



St John of Jerusalem  
Church of England Primary School

# Schools Pay Policy

## **Our School Vision**

Our Christian faith underpins the life of the school and through God's enduring love we create a nurturing and caring environment where our pupils develop in body mind and spirit. Through love, patience and kindness our children are encouraged to learn and grow together to realise their full potential.

**"I can do all things through Him who strengthens me."**

Philippians 4:13

## About this policy

### Purpose

This document describes the Schools' Pay Policy. Refer to the table of contents, below, for a full list of topics covered.

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The following Pay Policy may be adapted as necessary by the Governing Body and adopted for use by the school. Any adaptations by the Governing Body should be made with regard to its discretionary powers and will not affect the mandatory elements as determined by the *School Teachers' Pay and Conditions Document*. Care should be taken to ensure a relevant and applicable version is adopted by the Governing Body

## Introduction

This document sets out the basis on which the Governing Body will determine all school employees' pay. It also establishes the procedures for determining appeals.

When taking pay decisions, Governing Bodies, schools and the local authority must have regard to both the Pay Policy and to the particular post within the staffing structure.

**[A copy of the current staffing structure must be attached to this Pay Policy]**

This document should be published to all staff.

The schools Pay Policy, and the staffing and pay structure should be reviewed annually and in consultation with staff and their representatives, or whenever significant changes in national and local agreements on pay and conditions necessitate a review.

## Policy Statement

The Governing Body will adopt a 'whole school' approach to pay issues. Pay decisions will be taken in the context of full consideration of the resources available to the school. This means that pay decisions relating to any given group of staff will not be taken in isolation and that all pay decisions will be taken in the context of the school as a whole.

This policy aims to ensure fair and equitable treatment for both teaching and support staff. These procedures for determining pay are consistent with the principles of public life and will ensure objectivity, openness and accountability.

The overall objective of this policy is to ensure that all teaching and support staff are valued, treated fairly and receive recognition for their work and their contribution to school life.

When advertising all posts, the school will provide job applicants with the appropriate salary details.

All information on which pay decisions are based will be treated with strict confidentiality.

## Equal Opportunities

The school is committed to promoting equalities in all areas of employment and to challenging discrimination and stereotyping.

The school seeks to use this Pay Policy to maintain and promote equal opportunities within the school and ensure that no member of staff is discriminated against for any reason.

The school will provide appropriate support to all staff and will give them sufficient opportunity to have their training and development needs reviewed regularly as part of the performance management review arrangements.

The school will make every effort to address the needs of those with visual, mobility and hearing impairments, and will make any reasonable adjustments necessary in order to overcome any barriers to access.

All schools are expected to give Hackney Learning Trust equalities monitoring data, including related to pay, on their staff returns.

## Access to Salary Records

The school holds personal files for all staff. Staff may have access to their salary records by making a written request to the Senior Administrative Officer or the School Business Manager. The member of staff should make an appointment two days in advance with the Senior Administrative Officer or the School Business Manager. Two days written notice, using the [Request to Access Employee's Personnel File Form](#), should be given by anyone who is authorised to consult a specific personal file. (See the [Human Resources Record Policy](#).)

When the Pay Committee makes a reasonable request for salary information, this should be extracted from the employee's personal file and supplied. All salary information is held and processed according to the principles contained within the Data Protection Act 199

## Key Legislation

This Pay Policy ensures the schools compliance with The Equal Pay Act 1970, The Race Relations Act 1976, The Sex Discrimination Act 1975 and 1986, The Disability Discrimination Act 1995, The Employment Rights Act 1996, and The Employment Act 2002, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Equality (Age) Regulations 2006, The Employment Equality (Sexual Orientation) Regulations 2003, The Employment Equality (Religion and Belief) Regulations 2003, The Employment Act 2008, and the Agency Workers Regulations 2010 and the Equality Act 2010 which cover the following:

- ☐ Age discrimination.
- ☐ Disability discrimination.

- ☐ Equal pay.
- ☐ Fixed-term employees.
- ☐ Gender reassignment.
- ☐ Rehabilitation of offenders.
- ☐ Marriage and civil partnership.
- ☐ Part-time employees.
- ☐ Pregnancy and maternity.
- ☐ Race discrimination.
- ☐ Religion or belief.
- ☐ Sex discrimination.
- ☐ Sexual orientation.
- ☐ Trade union membership.

In implementing this policy, the Governing Body will work within the national and local agreements on pay and conditions of service and the accompanying statutory and non-statutory guidance.

Staff and union representatives will be consulted on any changes to this document. It will be reviewed each year, or when other changes occur to the *School Teachers' Pay and Conditions Document/Burgundy Book* and/or changes to support staff pay and conditions of employment.

## 1. Principles – All School Staff

### 1.1. The Relevant Pay Committee

Only the Governing Body has the power to agree on the Pay Policy and to approve the membership and the terms of reference for committees. The membership of committees may change from time to time subject to full Governing Body approval. A Personnel/Pay Committee may include staff Governors, but such membership should be excluded where a personal interest exists.

