

Crofton Junior School Pay Policy - 2020

Notes:

Data Protection

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Information/data specifically obtained to address issues raised under this Policy is held securely and accessed by, and disclosed to, individuals only for the purposes of addressing these issues. Inappropriate access or disclosure of an employee's personal information/data constitutes a data breach and should be reported in accordance with the Council's Data Protection Policy immediately. It may also constitute a matter which will be considered in accordance with the School's Disciplinary Policy.

MODEL PAY POLICY FOR SCHOOLS

	Page
1. TEACHING STAFF	5
1.1 Introduction	5
1.2 Basic Principles	6
1.3 Pay Uplift	6
1.4 Pay Reviews	6
1.5 The Resources Committee	7
1.6 Appeals	7-9
1.7 Safeguarding	9
1.8 Monitoring the Impact of the Policy	9
2. LEADERSHIP GROUP	10
2.1 Leadership Group Pay Range	10
2.2 Existing Members of the Leadership Group	10
2.3 New Members of the Leadership Group	11
2.4 Headteachers	11
2.4.1 Defining the Role and Determining the Headteacher Group	11
2.4.2 Setting the Indicative Pay Range	11
2.4.3 Discretionary Payments to the Headteacher	13
2.4.4 Starting Salary and the Individual Pay Range	13
2.5 Deputy and Assistant Headteachers	14
2.5.1 Defining the Role	14
2.5.2 Setting the Indicative Pay Range	14
2.5.3 Starting Salary and the Individual Pay Range	15
2.6 Pay Progression for all Members of the Leadership Group	16
3. LEADING PRACTITIONERS	16
3.1 Leading Practitioners eligibility	16
3.2 Pay Range for Leading Practitioners	16
3.3 Starting Salary and Pay Range for Leading Practitioners	17
3.4 Pay progression for Leading Practitioners	17
4. OTHER TEACHERS	18
4.1 Pay Ranges for Qualified Teacher	18
4.2 Pay Upon Appointment for New Entrants	18
4.3 Pay Upon Appointment for Existing Teachers	19
4.4 Pay Upon Appointment for Former Members of the Leadership	19
4.5 Pay Progression for Qualified Teachers	19
4.5.1 Main Pay Range	20
4.5.2 Upper Pay Range	21
4.6 Movement to the Upper Pay Range	21
4.6.1 The Assessment	22
4.6.2 Processes and Procedures	22
4.7 Part-time Teachers	23
4.8 Short notice/Supply teachers	23
4.9 Unqualified teachers	24

4.9.1 Pay Progression for Unqualified teachers	24
4.9.2 Unqualified teachers' Obtaining QTS	25
5. ALLOWANCES	25
5.1 Teaching and Learning Responsibility Payments (TLRs)	25
5.1.1 Criterion and factors for award of TLRs	26
5.2 Special Educational Needs (SEN) Allowances	28
5.2.2 Assessment of appropriate allowance values	30
5.2.3 Changes in SEN provision and safeguarding provisions	31
5.3 Unqualified teachers' Allowance	31
6. OTHER PAYMENTS	32
6.1 Temporary Payments	32
6.2 Continuing professional development	32
6.3 Initial teacher training activities	32
6.4 Out-of-school learning activities	33
6.5 Provision of Services	33
6.5 Recruitment and retention incentives and benefits	34
6.6 Acting Allowances	35
6.7 Honoraria	35
7. SUPPORT STAFF	36
7.1.1 Community, Voluntary Controlled and Community Special Schools	36
7.1.2 Academies Foundation and Voluntary Aided Schools	37
7.2 Job Specification	37
7.3 Job Evaluation Process	37
7.4 Grading of Employees	38
7.5 Terms and Conditions	38
7.6 Commencing salary for newly appointed employees	39
7.7 Incremental Progression	40
7.8 Promoted or Re-Graded	40
7.9 Appeals	40
7.10 Pay Protection	41
7.11 Payment of Acting allowances	41
7.12 Local Guidance relating to Payment of Support Staff	41
7.13 Performance Management/ Appraisal	41
7.14 Local Living Wage	42
8. SUPPORTING DOCUMENTATION	43 & 44
1. School Staffing Structure	
2. Roles and Responsibilities (exercise of Governors' powers relating to pay)	
3. Teachers Performance Management Resources Pack	
4. Request for Movement to the Upper Pay Range 2020/21	
5. Annual Pay Statement Templates	
6. Appeal Procedure for Teaching Staff	
7. Teachers' Pay Table 2020	
8. NJC Pay Table (Pay Award effective from 1 st April 2020)	

9. Support Staff Re-Grading Application and Appeals Process (Formal Appeal Hearing)
10. Support Staff Grades for Generic Positions Table
11. NJC Job Evaluation Process Flowchart for Schools and Guidance notes
12. Local Living Wage Scheme Guidance

1. TEACHING STAFF

1.1 INTRODUCTION

The statutory pay arrangements for teachers give significant discretion to “relevant bodies” – normally Governing Bodies, but Local Authorities (LAs) in some instances – to make pay decisions. The School Teachers’ Pay and Conditions Document (now in its 2020 version hereafter “the Document”) has since September 2004 placed a statutory duty on schools and Councils to have a pay policy in place which sets out the basis on which they determine teachers’ pay and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions.

