TLR's, SEN allowances, removal of salary portability across schools, sections reordered within the policy for easier reading.	Annual review to reflect STPCD revision	All
0.11	Draft	23/10/2017	Additions to maternity/long term absences	Further to queries from schools	P5 & 10
0.12	Draft	25/10/2018	Inserted 4 bullet points to section 3	Union request at PRP meeting	P4
0.12	Draft	30/10/2018	Checked references to page number and policy sections of 2018 STPCD. Amended minima's and maxima's	Annual review	All
0.12	Draft	30/10/2018	Added clarity regarding TLR payments and the Leading Practitioner Range	Further to queries from schools	P13
0.13	Draft	17/09/2019	Added clarity to TLR3, amended references to page numbers in the new STPCD, amended minima and maxima to all ranges	Annual update	All
0.14	Draft	10/09/2020	Amended pay ranges, amended references to page number in new STPCD, added union comments as discussed	Annual update	All
0.15	Draft	06/10/2021	Inserted reference to ECT, removed NQT. Inserted TLR3 elements in relation to tutoring, check page references and links to Implementing pay and making data work Incorporated union feedback throughout, inserted Covid section as in appraisal policy	Annual update	All
0.16	Draft	08/10/2023	Updated pay points in line with STPCD, minor amendments in line with ASCL feedback. Removal of HASH Career Stage Guidance – now a standalone guidance document. Links to core DfE documents.	Annual update	All

017	Draft	24/08/2023	Updated pay points in line with STPCD. Removed reference to additional bank holidays as not relevant in 2023-2024 academic year		
018	Draft	05/10/2024	Removal of performance related pay, updated pay points.	Annual update	All