It is recommended that members of the Relevant Pay Committee consist of at least three Governors plus the Headteacher with a quorum of three Governors, to include a non-staff Governor, and the Headteacher or their substitute. The Governing Body should insert its own arrangements for making pay decisions if these differ from those set out below.

**Note:** Additional advice on committee structures and terms of reference can also be provided by Hackney School Governors' Association (HASGA) or by Hackney Learning Trust's Governors' Support Services.

#### 1.1.1. Terms of Reference

- ☐ To implement the Pay Policy with reference to staffing and financial budget plans.
- ☐ To achieve the aims of the Pay Policy in a fair and equitable manner and within statutory and contractual obligations.
- ☐ To apply the criteria of the Pay Policy consistently in determining the pay for each member of staff in the annual review.
- ☐ To determine the size of the leadership group; and set an Indicative Pay Range (IPR) for the Headteacher Leadership Pay Range and for other staff on the Leadership Pay Spine and decide where leadership group members should be placed on these.
- ☐ To consider difficult and discretionary pay issues, such as the use of recruitment and retention incentives.

The Relevant Pay Committee shall also be required to:

- ☐ Minute all decisions that are taken and submit these minutes to the Governing Body as required.
- ☐ Keep abreast of any relevant developments and advise the Governing Body when the Pay Policy needs updating.
- ☐ Observe all statutory, non-statutory and contractual conditions in respect of pay matters.
- ☐ Maintain the strictest confidentiality.
- ☐ Recommend to the Finance Committee any budget adjustments needed for annual pay reviews.
- ☐ Work with the Headteacher to ensure that the Governing Body complies with the Appraisal Regulations for Teachers 2012.

## **1.2. The Headteacher**

Although the Relevant Pay Committee has overall responsibility for the management of the Pay Policy, it is not always practical for every single pay decision to be referred to it. Therefore the Headteacher has delegated responsibility for the following:

- ☐ Setting performance objectives and carrying out performance reviews as required.
- ☐ Ensuring effective appraisal arrangements are in place and that appraisers have the knowledge and skills to apply procedures fairly.
- ☐ Approving salary assessments for all staff (accept the Headteacher).
- ☐ Ensuring that when pay recommendations are made to the Governing Body that they are provided with sufficient and appropriate information to make pay decisions.
- ☐ Applying pay discretions where these are clear and non-contentious within the scope of the policy.
- ☐ Overseeing temporary and supply staff appointments.
- ☐ Reviewing, drafting and finalising job descriptions for all staff.
- ☐ Ensuring teachers are informed about pay decisions reached, and that records are kept of recommendations and decisions made.

### 1.3. Pay Appeals Procedure

An employee may seek a review of any decision taken in relation to their pay.

The following list includes the usual reasons for seeking a review of a pay determination:

- that the person or committee by whom the decision was made:
  - ☐ incorrectly applied any provision of this document;
  - ☐ 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 employee

#### 1.3.1. Procedures

The order of proceedings is as follows:

1. The employee receives written confirmation of the pay determination and, where applicable, the basis on which the decision was made.
2. If the employee is not satisfied, they should seek to resolve this by discussing the matter informally (normally with the Headteacher) within 10 working days of the decision.
3. Where this is not possible or where the employee continues to be dissatisfied, they may follow a formal appeal process.
4. The employee should set down their grounds of appeal in writing for questioning the pay decision and send it to the Chair of Governors within 10 working days of being notified of the decision, or, of the outcome of the informal discussion referred to above. This time limit may be extended by either side if good and sufficient reasons are given.
5. Any appeal should be heard by a panel of (preferably) three non-staff Governors. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification and giving the employee at least 10 working days' notice of the date of the appeal hearing
6. For any hearing, the employee is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable and must allow both parties to attend and explain their case.
7. This procedure performs the function of the grievance procedure and therefore pay decisions should not be reopened under the general grievance procedures.

8. In the event of a complaint by the Headteacher, the Chair of Governors will act as the Review Officer, unless the Chair has been previously involved in the performance review proceedings. In this case, another non-staff Governor should act as the Review Officer.

## **2. Basic Pay Determination – All School Staff**

### **2.1. Performance Management**

All members of school staff are required to participate in arrangements made for the annual review of their performance. This will be managed in accordance with the Appraisal Policy, which is based on the national revised appraisal arrangements which came into force from 1<sup>st</sup> September 2012.

Relevant information from performance management reviews will be taken into account when making pay decisions or when advising those responsible for taking pay decisions in relation to the annual pay review process.

The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels.

### **2.2. Job Descriptions**

All members of school staff will be provided with a job description. Staff will be consulted over the drawing up of the contents. The task of reviewing, drafting and finalising job descriptions is delegated to the Headteacher.

Job descriptions may be periodically reviewed, in consultation with the employee concerned, in order to make reasonable changes. Any member of staff is entitled to request a review of their existing job description. Any such request will be considered first by the Headteacher and then by the Personnel Committee where requested.