Schools and Councils, when taking pay decisions, must have regard both to their pay policy and to the teacher’s particular post within the staffing structure. **A copy of the staffing structure should be attached to the pay policy for each school adopting this policy.**

It recommends a structure for schools to follow and covers all key areas of pay discretion that schools need to consider. All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability. The pay and performance management policies should make clear the school’s compliance with all applicable legislation including but not limited to [The Employment Rights Act 1996](#), [The Employment Relations Act 1999](#), [The Part-Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulation 2002](#), [The Employment Act 2008](#), [The Agency Workers Regulation 2010](#), [The Education \(School Teachers’ Appraisal\) \(England\) Regulations 2012](#) and [Equality Act 2010](#).

Headteachers and Governing Bodies should consult staff and unions on their Pay Policy and review it each year, or when other changes occur to the Document, to ensure that it reflects the latest legal position. The pay policy should comply with the current Document and the accompanying statutory guidance. It should be used in conjunction with them, but, in the event of any inadvertent contradictions, the Document and statutory guidance take precedence.

In determining teacher pay levels in accordance with statutory pay and conditions of service under the terms of the Document, relevant bodies should also ensure these are set in accordance with the school’s staffing structure.

CROFTON JUNIOR SCHOOL – POLICY ON SCHOOL TEACHERS’ PAY FOR 1 SEPTEMBER 2020 TO 31 AUGUST 2021

Recommended text and notes

1.2 Basic Principles

All teachers employed at **Crofton Junior School** are paid in accordance with the statutory provisions of the School Teachers’ Pay and Conditions Document as updated from time to time. A copy of the latest version may be found in the school office and is also on-line at:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

All pay-related decisions are made taking full account of the school development plan and employees and unions have been consulted on this policy. All pay related decisions are taken in compliance with all applicable legislation including but not limited to the relevant provisions of [The Employment Rights Act 1996](#), [The Employment Relations Act 1999](#), [The Part-Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulation 2002](#), [The Employment Act 2008](#), [The Agency Workers Regulation 2010](#), [The Education \(School Teachers’ Appraisal\) \(England\) Regulations 2012](#) and [Equality Act 2010](#).

This policy will be used in conjunction with the adopted Teacher Appraisal Policy. The process for making decisions on the pay of teachers at the school is as follows.

Notes

Recommended Roles and Responsibilities – See Supporting Documentation page 43.

1.3 Pay uplifts

Unless the Governing Body determine otherwise it shall apply the Council’s recommended pay award to individual teachers, in accordance with the current STCPD.

The Governing Body will take account of the provisions of the STPCD in relation to performance when applying any pay uplift to nationally set pay scales.

1.4 Pay Reviews (Document S2, para 3)

The Governing Body will ensure that every teacher’s salary is reviewed with effect from 1 September and shall make all pay decisions as quickly and as responsibly as possible. In any event Teachers should be informed of their pay determination as soon as possible after they have received their appraisal report containing a recommendation in pay. The Resources Committee is responsible for making pay determinations and Teachers will be notified of their pay decision in writing no later than one month after the Resources Committee decision or as such as is practicable if an appeal has been registered.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual’s pay. A written statement will be given after any review and where applicable will give information

about the basis on which it was made. **See Supporting Documentation page 43 for the relevant statement templates**

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.

Notes

Refer to Appraisal Policy for deadlines for issuing Appraisal Reports.

A revised pay statement must also be given where there are any other changes in pay arrangements in the year. In relation to the Headteacher it is the responsibility of the Chair of Governors to ensure the Pay Statement is issued to the Headteacher.

1.5 The Resources Committee

The terms of reference for the resources committee are set out in the Roles and Responsibilities – See Supporting Documentation page 43.

It is recommended that the Governing Body establish a committee to make determinations of pay in accordance with the pay policy. This function might either be performed by a dedicated pay committee or be part of a more wide ranging resources committee. It is recommended that the committee has fully delegated powers and if so must be established in accordance with The School Governance (Procedures and Allowances) (England) Regulations 2013 Regulation 18 gives power of delegation to a committee and Regulation 22 deals with the establishment of a committee. This is in relation to Council Maintained Schools only.

It is recommended that the terms of reference specifies that decisions will be communicated to each member of staff by the Headteacher, in writing, in accordance with Section 2 - paragraph 3.4 of the Document. Decisions on the pay of the Headteacher will be communicated by the Chair of the Governing Body, in writing, in accordance with paragraph 3 of the Document.

1.6 Appeals (Document S2, para 2(b))

The arrangements for considering appeals are as follows:

A teacher has the right to appeal against any pay determination. The following list, which is not exhaustive, includes the usual reasons for appealing against a pay determination:

That the person or committee by whom the decision was made –

- a) incorrectly applied the Pay Policy;
- b) incorrectly applied any provision of the Document;
- c) failed to have proper regard for statutory guidance;
- d) failed to take proper account of relevant evidence;
- e) took account of irrelevant or inaccurate evidence;
- f) was biased; or
- g) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

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

A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the Appraiser or Headteacher before the recommendation is actioned and confirmation of the pay decision is made by the school.

Stage two – a formal representation to the Resources' Committee making the pay determination

If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made; he/she may make representation to the Resources Committee making the decision. To begin the process the teacher should submit a formal written statement to the Resources' Committee making the determination, setting down in writing the grounds for not agreeing with the pay recommendation.

The teacher is given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions, at a formal meeting with the Resources Committee who will make the pay determination. Following this meeting the Resources Committee will make a pay determination that will be communicated to the teacher in writing.

Where the Resources Committee overturns a recommendation the teacher has the right to request a review of the pay determination. The teacher is given the opportunity to make representations as set out in Stage 2.

Stage three – a formal appeal hearing with an Appeals Panel of Governors

Should the teacher not agree with the pay determination, the teacher may appeal the decision and have an appeal hearing before an appeals panel of Governors.

