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Model Teachers' Pay Policy 2024/2025

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Model Teachers' Pay Policy 2024/2025

The Governing Body of Mylor Bridge CP School School adopted this policy on _____

1. INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation that affects all employers (for example, legislation on equality, employment protection and data protection), along with the requirements of the School Teachers' Pay and Conditions Document (STPCD). It has been determined by the Local Authority (LA) following consultation with recognised trade unions and teachers' associations.

In adopting this pay policy the aim is to:

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

In accordance with the DfE "A guide to the law for School Governors" the Governing Body will delegate pay decisions to a Personnel Committee and, for appeals, a Personnel Appeals Committee. Appendix 6 and 7 set out the terms of reference for the Personnel Committee and Appeals Committee. Appendix 11 for the appeals procedure.

Governors will administer the policy and guidance in such a way that ensures adherence to all the legal provisions identified above. The operation of this policy and administration of pay will also necessarily take account of the School's budget considerations, the School Development Plan, School Performance Management Policy and any other relevant School policies and procedures.

In accordance with the STPCD, the Governing Body will ensure all members of staff will have access to this policy.

School days refers to days on which the school is open to pupils.

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2. PAY REVIEWS

The Personnel Committee will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

The salary statements for teachers should be issued to staff before the end of October and for leadership group before the end of December, or no later than one month after the salary determination.

Whilst qualified teachers remain in the same post (whether the qualified teacher is paid in accordance with the Leadership Group or classroom teacher), his/her salary will only be increased, at the discretion of the Personnel Committee, **on the 1 September**.

The only exceptions are where the qualified teacher takes up a new post, and at any other time when provided for by the Document or by the Governing Body, in order to attract or retain a teacher, change the Individual Pay Range (IPR) which can be done at any time, and if the teacher is subject to the formal Capability procedure. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a teacher has joined the school part way through a performance management cycle, the governing body will, where necessary, seek evidence from the previous school to assist pay decisions.

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

3. BASIC PAY DETERMINATION ON APPOINTMENT

The Pay ranges 2024/25 for all posts are contained in appendices 1 to 4.

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.

In making such determinations, the governing body may take into account a range of factors, including:

- the nature of the post

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- the level of qualifications, skills and experience required for the post
- market conditions
- the wider school context
- for individual pay ranges, there is scope within the range to allow for performance-related progress over time

3.1 Leadership roles

The Governing Body will assign the school to one of eight Headteacher Groups for salary purposes and determine an individual pay range (IPR) for the Headteacher from within the group range. Please see Appendix 1 which is a model for calculating an ordinary School's/Academies Group.

For existing headteachers, the Governing body has the discretion to review the **individual pay ranges minimum and maximum** at any stage if:

- The responsibilities have **significantly** changed on or after 1 September 2014 particularly with regard to the extent the change creates new levels of accountability or responsibility for the leadership group member(s);
- The school's group size has changed;
- The pay ranges of any Deputy or Assistant Headteacher/Principal appointed on or after 1 September 2014, impinge upon the range.

If the Personnel Committee makes a determination to change the range, it will determine the headteacher's range within the group range for the school, in accordance with paragraphs 4 – 11 of the STPCD.

The range will normally fall within the Group range. Only in exceptional circumstances can the range exceed the Group range (STPCD para 9.3). The total sum of salary and other payments made to a Headteacher must not exceed 25% above the maximum of the Headteacher group, except in accordance with STPCD para 10.4, whereby appropriate external advice is sought by the governing body.

It is a matter of discretion for the Governing Body to appoint any Deputy or Assistant Headteachers. The Individual Pay Range (IPR) of the Headteacher would normally be higher and not overlap with the pay range of any Deputy Headteacher and/or Assistant Headteacher. However, the pay ranges for any Deputy Headteacher may in *exceptional circumstances* overlap with the Headteacher.

Qualified teachers appointed to the Leadership Group for the first time will take up a new contract. The new contract recognises the different whole School duties to be undertaken by members of the Leadership Group. Specifically, teachers employed on Leadership Group contracts will not be limited to the 1265 hours of directed time that applies to classroom teachers. As a consequence of the greater responsibilities

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placed upon members of the Leadership Group, they should receive a salary differential over the highest paid classroom teacher.

3.2 Leading practitioners

The Governing Body will take account of paragraph 49 of the STPCD when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- modelling excellence in teaching and leading improvement of teaching skills;
- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- coaching, mentoring and induction of teachers, including trainees and NQTs
- disseminating materials and advising on practice, research and continuing professional development provision;
- assessment and impact evaluation, including through demonstration lessons and classroom observation;
- helping teachers who are experiencing difficulties;
- have sustained track record of successful performance as a teacher on the upper pay range;
- professional responsibilities of a teacher other than a Headteacher, including those responsibilities delegated by the Headteacher;
- leading the improvement of teaching skills within school [and within the wider school community, if applicable].

3.3 Qualified teachers

On appointment, the Governing Body supports the principle of pay portability, meaning that any new employees will be paid at the level commensurate with their existing point on the main scale. This will include existing Upper Pay Range salaries where the governing body are satisfied that the definition of paragraph 15 of the STPCD applies.

For those teachers who are not newly qualified, Governors should recognise previous teaching experience.