### **2.3. Training and Development**

All employees will be encouraged and supported in their development through appropriate training. The opportunity will be made available to review their needs with their line manager.

## **2.4. Capability or Disciplinary Action**

Being subject to capability or disciplinary action which is proven may have an impact on the pay review for that or the following academic year.

However, the incremental point may be considered following a further pay review retrospectively if the capability or disciplinary process is discontinued or if the employee makes sufficient progress to reach a satisfactory level of performance.

The employee concerned should be formally notified of the possibility of not being awarded the forthcoming incremental point as soon as possible. Every effort should be made to provide the employee with the appropriate support and training to help them improve their performance within the context of the capability framework.

## **3. Teaching Staff**

### **3.1. Pay Reviews**

The Relevant Pay Committee will ensure that every teacher's salary is reviewed with effect from 1 September and no later than 31 October (except in the case of the Headteacher for whom the deadline is 31 December) each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given within one month after any review and where applicable will give information about the basis on which it was made.

Individual teachers may make a written submission to the Relevant Pay Committee for particular consideration of their salary assessment.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Pay Committee will give the required notification as soon as possible and no later than one month after the date of the determination.

Where a teacher is absent from work for a significant period of time, for example, due to maternity or long-term sickness absence, the Pay Committee will still undertake performance and pay reviews for that member of staff.

Where a teacher is on secondment or is acting up, the Relevant Pay Committee will still undertake performance and pay reviews for that member of staff.

### 3.2. Classroom Teachers on the Main Pay Range

**The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.**

The Governing Body will, if necessary, use its discretion to award a recruitment and incentive benefit to secure the candidate of its choice (this must be time framed). Very clear and specific criteria should be adopted if doing so and documented evidence may be required to verify any experience claimed.

The Governing Body undertakes that it will not restrict the pay range advertised for the 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.\*

The school is committed to the principle of pay portability. On appointment Classroom, Teachers moving from one school to another will be placed on the same or higher pay point to ensure their current salary is not reduced.

\* In determining the pay range the Governing Body may take into account a range of factors, including:

(insert as applicable – these options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments).

- ☐ The nature of the post.
- ☐ The level of qualifications, skills and experience required.
- ☐ Market conditions.
- ☐ The wider school context.

### 3.2.1. Pay Determination for existing main scale teachers and effective from September 2019

The *School Teachers' Pay and Conditions Document 2015* requires The Pay Committee to set their pay structures within the minimum and maximum of the main pay range for teachers (points 1 and 6 below). We have recommended that schools continue with a 6 point range, this guidance is non-statutory and provided by the DfE.

Minimum:	1	£29,664.
	2	£31,211
	3	£32,837
	4	£34,548
	5	£37, 206
Maximum:	6	£40,372

**From September 2019 the minimum range has been increase to: £30,480 and maximum: £41,483.**

Classroom teachers will be awarded pay progression on the Main Pay Range, and the Relevant Pay Committee will follow these provisions and award a point following each successful performance management/appraisal review, until the maximum point, provided that the teacher's performance in the previous year was at the very minimum good. If however capability or disciplinary proceedings are underway Section 2.4 (*Capability or Disciplinary Action*) of this policy will apply.

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

Progress will be awarded and backdated provided the required Teachers' Standards are maintained.

Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

Please see the Teacher Standards: Guidance for school leaders, school staff and Governing Bodies

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301107/Teachers\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf).

### 3.3. Moving to Upper Pay Range

In accordance with the *School Teachers' Pay and Conditions Document 2019*, any qualified teacher can apply to be on the Upper Pay Range. There is no longer the requirement to be at the top of the main pay range; however, this would normally be the case. Only one application can be made each year. Separate applications can be made if the teacher works at another school.

It is for the teacher to decide whether or not they wish to be paid on the Upper Pay Range. In order to be considered the teacher will have achieved Qualified Teacher Status and must provide two consecutive successful performance management reviews.

A teacher, who wishes to become a post-threshold teacher, should advise their reviewer in the previous year so that targets can be set accordingly. The teacher is entitled to receive clear advice on how they need to develop in order to reach the threshold standards.

Those wishing to apply for performance threshold assessment may do so before 31<sup>st</sup> October (this is flexible, and only our recommendation). Consideration will be given to accepting late applications dependent on individual circumstances, e.g. absence prevents this deadline being met. For information on backdating progression to the Upper Pay Scale, please refer to the DfE guidance.

Successful applicants will be placed on point 1 of the Upper Pay Range with effect from 1 September 2019. The minimum and maximum point are stated below; the following range is suggested guidance from the DfE:

Minimum:	1	£44,489
	2	£46,676
Maximum:	3	£48,244

From September 2019 the minimum range is: £45,713 and maximum: £49,571  
Teachers who are unsuccessful in passing the performance threshold assessment should be given written reasons, detailing which standards have been met and those which have not. It is expected that normally any concerns will have already been identified and shared with the teacher during the last 2 years. If they wish to appeal against this decision they should follow the procedures outlined [in \*Pay Appeals Procedure\*, on page 10.](#)

Teachers appointed to the school who have previously become entitled to be paid on the Upper Pay Scale will retain their entitlement to any points already awarded on this scale.