The teacher should set down in writing the grounds for their appeal and send it to the Chair of the Governing Body within ten working days of the notification of that determination.

Any appeal should be heard by a panel of Governors who were not involved in the original determination in accordance with the Governing Body Terms of Reference for appeals. This is normally within twenty working days of the receipt of the written appeal notification.

In the hearing before Governors, both the teacher and the management representative will have the opportunity to present their evidence and call witnesses, and to question each other. The panel is permitted to ask exploratory questions.

Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing, including their rationale for reaching the decision. The Appeal Panel's decision is final and, as set out in Section 3, paragraph 7 of the Document, there is no recourse to the general staff grievance procedure.

Teachers making representation at stage two and making an appeal at stage three may be accompanied by a colleague or representative from a trade union.

A Model Procedure to be followed at an Appeal Hearing is attached – see Supporting

Documentation page 43.

Notes

A key aspect of the process is the opportunity for a teacher to discuss a pay recommendation prior to it being confirmed by the Governing Body. This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair. The opportunity to discuss a pay decision before it is made may also mitigate the need for the more formal stages two and three.

Governors on appeals panels should be familiar with the school's pay and appraisal policies. To ensure that appeals are properly considered, Governing Bodies should consider any training needs their members have, including in duties placed on the school by the Equality Act 2010 and the ACAS Code of Practice (Disciplinary and Grievance Procedures).

Pay appeals should be formally recorded and a note of proceedings should be produced.

Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable.

1.7 Safeguarding (Document S2, para 29 to 37)

Where a pay determination leads or may lead to the start of safeguarding the Governing Body will comply with the relevant provisions of the Document and will give the required notification as soon as possible and no later than one month after the determination.

Where a "re-deployment" is implemented the post holder will be placed onto the Upper Pay Range (UPR1) and safeguarding will be applied.

Where a "stepping down" arrangement is applied where the post is of a lesser responsibility then the post holder will be placed onto the pay range for that role and **no** safeguarding will be applicable.

1.8 Monitoring the Impact of the Pay Policy

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

Please refer to the Teachers' Performance Management Resources Pack which supports the Governing Body to undertake this assessment - see page 43.

2. LEADERSHIP GROUP

2.1 Leadership Group Pay Range (Document S2, para 4 to 11)

In this school the Leadership Group Pay Range is as set out in the Leadership Group Pay Table attached - see Supporting Documentation page 44.

The pay range for a Headteacher should consist of seven consecutive points only.

Notes

* Scale points only applicable to Head teachers at the top of the school group range.

The pay range for a Deputy or Assistant Headteacher should consist of five consecutive points only.

2.2 Existing Members of the Leadership Group

The pay ranges, any temporary payments and allowances to members of the Leadership Group in post on 1st September 2014 or who were appointed to a leadership post prior to 1st September 2014 but who will not take up post until on or after that date remain unchanged.

The Governing Body has determined that the Total Unit Score (Modified Unit Score for Special Schools) should be: **1,659 (237x7)**. This is based on the number of pupils on the school register as set out in the census of **1st October 2020**.

The Governing Body has assigned the school to Headteacher **Group: 2**. The assignment is effective from **1st September 2020**.

The Governing Body has determined that the IPR for the School should be **13-19**. This determination is effective from **1st September 2020**.

The Governing Body has determined that the five point range for the post of Deputy / Assistant Headteacher for the School should be **3-7**. This determination is effective from **1st September 2020**.

The pay of these posts will be reviewed under the provisions below where there are significant changes to their responsibilities.

The Governing Body may also review the pay of all of the Leadership Group posts under the provisions below, if they determine that this is required to maintain consistency with pay arrangements for new appointments to the Leadership Group after 1st September 2014.

The Group size of the school will be reviewed in any case every **3 years**. **Last date of review undertaken: 2015 when the Headteacher was appointed. It will be reviewed along with this policy. It is also discussed annually during the Headteacher Performance Management meeting.**

The value of the salary points for these posts will be in accordance with the pay table referred in 2.1 above.

2.3 New Members of the Leadership Group

This section applies to new appointments to the Leadership Group appointed after 1st September 2014.

The value of the salary points for these posts will be in accordance with the pay table referred to in 2.1 above.

2.4 Headteachers

2.4.1 Defining the Role and Determining the Headteacher Group

Upon the post of Headteacher becoming vacant, where there has been significant changes to the responsibilities of the post of Headteacher or where a review of leadership posts is being undertaken as identified at 2.2 above, the Governing Body shall set out the specific role, responsibilities and accountabilities of the post of Headteacher as well as the skills and relevant competencies required. These shall be documented in a Job Specification.

The Governing Body will then assign the school to a Headteacher Group. This will be done by calculating the Total Unit Score of the school in accordance with Section 2, paragraphs 5 – 9 of the Document.

The Governing Body will assign the school to a Headteacher Group and determine the Headteacher's pay range whenever it proposes to appoint a new headteacher. It shall also re-determine the Headteacher's pay range if it becomes necessary to change the Headteacher Group (including where the Headteacher becomes responsible and accountable for more than one school in a federation on a permanent basis). They may also determine the Headteacher's pay range at any time if they consider it necessary to reflect a significant change in the responsibilities of the post. The Governing Body shall not take account of the salary of the serving Headteacher if they re-determine the Headteacher's pay range for a new appointment.

In the event the Headteacher is appointed to be permanently responsible and accountable for more than one school, the Governing Body will base the determination of the Headteacher Group on the total number of pupil units across all schools, which will give a group size for the Federation.