3.4 Unqualified teachers

An unqualified teacher does not hold a QTS but they will have relevant subject specific qualifications and/or experience in order to undertake “specified work” (without the supervision of a qualified teacher) in accordance with the Education (Specified Work and Registration) (England) Regulations 2003 and the Education (School Teachers) (Qualifications and Specified Work) (Miscellaneous Amendments) (England) Regulations 2012.

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The following individuals are allowed to undertake “specified work” in maintained schools, non-maintained special schools and pupil referral units in England:

- Teachers with QTS;
- Student teachers, trainee teachers who have yet to pass the skills test and those undertaking employment-based teacher training leading to QTS;
- Persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- Overseas Trained Teachers (OTT);
- Instructors in any art, skill subject or group of subjects (including any form of vocational training) who have special qualifications and/or experience; and
- Assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

The 2012 Regulation removed the condition that an instructor may only carry out specified work if no suitable qualified teacher or teacher on the employment-based training scheme is available.

If an unqualified teacher becomes qualified, the Governing Body will pay him/her on the next point up on the classroom teachers’ spine unless the Governors exercise discretion to pay a higher salary on the classroom teachers’ spine.

Unqualified teachers’ pay points are permanent whether they remain in the same post or take up a new one.

Unqualified teachers may not hold TLRs or SEN allowances. An unqualified teacher can be paid an additional allowance, in accordance with para 22 of the STPCD.

4. PAY PROGRESSION

Commented [JRT1]: This section is currently under review

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual performance management review that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher performance management review and the setting of performance targets are set out in the school’s performance management policy.

Decisions regarding pay progression will be made with reference to the teachers’ performance management reports and the pay recommendations that they contain.

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In the case of Early Career Teachers (ECTs), whose performance management arrangements are different, pay decisions will be made by means of the statutory induction process. The school must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

The school should manage the performance management process so that there are no surprises at the end of the year – throughout the performance management cycle both the teacher and the line manager should understand what objectives are in place, the evidence that will be used and the criteria to assess performance, and progress towards meeting these.

To be fair and transparent, assessments of performance will be properly rooted in evidence whilst being proportionate to be able to support robust decisions.

To achieve progression, performance will be assessed against previously set targets and teachers/ school leaders should demonstrate a successful performance review and good progress towards objectives.

The governing body will only exercise their discretion to withhold pay progression where a significant performance concern exists, despite the concern having been identified, raised with the member of staff and if any additional support is deemed necessary before the end of the performance management cycles, the teacher and their line manager should consider how this should be delivered. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be clear, a teacher will progress by one full point if they have made at least good progress towards their objectives and have shown that they are competent in all elements of the Teachers' Standards. Teaching should be at least 'good'

Performance assessment judgements will be properly rooted on a broad and transparent evidence base. As a teacher moves up the main pay scale, this broad evidence base should show:

- an increasing impact on pupil progress
- an increasing impact on wider outcome for pupils
- improvements in specific elements of practice, such as behaviour management or lesson planning
- an increasing impact on effectiveness of teachers or other staff
- an increasing impact on the wider contribution to the work of the school

Furthermore, schools can award more than this for 'outstanding' performance. If the overall assessment of performance as per the performance targets, demonstrates

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that a teacher has shown exceptional performance, the Personnel Committee, on the advice of the Headteacher, may award enhanced pay progression, e.g. for main pay scale teachers of an additional whole point.

In such cases, a teacher who is assessed as 'outstanding' should have clear evidence which might include:

- they exceed all their objectives
- teaching is assessed as Outstanding
- they demonstrate a strong commitment to the school and going above and beyond expectations
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

Further information is contained in the school's Performance Management Policy.

The Personnel Committee will be advised by the Headteacher in making all such decisions. The outcome (ie: no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The Personnel Committee will be able to justify its decisions and clear records should be maintained.

The award is permanent and pensionable and will count towards a teacher's eligibility for threshold assessment.

4.1 Teachers who are on maternity/adoption/shared parental leave or long-term disability or sickness absence

In accordance with the provisions of the Equalities Act, the governing body will ensure that absent teachers will receive fair treatment while ensuring the integrity of the school's performance management process.

It is unlawful for the school to deny a teacher a performance management review and subsequently pay progression decision because of maternity.

Similarly, the Equality Act requires the school to make reasonable adjustments to allow the same approach when a teacher returns from absence related to a disability.

In order to fulfil this duty when a teacher returns to work from maternity leave, adoption leave, shared parental leave or sickness absence related to a disability, the school will undertake the following approach:

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If the employee is absent for less than 20 school weeks, the school will determine the outcome of the performance management review and pay progression on the evidence available for performance management cycle.

If the employee is absent for 20 school weeks or more, the school will determine the outcome of the performance management review and pay progression taking account of the previous performance management periods and any other relevant consideration to them being treated no less favourably due to their absence.

5. MOVEMENT TO THE UPPER PAY RANGE

5.1 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 they wish to apply to be paid on the upper pay range.

One application may be submitted annually. The closing date for applications is normally 31st October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for considering applications is set out in appendix 9.

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

All applications should include the results of performance reviews for the 2 previous performance management cycles under the Appraisal Regulations 2012, including any recommendation on pay. Where that information is not applicable or available a statement of evidence to demonstrate that the applicant has met the assessment criteria.

In order for the assessment to be robust and transparent, it will be a broad evidence-based process only. Teachers therefore should ensure documentary evidence supporting the summary in the written application is available on request in the assessment of the application.