The entitlement of a teacher to be paid on the Upper Pay Scale is retained when moving to another school. This is covered by the *School Teachers' Pay and Conditions Document*.

### 3.3.1. The application process

Applications must:

- ☐ Be submitted to the Headteacher;
- ☐ Include two consecutive successful performance management reviews.
- ☐ Include any other evidence that is supportive to the application process, e.g. classroom observations, children's work, marking etc.
- ☐ Be submitted by 31 October in each year (consideration will be given to accepting late applications where individual circumstances, e.g. absence prevent this deadline being met).

An application may be used as a method of providing additional evidence. See the [Threshold Application](#) document for guidance.

### 3.3.2. Criteria

Applications will be assessed against paragraph 15.2 of *School Teachers' Pay and Conditions Document 2019* (stated below). For an application to be successful, the Headteacher must be satisfied that:

- ☐ The teacher is **highly competent** in all elements of the relevant standards; and b
- ☐ The teacher's achievements and contribution to an educational setting or settings are **substantial and sustained**.

#### Definitions

'**Highly competent**' means 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**' means 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**' means the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the School's Appraisal Policy.

### 3.4. Moving up the Upper Pay Range

Progression through the Upper Pay Scale is not automatic. Teachers can only progress if their performance has been reviewed and they are **highly competent** and have made a **substantial** and **sustained** contribution to the school.

Teachers should normally spend two years on each Upper Pay Scale point before being considered for pay progression. In exceptional circumstances, the Pay Committee can award progression to the next point on the Upper Pay Scale faster than this.

All teachers will have their pay reviewed annually in accordance with the Appraisal Policy.

#### 3.4.1. The application process

Applications must:

- ☐ Be submitted to the Headteacher.
- ☐ Include two consecutive successful performance management reviews.
- ☐ Include any other evidence that is supportive to the application process, e.g. classroom observations, children's work, marking, etc.
- ☐ Be submitted by 31 October in each year (consideration will be given to accepting late applications where individual circumstances, e.g. absence prevent this deadline being met).
- ☐ The teacher's achievements and contribution to an education setting or settings are **substantial** and **sustained**.

The [Threshold Application](#) document may be used as a method of providing evidence in addition to two consecutive performance management reviews.

### 3.5. Short Notice Teachers

Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of the *School Teachers' Pay, and Conditions Document* 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.

Teachers should be paid for all the hours they are required to be on the school premises. Allowance should be made for non-contact time.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will be divided by 195 then divided again by 6.48 (1265/195) or the total length of the school's pupil day to arrive at the hourly rate.

A 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 in respect of that period than they would have received had they been in regular employment throughout the period.

### 3.6. Part-Time Teachers

Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay subject to the provisions of the statutory pay arrangements and in comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

Part-time teachers are entitled to PPA time pro-rata to full-time teachers. Part-time teachers must be paid the pro rata percentage of the appropriate full-time equivalent salary. The same percentage must be applied to any allowances awarded to the part-time teacher.

Any additional hours such a teacher may agree to work from time to time at the request of the Headteacher should also be paid at the same rate.

### 3.7. Supply Teachers

The pay of supply teachers employed via agencies is determined by the agency concerned.

### 3.8. Leading Practitioner Posts

The Leading Practitioner range is for teachers who support the modelling and improvement of teaching skills. Schools can create posts whose primary purpose is the modelling and leading improvement of teaching skills and that are paid above the maximum of the Upper Pay Range.

For teachers working in this capacity, additional duties will be set out in the job description which links to developing, implementing and improving school effectiveness and performance of staff, colleagues and pupils.

Pay determination has a minimum and maximum range, and the Pay Committee will be responsible for determining where within that range a post will be placed. The Pay Committee shall also ensure that there is scope for performance-related progress over time within the pay range they set. The STPCD provides a minimum and maximum range. Please see below the recommendations within this range

Minimum	1	£47,751	10	£57,777	
	2	£48,761	11	£59,076	
	3	£49,793	12	£60,269	
	4	£50,841	13	£61,584	
	5	£51,925	14	£62,929	
	6	£53,031	15	£64,302	
	7	£54,258	16	£65,816	
	8	£55,332	17	£67,154	
	9	£56,520	Maximum	18	£68,652

**Minimum: £49,065 and the maximum: £70,540**

SEN allowance 1 will be awarded automatically to all classroom teachers in a special school. In a mainstream school, it may be awarded to all classroom teachers who are engaged wholly or mainly in taking charge of special classes of children who are hearing impaired or visually impaired or who teach pupils with statements of special educational needs in designated special classes.