2.4.2 Setting the Indicative Pay Range

The Governing Body will take account of the complexity and challenge of the role of Headteacher in the particular context of the school when determining the Indicative Pay Range for the post.

When determining the Indicative Pay Range, the Governing Body must take into account all of the permanent responsibilities of the role. The core salary should include all permanent responsibilities and temporary payments can only be paid for time limited additional responsibilities.

The Governing Body will set an Indicative Pay Range for the Headteacher of **seven points** within the range of salaries applicable to the Headteacher Group of the school.

When determining the position of the Indicative Pay Range the Governing Body will consider:

- **the context and challenge arising from pupils needs** e.g. if there is a high level of deprivation in the community (Free School Meal (FSM) entitlement and/or English as an Additional Language indicators may be relevant) or there are high numbers of looked after children or children with special needs or there is a high level of in-year churn/pupil mobility, and this affects the challenge in relation to improving outcomes;
- **a high degree of complexity and challenge** e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any Headteacher of similar-sized school(s) and is not already reflected in the total Unit Score used at 2.4.1;
- **additional accountability not reflected in the Group Size** e.g. leading a teaching school alliance;
- Factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. location; specialism; level of support from the wider leadership team.

This is not an exhaustive list and the Governing Body may consider other factors relevant to the circumstances of the school.

Where the Headteacher has significant additional responsibility for extended services which the Headteacher is directly accountable to the Local Authority or the Children's Trust and the Headteacher is permanently appointed as the Headteacher of the school, the Governing Body has the discretion to take this into account when setting the Headteacher's pay range. Any salary uplift should be proportionate to the level of responsibility and accountability being undertaken. However, where the Headteacher has an interest in the quality of a service that is co-located on the school's site, for example, a speech therapy centre that helps the development of young people within the school or across a number of schools, but is not responsible or accountable for that service, this is part of a Headteacher's core responsibilities, and would therefore not be taken into account when setting the Headteacher's pay range.

When determining the Headteacher's pay range the Governing Body must ensure that

- the minimum of the individual pay range is:
 - not less than the minimum of the HT's group range;
 - at least the next point higher on the leadership group scale than the maximum of the Deputy Head or Assistant Head at the school; and
 - at least the next point higher on the leadership group scale than the salary of the highest paid classroom teacher - (UPR 1 salary level plus highest TLR/ SEN allowance awarded);

The expectation is that normally the pay range for the post will be within the limits of the Headteacher Group. However, the Governing Body has the discretion to consider that if the circumstances warrant it, to set an Indicative Pay Range with a maximum of up to 25% above the top of the relevant Headteacher Group Range. Where this discretion is applied by the Governing Body, the value of the salary points shall be set in accordance with the spine points identified in the pay table referred to in 2.1 above.

Such circumstance might include where there is evidence of significant difficulties in making an appointment.

If the Governing Body is considering setting a pay range above the 25% limit, then external independent advice must be sought and, should the advice suggest additional

payment is appropriate, a business case must be made and agreed by the full Governing Body.

The Governing Body shall ensure that no double counting takes place, e.g. of things taken account of in 2.4.2 above, such as responsibility for an additional school already reflected in the total unit score; or from using overlapping indicators, such as FSM and the pupil premium.

The Governing Body shall not increase base pay nor pay an additional allowance for regular local collaboration which is part of the role of all Headteachers.

The Indicative Pay Range should be set out in any advertisement for the post.

2.4.3 Temporary Payments to the Headteacher

The Governing Body may determine that additional payments be made to a Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary range has been determined. In each case the Governing Body must not have previously taken such reason or circumstance into account when determining the Headteacher's pay range.

The total sum of the temporary payments made to the Headteacher in the school year must not exceed 25% of the annual salary which is otherwise payable to the Headteacher, and the total sum of salary and other payments made to the Headteacher must not exceed 25% above the maximum of the Headteacher Group.

Those payments set out in this Policy in Section 6 will count towards the limit set out above. Relocation expenses which relate solely to the personal circumstances of the Headteacher do not apply to this limit.

The Governing Body may determine that additional payments be made to a Headteacher which exceed the limit set out above in wholly exceptional circumstances. The Governing Body must seek external independent advice before providing such agreement. A business case must be made and agreed by the full Governing Body.

The Governing Body may award a temporary payment to the Headteacher where they are appointed as an Acting Headteacher of one or more schools in addition to this school. There is an expectation that such an arrangement will be time-limited and subject to regular review and the maximum duration should be no longer than two years.

2.4.4 Starting Salary and the Individual Pay Range

The starting salary of the Headteacher should normally be the first point of the pay range. However the Governing Body may determine that the starting salary should be above the first point of the pay range having regard to the extent to which the candidate meets the specific requirements of the post. The Governing Body will ensure that there is scope for performance-related progression over time. Where the starting salary is above the first point on the range the Governing Body shall consider whether the upper limit of the range

should be increased. Where this is the case the Governing Body shall set a revised **seven point range**, which must comply with the limits as set out above.

The Individual Pay Range and starting salary shall be confirmed in writing to the Headteacher.

2.5 Deputy and Assistant Headteachers

2.5.1 Defining the Role

Upon the post of Deputy / Assistant Headteacher becoming vacant, where there has been significant changes to the responsibilities of the post of Deputy / Assistant Headteacher or where a review of leadership posts is being undertaken as identified at 1.2 above, the Governing Body shall set out the specific role, responsibilities and accountabilities of the post of Deputy / Assistant Headteacher as well as the skills and relevant competencies required. These shall be documented in a Job Specification.

