

Pay Policy

Ludlow Junior School



To be read in conjunction with other relevant HR policies and guidance including those

All figures are from STPCD 2023 - any comparative figures are for guidance only

The annual cycle of parliamentary approval must be observed

At this point in time trustees are approving the pay structure and approaches. The pay scales included are from the draft STPCD following the STRB recommendations - we do not have the STPCD 2023 at this point but we must complete performance management by 31.10.23. Current pay scales remain operative in the interim

Explanatory note

Process and timeline for completion of the 2023 pay cycle

The Government's deadline for statutory consultee's (including [NEOST](#)) to respond to the proposed pay award (draft STPCD 2023) is 21 September 2023. Once the Government has had time to consider the consultation responses, the final STPCD 2023 will be laid in parliament for a 21-calendar day 'praying period' to enable Members of Parliament (MPs) to raise any objections.

The DfE have estimated this will take place around mid-October 2023. This is the statutory process and while in theory this means an MP could submit changes to the STPCD, this has never happened in practice (hence the requests for us to publish this circular as early as possible, which we are doing but also reminding colleagues of that important detail).

Approved by:	Board of Trustees	Date: Sept 23
Last reviewed on:	October 2023	
Next review due by:	October 2024	

Policy for Determining Teachers' Pay 2022-23

The relevant Body of Ludlow Junior School adopted this policy in October 2022

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. Annual changes to the policy in the form of pay grades and STPCD figures will not be consulted on as they are seen as national frameworks

In adopting this pay policy the aim is to:

- *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.*

Pay decisions at this school are made by the relevant Body who delegate routine administration to the executive head. 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.

Teacher pay progression or no progression will be decided by the standards team under the advice of the executive head whose role it is to guide the standards team through the relevant criteria for progression. The governors will appoint a panel to determine head teacher pay and rewards. The external adviser will be appointed by trustees.

Any mandatory cost of living pay rise will be applied in accordance with the current STPCD and the governing body honours the no detriment clause from academy conversion and will continue to do so.

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.

Members of the leadership team have agreed to be reviewed no later than 31st December.

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. The standards team will take all relevant legislation into account.

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.

Targets sets for teachers should highlight key performance indicators that will be used in progression discussions but discussions will not be limited to these targets.

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 in any recruitment advertising and throughout the selection process. E.g. Main Pay Range to Upper Pay Range and any TLR if applicable, Leading Practitioner Range or the Leadership Range, including any recruitment incentives. The school makes flexible use of R and R incentives on recruitment or retention priorities and has restructured internal scales using TLR 2 payments as the predominant recognition for post holder responsibility beyond those expected within the core pay scale for the post. TLR payments will be included within our structure where the STPCD are met and where high levels of autonomy, independence, professional judgement and solo accountability are evident.

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

- The relevant body will consider 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 where the correlation is clear and evident during the interview process
- Current qualified teachers applying will be appointed to the appropriate pay range either the Main Pay Range, the Upper Pay Range or leadership range

PAY PROGRESSION BASED ON PERFORMANCE

In this school 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. A key source of evidence will be QPR which is then supported by regular monitoring, coaching, CPD and mentoring

The school makes extensive use of formal and informal feedback, coaching support, quality of provision reviews, learning walks and drop ins in order to provide individuals with rounded feedback linked to their performance. All teachers may request additional coaching and professional support to develop/accelerate the teaching or leadership role

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 ECT, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process and ECT framework

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. Where a no progression decision is made it should be clear what evidence has been cited and this should be linked to the appendices identifying success criteria. The reviewer and teacher should identify likely sources of evidence in advance of any review meeting

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by taking into account feedback from all members of the standards team/ coaches. These will be reviewed objectively and take into account all aspects of equality, the rights to be free from discrimination and equal opportunities guidance.

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. Pay decisions, whilst delegated to the Executive Head Teacher at final level will always be reviewed in a standards team environment in order to ensure fairness and objectivity

The evidence we will use may include coaching notes, coaching preparation sessions, QPR feedback, learning walks, drop ins, training and support sessions 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. The attached appendices should be referenced to teachers and be used by the standards team in planning and justifying pay awards.

Teachers' appraisal reports will contain written pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the executive head and be relayed to 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 and must not use this as a limiting factor when determining performance outcomes.