The allowance may also be awarded to classroom teachers who make a particular contribution to the teaching of pupils with SEN, which is significantly greater than that which would normally be expected of a classroom teacher.

SEN allowance 2 will be awarded to classroom teachers who qualify for SEN allowance 1 and who:

- ☐ Hold a recognised special educational needs qualification.  
and/or
- ☐ Where the Relevant Pay Committee consider that their experience and/or qualifications enhance the value of the work they undertake with special needs pupils.

Please note, the statutory pay guidance states that:

SEN allowances may be held at the same time as TLRs. However, relevant bodies should, when reviewing their staffing structures and keeping them under review:

- ☐ Ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff.
- ☐ Consider whether, if teachers have responsibilities that meet the principles for the award of TLR payments, it would not be more appropriate to award a TLR payment **instead of** a discretionary SEN allowance of a lower value.
- ☐ Consider whether discretionary SEN payments made by the relevant body under its Pay Policy primarily for the purposes of recruitment and retention might not more appropriately be made using the separate provisions available for these purposes.
- ☐ Ensure that any responsibilities are clearly specified in individual teacher's job descriptions, and are clear in the school's published staffing structure.

When considering the award of SEN2, the relevant body should, in particular, consider what relevant qualifications or experience holders of SEN1 have and whether these are being used for the benefit of the school or service. SEN2 should be awarded to all whose qualifications or experience is in line with the relevant body's policy.

## 4. Unqualified Teachers

The Relevant Pay Committee will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:

Minimum:	1	£21,641
	2	£23,642
	3	£24,644
	4	£27,644
	5	£29,644
Maximum:	6	£31,644

**From September 2019 minimum is: £22,237 and maximum £32,515**

### 4.1. Qualifications

- ☐ [\*one] point for a recognised overseas teaching qualification.
- ☐ [\*one] point for a recognised post-16 teaching qualification.
- ☐ [\*one] point for a first or second class honours degree (or equivalent as determined by the DfE).
- ☐ [\*one] point for a recognised qualification relevant to their subject area.

At the discretion of the Relevant Pay Committee, unqualified teachers who are on one of the employment-based routes into teaching may be paid on the qualified or unqualified teachers' scale as long as they occupy a classroom or support teacher position. Overseas trained teachers will be paid on the unqualified teachers' pay scale, with an allowance to take them up to the qualified rate of pay at the equivalent spine point.

### 4.2. Experience

- ☐ One point on the unqualified teachers' scale for each period of [\*one] years of service as an overseas-trained teacher.
- ☐ One point on the unqualified teachers' scale for each period of [\*one] years of service teaching in further education, including sixth form colleges.
- ☐ One point on the unqualified teachers' scale for each period of [\*one] years of service teaching in higher education.

The Relevant Pay Committee will consider awarding on a case by case basis:

- ☐ One point on the unqualified teachers' scale for each period of [**\*three**] years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people either in a paid or voluntary capacity.

**Note:** \*The Governing Body will need to insert the appropriate figure where indicated. The figures given are suggestions.

The Relevant Pay Committee will reserve discretion to withhold an experience point where performance has been unsatisfactory. However, this will only occur where formal action during the review year has been taken under the capability procedure or the disciplinary procedure.

The Relevant Pay Committee may review this position if, at the conclusion of any formal action, satisfactory performance has been achieved.

#### **4.3. Unqualified Teachers' Allowance**

The Relevant Pay Committee may pay an unqualified teachers' allowance to unqualified teachers when they consider the basic salary is not adequate having regard to their responsibilities, qualifications and experience.

## **5. Leadership Group**

The STPCD 2014 made changes to the determination of the Leadership Group Pay (Headteacher, Deputy Head of an Assistant Head) for those appointed on or after 1<sup>st</sup> September 2014 (or for those whose responsibilities have significantly changed on or after that date). The changes do not mean that a review will need to be undertaken for all staff undertaking leadership roles unless there is a need to maintain consistency.

### **5.1. The Three Step Process**

The Relevant Pay Committee is entitled to determine the size of the school's leadership group, by determining the Headteacher group, which is now divided into eight pay bands.

A three-step process will be adopted by Governing Bodies to determine leadership pay. This provides them with greater flexibility to make pay decisions to attract Headteachers and other members of the leadership team. However, to be an effective tool it is imperative that each step is well documented.

The three steps are stated below, and further guidance can be found in the DfE document called implementing your School's Approach to Pay, please see link below.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/356378/implementing\\_your\\_schools\\_approach\\_to\\_pay\\_departmental\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/356378/implementing_your_schools_approach_to_pay_departmental_advice.pdf)

1. Defining the role and determining the Headteacher group (para 31-37 STPCD 2017 – determining the size).
2. Setting the indicative pay range (consider the complexities of the school (internal and external factors) and if it warrants it up to 25% uplift can be made).
3. Deciding the starting salary and the individual pay range (taking into consideration relevant skills and attributes, ensuring room for performance-related progression as additional allowance are now restricted).