2.5.2 Setting the Indicative Pay Range

The Governing Body will take account of the complexity and challenge of the role of Deputy / Assistant Headteacher in the particular context of the school when determining the Indicative Pay Range for the post.

When determining the Indicative Pay Range, the Governing Body must take into account all of the permanent responsibilities of the role.

The Governing Body will set an Indicative Pay Range for the Deputy / Assistant Headteacher of **five** points.

When determining a Deputy Headteacher's pay range the Governing Body must ensure that:

- The minimum of the Deputy Head's pay range is not less than the next leadership group pay spine point above-
 - the salary of the highest paid classroom teacher - (UPR 1 salary level plus highest TLR/ SEN allowance awarded);
 - the minimum of the Assistant Head's pay range of the highest paid Assistant Head at the school
- The maximum of the Deputy Head's pay range does not equal or exceed the minimum point of the Headteacher's Individual Pay Range (IPR).
- Where there is insufficient space on the leadership group pay spine to accommodate a Deputy Head's pay range of five points between the salary of an Assistant Head's pay range and the minimum of the IPR, the IPR range must be raised to the extent necessary to accommodate the Deputy Head's pay range.
- The minimum of the Assistant Head's pay range is not less than the next leadership group pay spine point above-
 - the salary of the highest paid classroom teacher - (UPR 1 salary level plus highest TLR/ SEN allowance awarded);
- The maximum of the Assistant Head's pay range does not equal or exceed the minimum point of the Headteacher's Individual Pay Range (IPR).
- Where the school has one or more Deputy Head's the maximum of the Assistant Head's pay range does not equal or exceed the maximum of the Deputy Head's pay range of the lowest paid DHT

- Where there is insufficient space on the leadership group pay spine to accommodate an Assistant Head's pay range of five points between the salary of the highest paid classroom teacher and the minimum of the IPR and where applicable, in addition to accommodate a Deputy Head's pay range for any Deputy Head at the school the IPR range must be raised to the extent necessary to accommodate the Assistant Head's pay range.

Notes

The Governing Body should determine the pay range for Deputy Head teachers and Assistant Head teachers when:

- it proposes to make new appointments;
- where there is a significant change in the responsibilities of serving Deputy Headteacher or Assistant Head teachers; or
- Where the maximum of the Deputy Head teachers' or Assistant Head teachers' pay range equals or exceeds the minimum of the Head teacher's IPR.
- The pay range for a Deputy / Assistant Headteacher should only overlap the Head teachers' pay range in exceptional circumstances.

In this school the pay ranges will not overlap the Headteachers' IPR.

The Pay Range should be set out in any advertisement for the post.

2.5.3 Starting Salary and the Individual Pay Range

The starting salary of the Deputy / Assistant Headteacher should normally be the first point of the pay range. However the Governing Body may determine that the starting salary should be above the first point of the pay range having regard to the extent to which the candidate meets the specific requirements of the post.

The Governing Body will ensure that there is scope for performance-related progression over time. Where the starting salary is above the first point on the range the Governing Body shall consider whether the upper limit of the range should be increased. Where this is the case the Governing Body shall set a revised **five point range**, which must comply with the limits as set out above.

The Individual Pay Range and starting salary shall be confirmed in writing to the Deputy / Assistant Headteacher.

2.6 Pay Progression for all Members of the Leadership Group

The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for pay progression at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine progression.

The Governing Body will ensure that performance-based progression awards reflect individual performance.

Members of the Leadership Group must demonstrate sustained high quality of performance, with particular regard to leadership and management and pupil progress at the school and will be subject to a review of performance against appraisal objectives and against the relevant standards before any performance points will be awarded.

Annual pay progression within the range for these posts is not automatic. The Governing Body has discretion to move a member of the Leadership Group by more than one point to a maximum of two.

The Governing Body will consider whether to award one or two pay progression points having regard to the recommendation on pay progression recorded in the member of the Leadership Group's most recent appraisal report. The circumstances in which two points may be awarded are as follows:

outstanding outcomes in relation to the Head / Deputy / Assistant Headteacher's performance of their role and responsibilities against their appraisal objectives and the relevant standards as identified in the annual appraisal assessment report.

3. LEADING PRACTITIONERS

3.1 Leading Practitioners eligibility

The Governing Body have the discretion to create posts for qualified teachers whose primary purpose is the modelling and leading improvement of teaching skills.

It is the responsibility of the Headteacher in consultation with the Governing Body to decide whether or not any such posts should contain an element of outreach as there is no central requirement for them to do so.

3.2 Pay Range for Leading Practitioners (Document S2, para 16, S3 para 33 to 37)

In this school the Pay Range for Leading Practitioner is as set out in the Leading Practitioner Pay Table attached - see Supporting Documentation page 44.

The pay range for Leading Practitioner should consist of five consecutive points only.

3.3 Starting Salary and Pay Range for Leading Practitioners

A teacher may only be assessed for a Leading Practitioner's post after having been selected for interview for that post.

The Governing Body will determine a five-point range of salaries for a Leading Practitioner post. The pay range will be determined having regard to the nature of the work to be done as set out in the job specification for the post including duties such as **developing, implementing and evaluating policies and practices in the school that contribute to school improvement; the improvement of teaching schools within school, which impacts significantly on school improvement; and improving the effectiveness of staff and colleagues.**

The starting salary of a Leading Practitioner should normally be the first point of the pay range. However the Governing Body may determine that the starting salary should be above the first point of the pay range having regard to the extent to which the candidate meets the specific requirements of the post.