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 relevant Regulations (including 2012)

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. The attached guidance should be used to support decision making and improve teacher confidence in assessing their own performance over time. Any attributable pay scales should be available to all teaching staff

In this school the attached matrix/appendix will be used as a key guide in determining the nature or rate of progression. Members of the standards team will receive training from the executive head in order to support their decision making and presentation of evidence.

All staff should be aware of the criteria and their application in relation to progression. Annual reviews will be recorded, performance notes circulated and pay statements issued

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 has been agreed by the relevant body but is not in use at Ludlow Junior School for contracted staff.

Ludlow may choose to use the UQTPR in some cases but the default structure is for QTS staff in QTS roles for teaching posts.

Unqualified Teacher Pay Range 2023 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	20,598	25,831	24,415	21,933
Maximum	32,134	37,362	35,954	33,464

Draft advisory points below:

Draft Advisory Pay Points for the Unqualified Teacher Pay Range

Spine Point	Rest of England (£)	London Fringe (£)	Outer London (£)	Inner London (£)
U1 (UTPR minimum)	20,598	21,933	24,415	25,831
U2	22,961	24,293	26,779	28,194
U3	25,323	26,656	29,141	30,557
U4	27,406	28,738	31,229	32,640
U5	29,772	31,102	33,590	35,000
U6 (UTPR maximum)	32,134	33,464	35,954	37,362

<https://strictlyeducationhr.co.uk/strictlyedu4shr/resources/Pay-and-conditions/The-Teachers-Pay-Award-and-DRAFT-STPCD-2023.pdf>

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 (qualified)

The pay range for classroom teachers in this School has been agreed by the relevant Body and is shown in the table below (applicable once ratified nationally)

Main Pay Range 2023 – Annual Salary

	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
	£	£	£	£
Minimum	30,000	38,745	35,514	31,350
Maximum	41,333	47,666	46,001	42,689

Draft Advisory Pay Points for the Main and Upper Teacher Pay Ranges

Spine Point	Rest of England (£)	London Fringe (£)	Outer London (£)	Inner London (£)
M1 (MPR minimum)	30,000	31,350	34,514	36,745
M2	31,737	33,150	36,320	38,491
M3	33,814	35,204	38,219	40,318
M4	36,051	37,436	40,218	42,233
M5	38,330	39,687	42,654	44,615
M6 (MPR maximum)	41,333	42,689	46,001	47,666
U1 (UPR minimum)	43,266	44,579	47,592	52,526
U2	44,870	46,179	49,353	55,107
U3 (UPR maximum)	46,525	47,839	51,179	56,959

Upper Pay Range 2023 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	43,266	52,526	47,952	44,579
Maximum	46,525	56,959	51,179	47,839

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

- a) They are employed as a post threshold teacher for as long as they are employed at that school without a break in continuous service.
- b) They applied to be paid on the UPR and were successful in applying at that school and without a break in continuous service
- c) 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 yr 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.

A teacher may decline to be paid on UPR as a result of changes in circumstance. In this case they would revert to M6 via negotiation around roles and responsibilities.

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

- a) 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.
- b) 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
- c) 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.

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, or email, (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 you decide not to submit additional evidence it will not be viewed negatively but your appraiser must consider the depth and range of evidence which is available to them in order to make a reasoned recommendation on pay

Any teacher looking to apply to the UPR should do so by 31st October in the year that the award would be made. Applications after this date would be held on file for consideration in the next academic year.

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 (see appendices); 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, make a distinctive contribution to improving pupil outcomes
- ‘Sustained’ means:
Maintained continuously and consistently over a significant period of time – potentially 1-2 academic years as a minimum

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 by the standards team in order to take into the most robust and rounded view of performance and sources of evidence.

Processes and procedures

The assessment will be made within 20 working days* and the applicant will receive a response to their application

If successful, applicants will move to the upper pay range from *the start of that academic year – backdated for September and October applications. Recommendations will be made by the standards team taking into account the best evidence around:*

- 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 *team leader for that teacher’s performance management.*

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 – information only

Ludlow Junior School does not currently have any LP posts within its staffing structure

The relevant Body of this School / local authority has agreed the pay ranges shown below for Leading Practitioner Teacher posts

Leading practitioners are not currently within the staffing structure at Ludlow Junior School but could be incorporated

Leading Practitioner Pay Range 2023 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	47,417	56,377	51,179	48,723
Maximum	72,085	81,051	75,850	73,393

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.