Adopting this approach will ensure that pay is reflective of the complexities of the school and use of allowances to enhance pay will not apply as these determinations should now be made from the outset and therefore will be inclusive.

Individual pay ranges for Headteachers and for Deputy and Assistant Headteachers may be of whatever length the Governing Body deems appropriate and may or may not include fixed scale points. The previous provisions requiring seven and five-point pay scales respectively will be removed.

In exceptional circumstances the pay ranges of Deputy and Assistant Headteachers can overlap the pay range of the Headteacher. It is the responsibility of the Governing Body to determine appropriate pay differentials between leadership posts and classroom teacher posts.

#### **5.1.1. Executive Headteachers**

The Headteacher group for permanent Executive Headteachers is determined by calculating the total unit score for all the pupils across all schools. This may be re-determined at any time if this is considered necessary to retain a Headteacher.

## **5.2. Performance Management Reviews**

#### **5.2.1. Executive Headteachers and Headteachers**

A panel of three Governors will undertake annual performance reviews for an Executive Headteacher or Headteacher and make recommendations to the Relevant Pay Committee. This panel must not include any Staff Governors. The School Improvement Partner (SIP)\* will assist with the process.

The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points are awarded.

In considering whether performance objectives have been met, account will be taken of whether unforeseen circumstances may have led to a particular objective not being achieved.

**Note:** If an Executive Headteacher is responsible for the performance management of a Headteacher, the performance management will be undertaken by the Executive Headteacher alongside Governors.

### **5.2.2. Associate Headteachers and Heads of School**

The Executive Headteacher will undertake delegated annual performance management reviews for Associate Headteacher and Head of School roles in a Federation arrangement. The Executive Headteacher, Associate Headteacher and Head of School must respectively demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to an individual review of performance against performance objectives before any performance points are awarded.

In considering whether performance objectives have been met, account will be taken of whether unforeseen circumstances may have led to a particular objective not being achieved.

### **5.2.3. Deputy Headteachers and Assistant Headteachers**

The Headteacher is responsible for undertaking annual performance reviews for other leadership group members.

Deputy Headteachers and Assistant Headteachers must demonstrate sustained high quality of performance, in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points are awarded.

The Relevant Pay Committee will be advised by the Headteacher of the agreed performance objectives and the outcome of the review of these. Deputy Headteachers and Assistant Headteachers will be able to make submissions in the form of a verbal or written statement to the Relevant Pay Committee as part of their annual performance review. They should also be able to make written submissions commenting on the objectives set if these have not been agreed and the Relevant Pay Committee should take these into account during the annual performance review process.

In considering whether performance objectives have been met, account will be taken of whether unforeseen circumstances may have led to a particular objective not being achieved.

## **5.3. Pay Progression on the Leadership Group**

Where the STPCD regulations apply, the Relevant Pay Committee will consider the award of one point (maximum two for exceptional performance) where performance objectives have been met, and there has been a sustained high quality of overall performance.

Save to the extent that a movement up the pay spine is necessary to ensure that the salary equals the minimum of the individual school range; the salary shall not be increased by more than two points in the course of one school year.

In line with the STPCD, the relevant body must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment

since the previous pay determination and, if so, to what salary within the relevant pay range.

The decision whether or not to award pay progression must be related to the individual's performance, as assessed through the school or authority's appraisal arrangements in accordance with the 2012 regulations in England or the 2011 regulations in Wales.

Pay ranges for Headteachers should not normally exceed the maximum of the Headteacher group. The relevant body must ensure that the maximum of the Headteacher's pay range and any additional payments made does not exceed the maximum of the Headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the Governing Body must seek external independent advice before providing such agreement and support its decision with a business case.

The maximum of the Deputy Headteacher or Assistant Headteacher's pay range must not exceed the maximum of the Headteacher group for the school, calculated in accordance with the STPCD. The pay range for a Deputy Headteacher or Assistant Headteacher should only overlap the Headteacher's pay range in exceptional circumstances.

#### **5.4. Acting (Leadership) Allowances**

The Relevant Pay Committee will consider paying a teacher who is temporarily carrying out the full duties of an absent Headteacher, Deputy Headteacher or Assistant Headteacher at an appropriate point within the Headteacher's or deputy/Assistant Headteacher's pay ranges when the absence extends beyond four weeks. The increase in salary will be backdated to the first day of absence. The level of allowance must be at least at the minimum leadership spine point payable in the school for the post in which the teacher is acting.

In the case of planned prolonged absence, an acting pay point within the applicable pay range should be established in advance and payment made as soon as the duties are taken up.

Except in the case of the Deputy Headteacher, who is contractually obliged to act as the Headteacher in their absence, any member of staff acting up to a higher position should have first agreed to take on the acting duties in question.

Acting up allowances for any position other than a leadership group member (including support staff posts) will be determined by the Headteacher, taking into account the responsibilities of the post, the salary of the person acting up and the post holder's salary.