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

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5.2 Assessment

An application from a qualified teacher will be successful where the governing body is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and**
- (b) the teacher's achievements and contribution are substantial and sustained.**

For the purposes of this pay policy:

"Highly competent": the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

"Substantial": the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on the raising of pupil standards and the effectiveness of staff and colleagues by providing a role model for teaching and learning.

"Sustained": the teacher must have had two consecutive successful performance management reports in this school and have made good progress towards their objectives during this period (see exceptions in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence is contained within the school's Performance Management Policy.

The Personnel Committee will be advised by the Headteacher in making all such decisions.

Further useful information is available from the NEU document which is appendix 10 to this document.

6. OTHER TEACHER CONDITIONS

6.1 Part-time teachers and supply teachers

Appendix 8 sets out the pay calculation for part-time teachers and supply teachers.

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Part-time teachers

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

Short notice/supply

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

6.2 Residential duties

Any payments to teachers for residential duties shall be determined by the Governing Body. Where a headteacher receives a payment for residential duties which are a requirement of the post, that does not count towards the 25% limit on discretionary payments.

6.3 Additional payments

The Governing Body may make payments as it sees fit to a teacher, other than a Headteacher, in respect of:

- (a) continuing professional development undertaken outside the school day (see para 61 in Section 3 of the STPCD);
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school (see paras 62 – 65 in Section 3 of STPCD);
- (c) participation in out-of-school hours learning activity that has been agreed between the teacher and head (see para 70 in Section 3 of the STPCD);
- (d) additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

In order to avoid unnecessary confusion and arguments regarding the payment of additional payments, Headteachers and Governors should consider the following guidance:

- Payments over £1,000 – these must be authorised by either the Headteacher/Principal or a Governor – such payments should be recorded in

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the Governing Body minutes, which should be kept available at the school for audit purposes;

- Payments for less than £1,000 – these must be authorised by either the Headteacher/Principal or a Governor;
- In all cases schools should identify whether the payment is for CPD, ITT, OSLA or HDS, and the appropriate option should be selected on the form to be submitted to the Transactional Service Team.

Additional payments should not be used to reward additional hours worked (an increase in hours using a Variation form – paying the teacher his/her current hourly rate); they should not be used to recognise regular work ; they should not be used to recognise long service or performance within the persons main job (it is a basic assumption that all staff perform well and work hard and therefore to differentiate in this way is unfair to the majority of staff who do not receive such payments).

6.4 Acting-up allowance

In accordance with the provisions of the Document (STPCD paragraph 23) relating to the payment of temporary or acting allowances, Governors will pay any teacher (including classroom teachers), who for any prolonged period (defined as a period of four school weeks or more), is required to carry out the full range of duties of an Assistant, Deputy, Headteacher or a classroom teacher with paid additional responsibility. Normally the person acting up shall be paid the minimum of the pay range appropriate to the post, however the Governing Body may determine a higher salary if appropriate. Once an acting-up allowance becomes due, the salary enhancement is paid retrospectively from the beginning of the period of cover.

6.5 Teaching and Learning Responsibility Payments

Governing bodies may award a TLR payment to a classroom teacher for undertaking sustained additional responsibility, in accordance with STPCD para 20. Unqualified teachers may not be awarded TLRs.

The Governing Body with the Headteacher should determine the management structure. The structure must be discussed by each school with their staff and relevant trade unions and published as part of the WSPP therefore the duties and responsibilities and payments will need to be clear and defined. The Governing Body with the Headteacher will then allocate the appropriate TLR level and payment in accordance with the guidance set out in the Document.

The levels would be distinctive and specific to the post and therefore unless there were changes to the responsibilities, progression up the levels would not be available.

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- (a) the annual value of a TLR1 or TLR 2 shall be no less than the minimum and no greater than the maximum values for 2024/25 which are detailed in Appendix 4 ; and
- (b) the Governing body may decide upon the level of payment within the TLR minimum and maximums taking into account the different levels of responsibility and equality issues.

The pay committee may award a TLR3 (the values are set out in Appendix 4) for the duration of a clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in STCPD document paragraph 20.3, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day.

The Headteacher on behalf of governors, will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No pay protection will apply in relation to an award of a TLR3. The relevant body should not award consecutive TLR3s for the same responsibility (STPCD, Section 3, para 53).

The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed term of less than one year then the total value should be determined proportionately to the annual value. Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3s.

A teacher cannot hold a TLR1 and TLR2 concurrently, but those recipients may also receive a TLR3 payment.

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:-

- (a) is focused on teaching and learning;
- (b) requires the exercise of a teacher's professional skills and judgement;
- (c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- (d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- (e) involves leading, developing and enhancing the teaching practice of other staff.

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In addition, before awarding a **TLR1**, the Governing Body must be satisfied that the sustained, additional responsibility referred to above includes line management responsibility for a significant number of people and this is defined as at least 3 members of staff.

Points (c) and (e) above do not have to apply to the award of a TLR3 payment.

The existing TLRs 1 and 2 remain permanent awards whilst the teacher remains in post. They can only be awarded on a temporary basis if the teacher is temporarily covering a post on the school staffing structure where the holder of that post is absent e.g. on maternity leave or away on a secondment.

6.6 Recruitment and Retention (R&R) Allowance

Details of R&R allowances are set out in the STPCD paragraph 27.

6.7 Special Educational Needs (SEN)

Details of SEN allowances are set out in the STPCD paragraph 21.