Decisions regarding pay progression for Leading Practitioners will be made with reference to the teacher's appraisal reports and the 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.

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

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

The pay range for the Head Teacher, Deputy Head Teacher and Assistant Head Teachers at this School will be determined in accordance with the criteria set out in the School Teachers Pay and Conditions Document. The actual distribution of these posts must be set out within the current staffing structure

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.

Ludlow Junior School recognises the salary freedoms / discretions contained within the STPCD in relation to leadership salaries and can use these within the agreed boundaries. The relevant body must not make pay awards beyond these boundaries without prior consent from the appropriate body e.g. ESFA or secretary of state and must create a business case for this. As with all teacher awards affordability should not be a block to salary progression

Leadership Group Pay Ranges 2023

Leadership Group Pay Range 2023 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	47,185	56,100	50,929	48,484
Maximum	131,056	139,891	134,765	132,352

**Note that the pay award detailed above relates purely to the 'cost-of-living' element of pay increases. Pay progression linked to performance (or other criteria) will continue for all teachers in accordance with the parameters set out in your pay policy.*

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 under paragraph 10 of STPCD 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 school, it is recommended that schools continue to determine an individual school range (ISR) that is seven points (for Heads) and five points (for Deputies/Assistants).

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.

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.

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 role must also be recognised within the staffing structure principles which include the use of TLR's for specifically planned school improvement core roles

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. The award of the TLR 3 means that the responsibility demands of the teachers high levels of independence, autonomy, professional thinking and individual accountability

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.

Values

TLR 1 – Min £8706 – Max £14732

TLR 2 – Min £3017 – Max £7368

TLR 3 – Min £600 – Max £2975

The following may be used as a reference point:

TLR payments (England)	
TLR level	Amount
TLR1a	£8,706
TLR1b	£11,367
TLR1c	£14,732
TLR2a	£3,017
TLR2b	£5,028
TLR2c	£7,368

TLR payment guidance:

In addition to those elements outlined within performance progression and professional standards for teachers the following guidance should be referred to when decision making:

In order to qualify for a TLR payment of any kind, teachers' duties must include (in addition to those specified within their pay descriptors) :

- a **significant responsibility that is not required of all classroom teachers** and that is focused on teaching and learning so driving school improvement
- the **exercise of a teacher's professional skills and judgement**
- the teacher to **lead, manage and develop** a subject or curriculum area, or to lead and **manage pupil development** across the curriculum within that subject – including the **analysis of related data**
- having a positive and quantifiable **impact on the educational progress and attainment** of pupils other than the teacher's assigned classes or groups of pupils
- **leading, developing and enhancing** the teaching practice of other staff.
- Maintaining an **effective subject action plan and position statement**
- Leading effective **staff training and development**
- **Communicating subject priorities and development initiatives** clearly and effectively – including to staff, trustees and parents (as applicable)

The STPCD statutory guidance makes clear that responsibility for other teachers or accountability for a subject area should be linked to TLR1 or TLR2 payments or leadership group posts.

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 may award SEN allowances in accordance with the provisions of the STPCD. Ludlow Junior School currently has no SEND additional payments within its structure

The STPCD statutory guidance makes it clear that SEN/ALN allowances can be held at the same time as TLRs. Teachers who meet the statutory criteria can receive an appropriate allowance ranging from a minimum of £2,384 and a maximum of £4,703 (England) commensurate with their skills and experience in the role.

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 fixed period to applicants recruited to posts that are considered to be hard to recruit to. Similarly, retention payments may be used, within our school, to retain a teacher in a position which will be challenging to fill based on criteria such as leadership expertise, subject specialism, coaching skills.

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 3 year period and should be reviewed annually with reference to the staffing structure.

The executive head with delegated responsibility 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 or where the core priority cannot be addressed.

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.

Project based short term payments may be used to focus on a key aspect of the school's work

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/FRAR OF THE GOVERNING BODY

The Pay Committee will be comprised of members of the resources committee and it will be deemed to be a function of that committee. 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 executive 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

The functions of the pay committee may be performed by the full board or the finance, resources, audit and risk committee. Staff may not form part of that committee with the exception of duties performed by the Executive head teacher.