The Governing Body will ensure that there is scope for performance-related progression over time. Where the starting salary is above the first point on the range the Governing Body shall consider whether the upper limit of the range should be increased. Where this is the case the Governing Body shall set a revised **five point range**, which must comply with the limits as set out above.

The pay range and starting salary shall be confirmed in writing to the Leading Practitioner.

3.4 Pay progression for Leading Practitioners

The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for pay progression at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine progression.

The Governing Body will ensure that performance-based progression awards reflect individual performance.

Leading Practitioners must demonstrate sustained high quality of performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance points will be awarded.

Annual pay progression within the range for these posts is not automatic.

Movement up the Leading Practitioner Pay Range will be by one annual point, unless the following applies:

the Governing Body will apply up to a maximum of two points and will take into account outstanding outcomes in relation to the Leading Practitioner's performance of their role and responsibilities against their appraisal objectives and the relevant standards as identified in the annual appraisal assessment report.

In addition, when setting the pay range for Leading Practitioners the Governing Body will consider the pay differentials of these posts and their Senior Leadership Team.

The pay range and starting salary shall be confirmed in writing to the Leading Practitioner.

The Governing Body will apply the following pay range(s) for Leading Practitioner posts

on the structure of the school:

The five consecutive point pay range will be agreed by the Governing Body if it is deemed appropriate to appoint a Leading Practitioner.

4. OTHER TEACHERS

4.1 Pay Ranges for Qualified Teachers

(Document S2, para 12 to 14)

In this school the Main Pay Range and Upper Pay Range for Classroom Teachers is as set out in the respective Pay Range Table attached - see Supporting Documentation page 44.

Notes

The Government's expectation is that a good classroom teacher should expect to reach the maximum of the Main Pay Range within five years continuous service as a qualified teacher.

The Teacher Appraisal Policy states:

"Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. Objectives can be set in relation to robust assessment data, however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression".

4.2 Pay Upon Appointment for New Entrants

The Governing Body will determine the pay range for a teaching vacancy prior to advertising it.

Upon appointment the starting salary for a qualified teacher will be determined taking into account the relevant qualifications, skills and experience required for the position and will be in accordance with the following provisions.

A classroom teacher taking up their first appointment as a qualified teacher will be paid on Point 1 of the Main Pay Range unless eligible for the award of an additional point(s):

- The Governing Body may award one additional point on the Main Pay Range for each complete year of service as a qualified teacher in a City Technology College, independent school, higher education or further education including sixth form colleges, or in countries outside of England and Wales in a school in the maintained sector of the country concerned.
- The Governing Body may, if necessary, use its discretion to award an additional point(s) on the Main Pay Range for working in relevant employment outside of teaching in order to secure the candidate of its choice. Where this discretion is applied up to two points on the Main Pay Range can be awarded on the basis of one point on the Main Pay Range for each period of 4 complete 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. This would be subject to the provision of documentary evidence of such experience and deemed relevant by the employer.

4.3 Pay Upon Appointment for Existing Teachers

When determining the starting salary for a qualified teacher who has previously worked as a qualified teacher in a Council maintained school or academy in England and Wales, the Governing Body will pay the teacher on the advertised pay range at the scale point which is the nearest to the teacher's previous pay entitlement. The Governing Body will also consider any pay progression which they would have received had they remained in their previous post, evidence of which should be obtained through the recruitment process. This excluding allowances and additional payments as per Section 2 – part 4 of the Document or where an academy has applied an equivalent allowances/ additional payment which does not apply to the Document.

Any appointment to the Upper Pay Range will be subject to the teacher meeting the criteria for movement to the Upper Pay Range as defined in paragraph 4.6 of this Policy, evidence of which should be obtained through the recruitment process.

Where a qualified teacher is not currently in employment, the pay entitlement in their most recent post should be used.

4.4 Pay Upon Appointment for Former Members of the Leadership Group

Where an appointment is being made of a teacher who was last paid on the Leadership Pay Scale (e.g. Headteacher, Deputy Headteacher, Assistant Headteacher) or Leading Practitioner pay ranges, then the Governing Body will have the discretion to determine where on the Upper Pay Range their salary should commence.

If the position advertised is on Main Pay Range (MPR) however and it is to be offered to a teacher who was last paid on the leadership Group Pay Range, then the Governing Body should determine where on the MPR the commencement salary should be taking into account the experience of the successful candidate. One point on the MPR will be offered for each completed year of service as a qualified Teacher to a maximum of six.

4.5 Pay Progression for Qualified Teachers (Document S2, para 19)

Teachers will be awarded pay progression on the Main Pay Range or Unqualified Teachers Pay Range where they have met or be making good progress towards their appraisal objectives and shown that they are competent in all elements of the teachers' standards.

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

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose

appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the Headteacher/ senior leadership team. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

A decision may be made not to award pay progression whether or not the teacher is subject to capability proceedings. In such cases the concerns about standards of performance will have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through the support provided by the school. –Section 2 para 19.2(f) of the Document.

4.5.1 Main Pay Range

To be fair and transparent, assessments of performance will be properly rooted in evidence.

As a teacher moves up the Main Pay Range, this evidence should show:

- Increasing levels of the quality of teaching identified through lesson observation
- An increasing positive impact on pupil progress
- An increasing impact on wider outcomes for pupils
- Improvements in specific elements of practice identified to the teacher e.g. behaviour management or lesson planning
- An increasing contribution to the work of the school
- An increasing impact on the effectiveness of staff and colleagues

Movement up the Main Pay Range will be by one annual point at a time, unless the following applies:

If the evidence shows that a teacher has exceptional performance, having regard to all aspects of their performance over the appraisal cycle, the Governing Body will consider whether to award enhanced pay progression.