6.7 Safeguarding

Details of safeguarding arrangements are set out in the STPCD part 5, paras 29 - 37.

6.8 Salary Sacrifice Arrangements

For the purposes of this paragraph, the term “salary sacrifice arrangement” means any arrangement under which the teacher gives up the right to receive part of his/her gross salary in return for the employer’s agreement to provide him/her with a benefit-in-kind under the following schemes:—

- (a) a childcare voucher or other child care benefit scheme;
- (b) a cycle or cyclist’s safety equipment scheme; and
- (c) a I.T. scheme.

that benefit in-kind is exempt from income tax.

Where the employer operates a salary sacrifice arrangement, the teacher may participate in any such arrangement and his/her gross salary may be reduced accordingly for the duration of his/her participation in it.

Participation in any salary sacrifice arrangement shall have no effect upon the determination of any safeguarded sum to which the teacher may be entitled under any provision of this document.

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7. MONITORING THE IMPACT OF THE POLICY

The governing body will monitor the outcomes and impact of this policy on a regular basis yearly, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

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APPENDIX 1

How to determine an Ordinary School's Headteacher Group

There is a requirement to determine the School's Headteacher Group:

- when appointing a new Headteacher; and
- every three years; and
- when the Governing Body or Headteacher see fit.

You can calculate the School's Headteacher Group below

Please write in the shaded areas as appropriate:

| Key Stage | Insert number of pupils according to most recent Form 7 | units per pupil | total units |
|--------------------|---|------------------|-------------|
| pre and KS1 & KS2 | | × 7 | |
| KS3 | | × 9 | |
| KS4 | | × 11 | |
| KS5 | | × 13 | |
| statemented pupils | | × 3 (additional) | |
| part time pupils | | × ½ | |
| TOTAL UNIT SCORE | | | |

| | |
|--|--|
| Using the TOTAL UNIT SCORE, look up the information table below to determine the School Headteacher Group (SHG*) | |
|--|--|

Discretionary Information Table (spine points to group)

| Group (SHG*) | Range of spine points | Total Unit Score |
|--------------|-----------------------|------------------|
| 1 | L6 - L18 | up to 1,000 |
| 2 | L8 - L21 | 1,001 to 2,200 |
| 3 | L11 - L24 | 2,201 to 3,500 |
| 4 | L14 - L27 | 3,501 to 5,000 |
| 5 | L18 - L31 | 5,001 to 7,500 |
| 6 | L21 - L35 | 7,501 to 11,000 |
| 7 | L24 - L39 | 11,001 to 17,000 |
| 8 | L28 - L43 | 17,001 and over |

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APPENDIX 2

How to determine a Special School's Headteacher Group

There is a requirement to determine the School's Headteacher Group:

- when appointing a new Headteacher; and
- every three years; and
- when the Governing Body or Headteacher see fit.

You can calculate the School's Headteacher Group below

Please write in the shaded areas as appropriate:

| Key Stage | Insert number of pupils according to most recent Form 7 | units per pupil | total units |
|-------------------|---|-----------------|-------------|
| pre and KS1 & KS2 | | x 10 | |
| KS3 | | x 12 | |
| KS4 | | x 14 | |
| KS5 | | x 16 | |
| TOTAL UNIT SCORE | | | |

Using the TOTAL UNIT SCORE, look up the information table below to determine the School Headteacher Group (SHG*)

Staff: Pupil Ratio

| Number of Teachers | x weighting | Total = | Number of Pupils | x weighting | Total = |
|------------------------------|--------------------------|---------|------------------|----------------------------|---------|
| full time equivalent | <input type="text"/> x 2 | | Full time | <input type="text"/> x 1 | |
| Number of Non Teaching Staff | x weighting | | Part time | <input type="text"/> x 0.5 | |
| full time equivalent | <input type="text"/> x 1 | | | | |
| Total (A) | | | Total (B) | | |
| Staff: Pupils Ratio | A/B x 100 | | | | |

Discretionary Information Table (spine points to group)

| Group (SHG*) | Range of spine points | Total Unit Score |
|--------------|-----------------------|------------------|
| 2 | L8 - L21 | up to 2,200 |
| 3 | L11 - L24 | 2,201 to 3,500 |
| 4 | L14 - L27 | 3,501 to 5,000 |
| 5 | L18 - L31 | 5,001 to 7,500 |
| 6 | L21 - L35 | 7,501 to 11,000 |
| 7 | L24 - L39 | 11,001 to 17,000 |
| 8 | L28 - L43 | 17,001 and over |

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APPENDIX 3

Leadership Group Pay 2024

| | |
|---------|----------|
| Minimum | £49,781 |
| Maximum | £138,265 |

Discretionary Reference Points 2024/25

| 2024 | | 2024 | | 2024 | |
|------|---------|------|----------|------|----------|
| 1 | £49,781 | 18* | £74,926 | 31* | £103,010 |
| 2 | £51,027 | 18 | £75,675 | 31 | £104,040 |
| 3 | £52,301 | 19 | £77,552 | 32 | £106,626 |
| 4 | £53,602 | 20 | £79,475 | 33 | £109,275 |
| 5 | £54,939 | 21* | £80,634 | 34 | £111,976 |
| 6 | £56,316 | 21 | £81,441 | 35* | £113,624 |
| 7 | £57,831 | 22 | £83,464 | 35 | £114,759 |
| 8 | £59,167 | 23 | £85,529 | 36 | £117,601 |
| 9 | £60,644 | 24* | £86,783 | 37 | £120,524 |
| 10 | £62,202 | 24 | £87,651 | 38 | £123,506 |
| 11 | £63,815 | 25 | £89,830 | 39* | £125,263 |
| 12 | £65,286 | 26 | £92,052 | 39 | £126,517 |
| 13 | £66,919 | 27* | £93,400 | 40 | £129,673 |
| 14 | £68,586 | 27 | £94,332 | 41 | £132,913 |
| 15 | £70,293 | 28 | £96,673 | 42 | £136,243 |
| 16 | £72,162 | 29 | £99,067 | 43 | £138,265 |
| 17 | £73,819 | 30 | £101,533 | | |