## **6. Discretionary Allowances and Payment**

### **6.1. Additional Payments**

The relevant body may make such payments as they see fit to a teacher, including a Headteacher in line with the *School Teachers' Pay and Conditions Document*.

#### **6.1.1. Teaching and Learning Responsibility Payments (TLRs)**

The Governing Body will award TLR payments to teachers who occupy posts of additional

responsibility in accordance with the statutory provisions of the *School Teachers' Pay and Conditions Document*.

TLRs will be awarded to the holders of the posts indicated in the attached staffing structure. The school may determine whether to award a TLR1 or a TLR2. TLR payments can be awarded on a fixed term basis, this allowance is called TLR3. The factors relating to these payments are stated below in Section 6.1.2 (*Criterion and Factors for Award of TLRs*).

Each school may decide its own levels of TLR payments subject to minimum annual values as specified within the *School Teachers' Pay and Conditions Document*. The STPCD 2014 removed the requirement of a £1,500 differential this still applies under the current *School Teachers' Pay and Conditions Document*. The TLR1 is paid at a higher amount than the TLR2. TLR2 is paid at a higher amount than TLR3.

TLRs may only be awarded in the context of the school's staffing structure and Pay Policy.

### **6.1.2. Criterion and Factors for Award of TLRs**

A Teaching and Learning Responsibility (TLR1 or TLR2) payment may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable. Temporary or fixed-term TLRs cannot be paid except where a teacher is occupying another post in the temporary absence of the post holder. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post holder.

TLRs awarded to teachers employed under a fixed term contract or whilst they occupy another post in the temporary absence of the post holder will not be safeguarded after the fixed term contract expires or after the date (or circumstance if occurring earlier than that date) as notified to the teacher, which will bring the fixed period or fixed term contract to an end.

A teacher may not hold a TLR1 or TLR2 concurrently; however, a teacher in receipt of either allowance may also hold a TLR3 for specific time-limited school improvement projects outside of the remit of their current allowance or for a one-off externally driven responsibility (by monthly payment). A TLR is a payment integral to a post in the schools staffing structure and therefore may only be held by two or more people when job sharing that post.

In relation to the TLR3, the Governing Body will be required to set out in writing to the teacher the duration of the fixed term, and the amount of the award to be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

#### **Factors**

Before awarding a TLR, the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- ☐ 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.
- ☐ Involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes line management responsibility for a significant number of people.

### Values

The values of TLRs must fall within the following ranges. **From September 2019, the annual value of a**

- ☐ TLR1 is £8,853 - £13,654
  
- ☐ TLR 2 is £2,796 - £6,829
  
- ☐ TLR 3 is £555 - £2,727.

If the relevant body awards TLRs of different values, they must be fully satisfied that the decision taken is fair. Details of TLRs to be awarded at the school will depend on the outcome of the review of the staffing structure, and the timing of its introduction will be in line with the implementation plan.

If a post meets the criterion and all of the factors, this does not mean automatically that the post will be graded as a TLR1.

TLR payments will cease when teachers move to different schools. They can also cease where any teacher refuses to perform the responsibilities, is dismissed from them or where responsibilities are restructured.

TLRs awarded to part-time teachers must be paid pro rata at the same proportion as the teachers' part-time contract.

## 6.2. Continuing Professional Development (CPD)

Teachers (including Headteachers) who undertake voluntary CPD outside the school day will be entitled to an additional payment.

The Relevant Pay Committee will consider payments to teachers for the above where it is demonstrated that they are currently engaged in such activities and where it is financially practicable for the school to do so.

## 6.3. Recruitment and Retention Incentives and Benefits

The Relevant Pay Committee may consider paying recruitment or retention awards in line with the *School Teachers' Pay and Conditions Document* in circumstances where they anticipate or encounter recruitment and/or retention difficulties.

**Note:** This no longer applies to those on the leadership group (Headteachers, Deputy Headteachers and Assistant Headteachers) as this must be taken into account when determining the schools pay range.

This may be awarded as an annual allowance, lump sum payment, periodic payment or some other non-monetary benefit. If the Pay Committee think it is relevant to apply this incentive they will clearly state in writing to the employee the amount and review date that the incentive may be withdrawn.

The Governing Body should specify clearly the basis on which such incentives may be paid (e.g. to all teachers; to those in shortage subjects as defined by the school; or after one/two advertisements have failed to produce a suitable candidate for appointment).

Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.

In particular, the Relevant Pay Committee will determine:

- ☐ Whether the award is for recruitment or retention.
- ☐ The nature of the award.
- ☐ When/how the award will be paid.
- ☐ The start date and duration of the award.
- ☐ The basis for any uplift that may be applied.

The Relevant Pay Committee will award such allowances where in their view:

- ☐ The post is considered to be difficult to fill.
- ☐ The post holder teaches a subject in which there is a shortage of teachers.

and will ensure that these criteria are consistently applied.

A review of rates will be necessary if the Governing Body intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the

Governing Body may determine.