The Governing Body will apply up to a maximum of two points and will take into account the quality of teaching, the impact on pupil progress and outcomes, the contribution to the work of the school and the impact on the effectiveness of staff and colleagues.

4.5.2 Upper Pay Range

Movement on the Upper Pay Range onwards will take into account of the evidence that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained. They will also need to have met or be making good progress towards their appraisal objectives.

The definition of "highly competent", "substantial" and "sustained" are given in para 4.5 Movement to Upper Pay Range section of this policy.

Movement up the Upper Pay Range will be by one point at two yearly intervals unless the following applies:

If it is clear from the evidence that a teacher's performance is exceptional and where the teacher has met or exceeded their objectives the Governing Body may use its flexibility to award enhanced pay progression, from the minimum to the maximum of the Upper Pay Range.

The Governing Body will take into account the quality of all teaching elements, the impact on pupil progress and outcomes, the contribution to the work of the school and the impact on the effectiveness of staff and colleagues over the two year period.

4.6 Movement to the Upper Pay Range

(Document S2, para 15 and S3 paras 29 to 32)

Any qualified teacher can apply to be paid on the Upper Pay Range. It is the responsibility of the teacher to decide whether or not they wish to pursue this.

Applications may be made once a year. If successful in their application, their movement to the Upper Pay Range will be implemented with effect from 1 September in the year following their most recent appraisal cycle.

For example - appraisal cycle 2018/19 to 2019/20 uplift to salary is wef 1 Sept 2020 and appraisal cycle 2019/20 to 2020/21 any uplift would be applied wef 1 Sept 2021.

See Supporting Documentation page 43 for "Request for Movement to the Upper Pay Range 2020/21" application template.

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 each school. One school will not be bound by any pay decisions made by another school.

All applications should include the results of appraisals under the Appraisal Regulations.

4.6.1 The Assessment

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

- The teacher is highly competent in all elements of the relevant standards; and
- The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this Policy:

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

“substantial” means 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 group of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“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 good to outstanding.

4.6.2 Processes and Procedures

The teacher should submit the application form and supporting evidence to the Headteacher within the application period as set out above.

The name of the assessor of the teacher’s application will be confirmed within 5 working days.

The assessor will assess the application, which will include a recommendation on whether the teacher shall move to the UPR.

The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor.

The Headteacher will advise the Governing Body on whether a teacher who applies to be paid on the Upper Pay Range should be paid on that range

Teachers will receive written notification of the outcome of their application within 10 working days of the 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.

If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 working days of the date of the notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.

Successful applicants will move to the minimum of the Upper Pay Range on 1 September in the year following their completion of their most recent appraisal cycle (minimum 2 years).

For example - appraisal cycle 2018/19 to 2019/20 uplift to salary is wef 1Sept 2020 and appraisal cycle 2019/20 to 2020/21 any uplift would be applied wef 1 Sept 2021.

Unsuccessful applicants can appeal against the decision in accordance with the Appeal process of this Policy (section 1.6).

4.7 Part-time teachers

(Document S2, para 40 to 41)

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 arrangements and by comparison with the school's timetabled teaching week for a full time teacher in an equivalent post.

Notes

Section 2 paragraph 40 & 41 provides that 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 a part-time teacher.

Any additional hours such as a teacher may agree to work from time to time at the request of the Headteacher (or in the case where the part-time teacher is a Headteacher, the Governing Body), should also be paid at the same rate.

All teachers employed on a part-time basis are provided with a written agreed statement which sets out the expectations of the school, and the part-time teacher, regarding the deployment of directed time both within and beyond the school day in accordance with the professional duties as stated in Part 6 of the Document.

NB: the contractual change from September 2005 gives part-time teachers entitlement to PPA time (see Section 2 paragraph 52.5 of the Document).

The Governing Body is responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work.

4.8 Short notice/supply teachers

(Document S2, para 42)

Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of the 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.

Periods of employment for less than one day will be calculated on an hourly rate basis of 1/975 of annual salary. The hours worked will be specified by the Headteacher.

Notes

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

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 he would have received had he been in regular employment throughout the period.

4.9 Unqualified teachers

(Document S2, para 17)

In this school the Pay Range for Unqualified Teachers is as set out in the Unqualified Pay Range Table - see Supporting Documentation page 44.

Upon appointment the starting salary for an unqualified teacher will be determined taking into account the relevant qualifications, skills and experience required for the position and will be in accordance with the following provisions.

An unqualified teacher taking up their first appointment will be paid on Point 1 of the Unqualified Teacher Pay Range unless eligible for the award of an additional point(s):

- The Governing Body may, if necessary, use its discretion to award an additional point(s) on this pay range for working in relevant employment outside of 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. This would be subject to the provision of documentary evidence of such experience. Where this discretion is applied one point to be awarded on the Unqualified Teachers Pay Range for each period of 3 completed years relevant experience up to a maximum of two points.
- The Governing Body will award an additional point(s) on the Unqualified Teachers Pay Range:
 - Up to three points for a recognised qualification relevant to their subject area;
 - Three points for a recognised (TDA) overseas teaching qualification;
 - Three points for a recognised (by TDA) post-16 teaching qualification
 - One point for each period of 3 complete years of service teaching in a City Technology College, independent school, higher education or further education including sixth form colleges, or in countries outside of England and Wales in a school in the maintained sector of the country concerned.