* These points below and point 43 are the maximum salaries for the eight headteacher group ranges

Headteachers Pay Range – from 1 September 2024

| Group (SHG*) | Range of spine points/salaries | Total Unit Score |
|--------------|--------------------------------|------------------|
| 1 | £56,316 - £74,926 | up to 1,000 |
| 2 | £59,167 - £80,634 | 1,001 to 2,200 |
| 3 | £63,815 - £86,783 | 2,201 to 3,500 |
| 4 | £68,586 - £93,400 | 3,501 to 5,000 |
| 5 | £75,675 - £103,010 | 5,001 to 7,500 |
| 6 | £81,441 - £113,624 | 7,501 to 11,000 |
| 7 | £87,651 - £125,263 | 11,001 to 17,000 |
| 8 | £96,673 - £138,265 | 17,001 and over |

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APPENDIX 4

Teachers' Pay Spines, Scales and Allowances

Pay Structure for Qualified Teachers 2024

| Mainscale Spinal Point | 2023 | 2024 |
|------------------------|--------|--------|
| M1 | 30,000 | 31,650 |
| M2 | 31,737 | 33,483 |
| M3 | 33,814 | 35,674 |
| M4 | 36,051 | 38,034 |
| M5 | 38,330 | 40,439 |
| M6 | 41,333 | 43,607 |

Upper Pay Range

| | |
|--------------|---------|
| U1 (Minimum) | £45,646 |
| U2 | £47,338 |
| U3 (Maximum) | £49,084 |

Pay Structure for Unqualified Teachers from 1 September 2024

| | |
|---------|---------|
| Minimum | £21,731 |
| Maximum | £33,902 |

Discretionary Reference Points 2024/25

| Spinal Point | 2023 | 2024 |
|--------------|---------|---------|
| 1 | £20,598 | £21,731 |
| 2 | £22,961 | £24,224 |
| 3 | £25,323 | £26,716 |
| 4 | £27,406 | £28,914 |
| 5 | £29,772 | £31,410 |
| 6 | £32,314 | £33,902 |

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Pay Structure for Other Teachers September 2024

Leading Practitioner

| | |
|---------|---------|
| Minimum | £50,025 |
| Maximum | £76,050 |

Special Educational Needs Allowance

| | |
|---------|--------|
| Minimum | £2,679 |
| Maximum | £5,285 |

Teaching and Learning Responsibility Payments (TLRs)

| | |
|-------|-------------------|
| TLR 1 | £9,782 to £16,553 |
| TLR 2 | £3,391 to £8,279 |
| TLR 3 | £675 to £3,344 |

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APPENDIX 5

Using the three-stage process for headteacher pay – illustrative examples

1. A school with 200 pupils on roll has a vacancy for a head. Its last inspection 18 months previously judged it a good school with only minor issues to address. Under stage 1 it is assigned to headteacher group 2 – the broad pay range for the headteacher's post is £59,167 - £80,634. Under stage 2 the Governing Body considers that there are no additional factors that need to be taken into account and decides to set the indicative pay range at £ 59,167-£66,919. Having selected a candidate who met all the requirements of the job specification, the Governing Body decides to set the salary on appointment at £59,167.

2. A school with 200 pupils on roll has a vacancy for a head. It is a challenging school with a much higher than average proportion of pupils on Free School Meals (FSM) and it has recently been rated by Ofsted as requiring significant improvement. Under stage 1 it is assigned to headteacher group 2 – the broad pay range for the head's post is £59,167 - £80,634. Under stage 2 the Governing Body considers that, because of the particular challenges that the school is facing, it needs to recruit an experienced school leader who has the skills and competencies to take the school forward. It decides to set the indicative pay range towards the top of the broad range, i.e. £66,919-£80,634. Having selected a candidate who met all the requirements of the job specification, the Governing Body decides to set the salary on appointment at £66,919.

3. A school with 200 pupils on roll is in a federation with a similar school of the same size. One school is performing well, but the other has recently been placed in special measures. The vacancy is for a headteacher who will be accountable for the federation's schools' outcomes. Under stage 1 the combined unit total means the post is assigned to headteacher group 3 – the broad pay range is £63,815 - £86,783. Under stage 2 the Governing Body considers that, due to the complexity of the role and the challenges involved in managing more than one school (one of which requires a real focus on improvement), it needs to recruit an experienced headteacher with a very particular skillset. It decides that, after appropriate and robust market testing that there will be difficulty in appointing, it may be necessary to consider extending the indicative pay range beyond the maximum of the group 3 pay range. It decides to set the indicative pay range at £75,675-£89,830. Having selected an appropriate candidate, the Governing Body decides to set the salary on appointment at £79,475.