Schools should consider making use of existing pay facilities within the *School Teachers' Pay and Conditions Document* – for example, to help with the recruitment of teachers of shortage subjects such as mathematics, physics and chemistry. Schools will be expected to meet the costs of any payments from within the budgets they have available.

#### **6.4. Initial Teacher Training Activities (ITT)**

The Relevant Pay Committee has the discretion to make additional payments to all teachers (including Headteacher) who undertake voluntarily school-based activities.

The Relevant Pay Committee will consider payments to teachers where it is demonstrated that they are currently engaged in such activities and where it is financially practicable for the school to do so.

Suggested areas include: supervising and observing teaching practice, planning an initial teacher training course; preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students.

#### **6.5. Safeguarding**

Where pay decisions are taken which lead to a teacher receiving safeguarding, they will be given written notification as soon as possible and no later than one month after the decision.

A safeguarded sum will not be increased during the safeguarding period. The safeguarded sum will be payable for a maximum period of three years.

Teachers entitled to safeguarding in excess of £500 may be required to undertake additional responsibilities commensurate with the safeguarded sum for the period of safeguarding.

There is provision for teachers who occupy another post on a temporary basis to have their safeguarding restored on return to their original post (unless it would otherwise have ceased). For more information, please refer to the *School Teachers' Pay and Conditions Document*.

## **7. Support Staff**

### **7.1. Pay and Conditions**

Support staff pay and conditions will correspond with the scheme of conditions of services prescribed by the National Joint Council for Local Government Services (the 'Green Book') and the Single Status Policy.

### **7.2. Criteria for Determining Pay**

All support staff posts will be advertised on the appropriate Local Government pay grade. The

grade used for a specific appointment will be determined in accordance with the *Greater London Provincial Council Job Evaluation Scheme (2000)*.

Newly appointed support staff will normally be paid on the first point of the stated pay range. However, the appointment could be made on any of the points within the range where the Relevant Pay Committee wishes to recognise particular experience and/or qualifications appropriate to the post, or where there are any particular recruitment difficulties.

All new support staff appointments will be subject to the school's probationary requirements.

## 8. Pay Reviews

Employees who are appointed between 1 April and 30 September will receive their first increment on 1 April of the following year.

Employees appointed between 1 October and 31 March will receive their first increment six months after appointment.

Progression to the maximum of the scale will then be annually on 1 April each year until the maximum of the range has been reached.

The Relevant Pay Committee will reserve the discretion to withhold an increment where performance has been unsatisfactory. However, this will only occur where formal action during the review year has been taken under the capability procedure or disciplinary procedure. The Relevant Pay Committee may review this position if, at the conclusion of any formal action, satisfactory performance has been achieved.

Where the employee has reached the maximum of the range, only a cost of living increase will apply.

Where an employee is absent from work for a significant period of time, for example, due to maternity or long-term sickness absence, the Pay Committee will still undertake performance and pay reviews for that member of staff.

### 8.1. Honoraria Payments

The Relevant Pay Committee will retain the discretion to award support staff honoraria or additional payments when required. Payments will be made in accordance with advice from Hackney Learning Trust and any corresponding terms and conditions.

**Note:** There is no provision for honoraria payments for teachers.

## 9. Other Payments – All School Staff

### 9.1. Out-of-School Learning Activities

The Relevant Pay Committee has the discretion to make payments to teachers (including the Headteacher) and support staff who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity and where it is financially practicable for the school to do so.

One possibility would be to determine an hourly rate as per short notice/supply teachers then multiply by a factor, e.g. x1.5, x2, etc. to compensate for 'out-of-hours' work. Another possibility would be a flat rate payment in line with the employee's level of responsibility and the size of the commitment.

Possible activities that will attract payment include breakfast clubs, homework clubs; summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.

With the advent of remodelling the school workforce and the need to ensure downward pressure on teachers' working hours, many schools are now using support staff and other adults to undertake these activities.

### 9.2. Residential duties

Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

## 10. Salary Sacrifice Arrangements

A salary sacrifice arrangement refers to any arrangement under which an employee gives up the right to receive part of their gross salary in return for the employer's agreement to provide them with a benefit-in-kind under any of the following schemes:

- ☐ a child care voucher or other child care benefit scheme,
- ☐ a cycle or cyclist's safety equipment scheme, or
- ☐ a mobile telephone scheme and that benefit in kind is exempt from income tax.

Where a salary sacrifice arrangement is in operation, the employee may participate in such an arrangement, and their gross salary will be reduced accordingly for the duration of their participation in it.

Participation in any salary sacrifice arrangement will have no effect upon the determination of any safeguarded sum to which a teacher may be entitled.

## **11. Part-Time, Job Share and Supply Staff**

The Pay Committee will apply the provision of this policy on a pro rata basis to part-time and job share employees ensuring that no employee receives less favourable treatment by virtue of the fact that they work part time.

## **12. Further Information**

Further information and advice may be obtained from the Human Resources (Schools) at Hackney Education.