The pay committee may meet as a designated group or may have the 'committee function' fulfilled as part of established trustee groups e.g. Full governing board (FGB) or Finance, risk, audit and resources (FRAR). A separate committee is not required.

APPENDIX TWO – can be replaced by email

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 objectives and feature in deployment and development plans linked to the SIP/standards plan or other core improvement initiatives

They are a role model for teaching and learning, making a distinct contribution to enabling learners to reach their potential and should also be able to demonstrate sustained and significant impact on colleagues

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

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 and there is demonstrable positive impact on colleagues

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

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, use consistently and effectively – especially with the inclusion of the most challenging pupils in mind

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.

3) Professional skills

They promote collaboration and work effectively as a team member to promote the professional development and excellence of self and others

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.

Professional reference documents for progression and performance

Appendix A – National Standards



TEACHERS' STANDARDS SELF AUDIT
AND PROFESSIONAL DEVELOPMENT OBJECTIVE DRAFTING TOOL



NAME..... PAY POINT..... DATE.....

Standard	Out	Good	R/I	Med.
<p>1.1. Set high expectations which inspire, motivate and challenge pupils</p> <ol style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 				
<p>1.2. Promote good progress and outcomes by pupils</p> <ol style="list-style-type: none"> 1. Be accountable for pupils' attainment, progress and outcomes 2. Plan teaching to build on pupils' capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study 				
<p>1.3. Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subjects (and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings) 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 				



Standard	Out	Good	R/I	Inad.
<p>1.3(cont'd)</p> <p>3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</p> <p>4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>				
<p>1.4. Plan and teach well structured lessons</p> <p>1. Impart knowledge and develop understanding through effective use of lesson time</p> <p>2. Promote a love of learning and children's intellectual curiosity</p> <p>3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>4. Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p>				
<p>1.5. Adapt to respond to the strengths and needs of all pupils</p> <p>1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these</p> <p>3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <p>4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</p>				



Standard	Out	Good	P/I	Inad.
<p>1.6. Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 				
<p>1.7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> 1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary 				
<p>1.8. Fulfill wider professional responsibilities</p> <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 				



<p>Part 2 Personal and Professional Conduct The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</p>	<p>+ **</p>	<p>- **</p>
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
<p>Preamble</p> <ul style="list-style-type: none"> • Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils <p style="text-align: center;">** + performance in line with expectations - performance may be below expectations</p> <p style="text-align: center;"><small>Head Support Ltd 2016. All rights reserved. 01530 56242</small></p>	<p>+ **</p>	<p>- **</p>



PROFESSIONAL SKILLS LEVEL DESCRIPTORS TO ACCOMPANY THE HEAD SUPPORT 3 PAY BAND STRUCTURE

Name _____ Pay Point _____ Date _____ Self/School Assessment _____ Page1

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER		Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5 M6	U1	U2	U3
PROFESSIONAL PRACTICE	1.5(1)1.3(2)1.5 1.2(1)2.1 1.4)2.3)1.5 1.6(1)1.7 1.2.3) 1.8(1)2.1(2.4) Performance	Many – but not all – aspects of teaching over time are good			All aspects of teaching over time are good		Many aspects of teaching over time are outstanding		
PROFESSIONAL OUTCOMES	1.5(2)1.3(1)2.3) 1.5(1)1.8(1.4) Performance	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support		Significant numbers of pupils exceed school expectations		
PROFESSIONAL RELATIONSHIPS	1.5(1)1.6(4) 1.7(4)1.8(2.2.3) 2.1(1.2.4) Performance	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.		Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		

PROFESSIONAL SKILLS LEVEL DESCRIPTORS TO ACCOMPANY THE HEAD SUPPORT 3 PAY BAND STRUCTURE

Name Pay Point Date Self/School Assessment Page 2

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER		Band 3 EXPERT TEACHER			
		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL DEVELOPMENT	1.2(1, 2, 4, 5) 1.3(1) 1.3(2, 3, 4) 1.6(1) 1.6(4) 2.5(2) 2.3 Prescriptive	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
PROFESSIONAL CONDUCT	1.5(3) 1.7(1) 1.8(1) 2.5(4) 2.2 2.3 Prescriptive	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