4. A secondary school with 600 pupils on roll in a challenging area with a much higher than average proportion of pupils on FSM has a vacancy for a headteacher. Under stage 1 the head's post is assigned to headteacher group 5 – the broad pay range is £75,675 - £103,010. Under stage 2 the Governing Body considers that, due to

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the challenge of the role and the fact that the school is a teaching school, it requires an experienced high-performing headteacher. It sets an indicative pay range at £75,675-£87,651. Following some difficulty in recruiting, it has selected a candidate with a very strong track record in headship and decides that it would be appropriate to revise the pay range for the post. It sets the salary on appointment at £85,529 with scope to progress to £99,067 over time, subject to performance.

5. A large secondary school with 2,000 pupils on roll is in a federation with another school with 1,000 pupils. Under stage 1 the post is assigned to headteacher group 8 – the broad pay range is £96,673 - £138,265. Under stage 2 the Governing Body considers that, due to the accountability for two schools with a very large total number of pupils, it would be appropriate to extend the indicative pay range beyond the maximum of group 8. Using its discretion to extend by up to 25%, it decides to set the indicative pay range at £138,265-£172,831. Having selected a candidate, the Governing Body decides to set the salary on appointment at £138,265.

6. The governors of three separate, small rural schools wish to appoint an executive headteacher. Under stage 1 the total unit score for the three schools assigns the post to headteacher group 1 – the broad pay range is £56,316 - £74,926. Under stage 2 an appointing committee representing the three Governing Body's consider that, because of the challenges of such a post involving three schools and three budgets, they need to recruit an experienced school leader and decide to extend the indicative pay range beyond the maximum of group 1. Using its discretion to extend by up to 25%, it decides to set the indicative pay range at £70,293-£87,866. Having selected a candidate, the salary on appointment is set at £70,293.

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APPENDIX 6

Personnel Committee - Terms of Reference

It is recommended that the Personnel Committee has between three and five members of the Governing Body. Governors who sit upon this committee are not permitted to sit upon the Personnel Appeals Committee. Governors who have, or may have, a pecuniary interest must not sit on the Personnel Committee or the Appeals Committee. Teacher Governors are not precluded from being part of a committee which discusses the pay policy and its implementation, nor need they be precluded from reviewing the pay of staff other than themselves. They must not take part in discussions in which they have a direct or indirect pecuniary interest. Governing Bodies are advised when appointing the Personnel and Appeals Committees of the necessary numbers of Governors involved in each so as to ensure that both committees can be properly constituted from within the Governing Body. The Governing Body procedure regulations require a quorum of three Governors when deciding the size of your committee.

The Personnel Committee is responsible for the following:-

- To work within the parameters of the Teachers Pay Policy.
- To review each teacher's salary annually with effect from 1 September and no later than 31 October each year or at other times of the year to reflect significant changes in responsibilities.
- To ensure that the pay policy is applied in a fair, non-discriminatory, equitable and transparent manner whilst having due regard to confidentiality.
- To ensure that the pay policy meets the School's needs for the recruitment, retention and development of staff.
- To determine the appointment salaries for all staff.
- To achieve fair and consistent pay relativity between jobs within the School.
- To have regard in the salary structure to substantial increases in duties and responsibilities, whether temporary or permanent.
- To consider the outcome from the Headteacher's/Principal's performance management interview, including the performance management report and any supporting material from the two/three appointed Governors and to decide whether or not to increase the pay of the Headteacher/Principal.
- To consider the outcome of the Deputy/Assistant Headteacher/Principal performance management interviews including the performance management report (s) and any supporting material from the Headteacher/Principal and appointed Governors, and to decide whether or not to increase pay.
- To carry out an annual review of the School's staffing structure and pay.
- Maintain records of decision and recommendations made, demonstrating that all decisions are made objectively, fairly and in compliance with equalities legislation.

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- An equality analysis can assist schools in identifying any potential inequality in individual decisions. This analysis may include:
 - a breakdown of pay decisions according to age, disability, race, sex, part-time, fixed term workers (and any other protected characteristic which are applicable to the staffing profile).
 - The reasons that teachers with different protected characteristics are rewarded differently, if that is the case.
 - Whether teachers who share particular protected characteristics are being treated less favourably than other teachers.
 - Comparisons year on year and any trends identified.
- To ensure a salary statement is issued to all teaching staff before the end of October and for leadership group before the end of December each year, or no later than one month after the salary determination, or when a teacher takes up a new post or where a teacher passes the threshold. The salary statement, which is a legal requirement, must set out how the member of staff's pay is made up, and in the case of Leadership Group Staff, the criteria upon which his/her salary will be reviewed in the future. Model pay statements can be accessed through the HR handbook pages on school messenger.

Any member of staff who has a grievance about his/her pay should notify the Clerk to Governors, in writing, stating the basis for requesting a review of his/her pay together with any supporting documentation they wish to submit. The Headteacher/Principal will normally make arrangements to convene a meeting of the Personnel Committee within ten school days of receiving the request. Should a Headteacher/Principal wish to raise a grievance, s/he should write to the Chair of Governors who will convene a personnel committee to consider the issue.

Any written documentation should be provided to the Personnel Committee at least five school days prior to the Committee meeting.

At the meeting of the Personnel Committee, the member of staff may be represented by a colleague or a Trade Union representative and may present his/her case in writing and/or orally. The member of staff may call witnesses in support of his/her case.

The Personnel Committee's decision will be confirmed in writing within five school days of the hearing.

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APPENDIX 7

Personnel Appeals Committee - Terms of Reference

This Committee shall have no fewer members than the Personnel Committee. Members of this Committee shall be Governors not previously involved in considering the case. Governors who have, or may have, a pecuniary interest must not sit on the Appeals Committee. This Committee will consider all appeals against pay or salary grading.

Employees shall have the right to appeal against decisions of the Personnel Committee to the Personnel Appeals Committee. Such appeals shall be made in writing to the Clerk to Governors, stating the basis of the appeal, within ten school working days of receipt of notification of the decision from the Personnel Committee. Appeals will normally be heard within *twenty school* working days of receipt of the request. The schools HR provider can attend to advise. Staff are entitled to be accompanied and supported by either a workplace colleague or a recognised trade union representative.

At the meeting of the Personnel Appeals Committee, the employee has the right to be represented by a colleague or Trade Union representative and may present her/his case in writing and/or orally. The employee may call witnesses and/or present documents in support of her/his case. The School's case will be presented by the Headteacher/ Chair of the Personnel Committee.

Pay appeals decisions are final and binding on both parties and may not be reopened under grievance procedures. Grievance procedures should not be used for appeals against pay decisions.

The Personnel Appeals Committee's decision will be confirmed in writing within five school days of the hearing. The Appeals Committee decision shall be final.

The full guidance on appeals process is set out in appendix 11 of this policy.

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APPENDIX 8

PART-TIME TEACHERS AND SUPPLY TEACHERS

All contractual arrangements entered into must comply with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Equality Act 2010.

How is part time teachers' pay and working time to be calculated?

Each school will calculate the proportion of time a part time teacher works against the school's timetabled teaching week (STTW). The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding:

- break times;
- registration; and
- assemblies.

The STTW of a full-time classroom teacher is to be used as the figure for calculating the percentage of the STTW for a part time teacher at the school.

For example, if the school day, excluding registration and assembly, runs from 9.00am to 12.15pm and again from 1.15pm to 3.30pm with one 15-minute break in the morning session and one 15 minute break in the afternoon session, the school's timetabled teaching week would be calculated as; morning session = 3 hours, afternoon session = 2 hours, whole day = 5 hours, STTW = 25 hours.

If a part time classroom teacher in the example above (including excellent teachers and unqualified teachers) were employed at the school in question for mornings only, working 9.00am to 12.15pm every day, their percentage of the STTW would be calculated as 15 hours per week, 60% of full-time (15/25). Such a part time teacher on M5 (proposed full time salary rate of £33,010 from September 2010) working at 60% of full time would be entitled to a part time salary of £19,806 (60% of £33,010). The same percentage is used to calculate the 'directed time' hours, so 60% of the 1265 directed time hours of a full-time teacher amounts to 759 hours directed time for the part time teacher. A straightforward deduction of the 'directed time' hours required for the STTW across the school year (585 hours, or 15 hours per week multiplied by 39 weeks) provides the remaining available 'directed time' for the part time teacher in the school year (759-585 = 174 hours).

Supply Teachers who work less than 1 day will be paid on the basis of the number of hours actually worked based upon their hourly rate using their qualifications and

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experience to determine the appropriate point on the classroom teachers' scale. If they work for more than 1 day or more they will be paid at the daily rate calculated on the assumption that a full working day is 6.487 hours using their qualifications and experience to determine the appropriate point on the classroom teachers' scale. If a supply teacher is employed for more than 4 weeks they should be offered a contract of employment with their salary being adjusted from their start date in line with their contracted counterparts.

In addition, a days employment at a school is defined as 6.487 hours and as such a supply teacher who attends a school for a full day must be paid 6.487 hours. This will include an element of non-contact time and as such the Headteacher may direct the teacher to undertake other reasonable duties within these hours.

Where a part-time teacher is awarded a TLR3, the value should not be amended to reflect the part-time hours. The TLR3 value should be awarded to reflect the total value of the fixed term school improvement project or externally funded project.

INSET for Part time Teachers

No teacher employed part time may be required to work on any day of the week, or part of a day, that they do not normally work (in accordance with para 51.9 of STPCD). However, it should be open to the teacher to attend by mutual agreement with the Headteacher and additional pay should be given for additional hours worked.

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APPENDIX 9

UPPER PAY RANGE APPLICATION PROCESS

One application may be submitted annually. The closing date for applications is normally 31st October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave.

The process for applications is:

- Teachers should complete the school's application form (template available);
- Submit the application form and supporting evidence to the Headteacher by the cut-off date of 31st October.
- The Headteacher will assess each Threshold application within 20 school days will make a recommendation to the governors' Personnel Committee;
- The Personnel Committee will make the final decision, advised by the Headteacher;
- Teachers will receive written notification within 20 working days of the outcome of this decision. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the Headteacher. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback to successful and unsuccessful applicants should be sensitive, informative and developmental. Feedback should link effectively to the School's Performance Management arrangements and should enable the teacher and his/her manager to identify clear priorities for professional development.
- Successful applicants will move to the minimum of the UPR on 1 September in the year of the application.
- Unsuccessful applicants can appeal the decision. **The appeals process is set out at appendix 11 of this pay policy.**
- Applying teachers who work at two or more schools should apply to the school at which they work at for the majority of their time. If the balance between two schools is equal then the application should be made to the school where they have worked the longest. The teacher can only make one application per round.

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APPENDIX 10

UPPER PAY RANGE PROGRESSION CRITERIA

(1) Professional attributes

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.


(3) Professional skills

- 3.1 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 and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

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APPENDIX 11

Teachers' Standards



Department
for Education

Teachers' Standards

PREAMBLE

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 as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2 Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3 Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - 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
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 4 Plan and teach well structured lessons**
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 5 Adapt teaching to respond to the strengths and needs of all pupils**
 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - 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
 - have a clear understanding of the needs of all pupils, including those with special educational needs; those of 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.
- 6 Make accurate and productive use of assessment**
 - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 7 Manage behaviour effectively to ensure a good and safe learning environment**
 - 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
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8 Fulfil wider professional responsibilities**
 - make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - deploy support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - 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
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website:
<https://www.gov.uk/government/publications/teachers-standards>

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APPENDIX 12

Model Appeals Procedure

The School Teachers' Pay and Conditions Document (STPCD) requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

The Headteacher will ensure that performance objectives are fair and appropriately challenging and, in view of the size of the school, will delegate responsibility for performance review appropriately. The Headteachers remain accountable for the performance management process and alone will make pay recommendations to the Personnel Committee, for all teaching staff (and clearly these decisions will be supported with advice given by performance reviewers).

Appeal Hearing Procedure

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

Guidance

- When a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- Teachers / Headteachers should put their appeal in writing to either the Headteacher or the Governing Body; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

Appeal Procedure Steps

Stage one – informal discussion with appraiser or Headteacher prior to confirmation of pay recommendation

At the end of the performance management cycle, prior to the point of pay recommendation to the Personnel Committee, if there remains an issue regarding whether a pay increment may not be recommended to a member of staff, this will be discussed with them at a review meeting prior to being submitted to the school's personnel committee. Written details of and the reasons for the pay recommendation will be given to the teacher.

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At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the Headteacher, they should be given the opportunity to do so before the final pay recommendation is drafted in the performance management report. The nature of any subsequent performance management review and pay discussion will be informal and therefore representation (on either side) is not necessary, nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted, or it may remain the same; the performance management report will be updated to reflect the discussion. The opportunity to discuss a pay decision before it is made may mitigate the need for the more formal appeal stages.

If a teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure.

Stage two – a formal representation to the Personnel Committee

As part of the pay determination process, the Headteacher will make a recommendation to the personnel committee supported by relevant assessment evidence. On determining a teacher's pay, the personnel committee will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to make representations to the appeal the decision to the personnel committee.

If the teacher wishes to make representations against the decision, they must do so in writing to the personnel committee, normally with 10 school working days or within a mutually agreed alternative timescale. The teacher must include a statement, in sufficient detail, of the grounds for not agreeing with pay recommendation. In this circumstance, the personnel committee must then arrange to meet the teacher to discuss the appeal. The Headteacher should also be invited to the meeting to clarify the basis for the original recommendation.

The personnel committee will reconsider the decision in private and write to the teacher to notify them of the outcome of the review and of the teacher's right of appeal to the Governing Body. If the teacher wishes to exercise their right of appeal, they must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

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Stage three- formal appeal hearing with the Appeals Committee

On receipt of the written appeal, the Clerk to the Governing Body will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the Appeal Committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both “the recommendation provider” and “the decision maker” (chair of the personnel committee) will be required to attend the meeting. Governors on appeals panels should be familiar with the school’s pay and performance management policies.

The Chair of the Appeal Committee will invite the employee to set out their case. Both “the recommendation maker” and “the decision maker” will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

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 employment of 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’s employment 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 (within ten school working days of receipt of notification of the decision from the Personnel Committee);
2. The teacher must have sent a copy of their appeal to the Chair of the Governing Body;
3. The Chair of the Governing Body will consult with relevant school HR adviser and provide the teacher with an appropriate written response on behalf of the school.

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APPENDIX 12

PROCEDURE TO BE FOLLOWED AT APPEAL HEARINGS

- The appellant (or his/her representative) will present his/her case in the presence of the Headteacher and Chair of the Personnel Committee, and may call witnesses.
- The Headteacher/ Chair of the Personnel Committee and the Chair of the Appeals Panel will have the opportunity to ask questions of the appellant (or his/her representatives) and of his/her witnesses.
- Each witness will leave the hearing after having given evidence. Once witnesses have been questioned, they may not be recalled.
- The Headteacher/ Chair of the Personnel Committee will put forward his/her case in the presence of the appellant (and his/her representative) and may call witnesses.
- The appellant (or his/her representative) and the Chair of the Appeals Panel will have the opportunity to ask questions of the Headteacher/ Chair of the Personnel Committee and of his/her witnesses.
- Each witness will leave the hearing after having given evidence. Once witnesses have been questioned, they may not be recalled.
- The appellant (or his/her representative) will be given the opportunity to sum up the case. No new evidence may be introduced at this stage.
- The Headteacher/ Chair of the Personnel Committee will be given the opportunity to sum up the case. No new evidence may be introduced at this stage.
- The Headteacher and the appellant (and his/her representative) will now withdraw.
- The Appeals Panel will deliberate in private, only recalling the Headteacher and the appellant to clear points of uncertainty on evidence already given. If recall is necessary both parties are to return.
- The Appeals Panel will announce the decision to the parties.