4.9.1 Pay Progression for Unqualified Teachers

From September 2014 onwards, the pay progression arrangements that apply to qualified teachers moving up the Main Pay Range (para 4.5) will also apply to unqualified teachers moving up the Unqualified Teachers Pay Range.

4.9.2 Unqualified Teachers' Obtaining QTS

(Document S2, para 18)

On gaining qualified teacher status, an unqualified teacher shall transfer to a salary within the Main Pay Range for teachers which must be the same or higher than the sum of the salary payable under para 19 of the Document.

Notes

Upon qualifying the unqualified teacher will be paid in accordance of the Classroom Teacher Main Pay Range as set out in in 4.5 (points 1 – 6) of this policy.

5. ALLOWANCES

5.1 Teaching and Learning Responsibility Payments (TLRs) (Document S2, paras 20 & 29 to 37)

TLRs are awarded to the holders of the posts indicated in the attached staffing structure.

The values of the TLRs to be awarded are set out below:

TLR1s will be awarded to the following values:

This will be agreed by the governing body if it is deemed appropriate to appoint a TLR1 award.

TLR2s will be awarded to the following values:

£2,873 to the holder of the following posts:

- **SENCo**
- **Mathematics Co-ordinator**

TLR3s will be awarded to the following values:

Payment 1

The duration can depend of length of proposed project or it can reviewed annually if timeline supersedes more than 12 months

This will be agreed by the Governing Body if it is deemed appropriate to appoint a TLR3 award.

Payment 2

The duration can depend of length of proposed project or it can reviewed annually if timeline supersedes more than 12 months

This will be agreed by the Governing Body if it is deemed appropriate to appoint a TLR3 award.

Notes

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

5.1.1 Criterion and factors for award of TLRs

Criterion – TLR 1 & 2

A Teaching and Learning Responsibility payment (“TLR”) 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. The award may be while the teacher remains in the same post or occupies another post in the absence of a post-

holder.

Factors – TLR 1 & 2

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

- 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.

Before awarding a TLR 1, the Governing Body must also be satisfied that the significant responsibility referred to in the previous paragraph includes line management responsibility for a significant number of people.

Criterion – TLR 3

The Headteacher, in consultation with the Governing Body may award a TLR3 to a teacher for a clearly time-limited improvement project, or one-off externally driven responsibility.

Factors – TLR3

The duration of the fixed term must be established at the outset and payment should be made in equal monthly instalments for the period set.

TLR3s are not subject to safeguarding and can be paid in addition to a teacher already receiving a TLR1 or TLR2.

TLR3 allowances **will not** be pro-rated based on the proportion of the teacher's part-time contract, unlike TLR1s and TLR2s.

Values

The values of TLRs must fall within the following ranges:

- a) the annual value of a TLR1 is £8,291 - £14,030
- b) the annual value of a TLR2 is £2,873 - £7,017
- c) the annual value of a TLR3 is £571 - £2,833

For example the three possible values for a TLR1 could be:

TLR1.1 = £8,291

TLR1.2 = £11,161

TLR1.3 = £14,030

Example: TLR1's can be awarded to teachers that are required to have direct responsibility for leading and managing a specific area of work that impacts over several teams across a subject area and who manage a significant number of employees.

The three possible values for a TLR2 could be:

TLR2.1 = £2,873

Example: TLR2.1 can be awarded to Teachers who are required to have a lead responsibility in developing and implementing a specific area (e.g. curriculum & delivery) or co-ordinate and oversee work within a specialist area (e.g. key stage).

Example: TLR2.1 can be awarded to Teachers who manage around 2-3 Teachers and/or some support staff. Although Teachers on a TLR 2.1 may be involved in and contribute towards the performance management of other teaching staff, all performance management is led and overseen by staff on a higher grade.

TLR2.2 = £4,945

Example: TLR2.2 can be awarded to Teachers who are required to undertake additional areas of responsibility, such as undertaking & leading the performance management of teaching staff. They will also be responsible for managing teams of up to 6 Teachers and some support staff.

TLR2.3 = £7,017

Example: TLR2.3 can be awarded to Teachers who are required to undertake additional areas of responsibility, such as undertaking & leading the performance management of teaching staff. They will also be responsible for managing larger teams of 6 or more Teachers and support staff.

For example three possible values for a TLR3 could be:

TLR3.1 = £571

Example: TLR3.1 can be awarded for a minor project above and beyond the normal flexibility of the post – co-teaching to raise standards as part of school- improvement.

TLR3.2 = £1,702

Example: TLR3.2 can be awarded for major project above and beyond – taking lead on specific intervention.

TLR3.3 = £2,833

Example: TLR3.2 can be awarded for major project but duration is more than a year.

Notes

It is important that staff undertaking common duties are paid the same to maintain pay equality.

A teacher may not be awarded more than one TLR1 or 2 concurrently of any value, but a TLR could be based on a job description that itemises several different areas of significant responsibility.

A TLR is a payment integral to a post in the school's staffing structure and therefore may only be held by two or more people when job sharing that post.

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

See Section 3 – para 47 to 54 of the Document

5.2 Special educational needs (SEN) allowances (Document S2, para 21 & S3 paras 55 to 59)

Special educational needs (SEN) allowances are not payable at this school. The Governing Body will keep under review the criteria for awarding such allowances and will determine whether they should be applied at this school at any point in the future.

A SEN allowance of no less than £2,270 and no more than £4,479 per annum is payable to a classroom teacher as set out below:

The Governing Body will award a SEN allowance to a classroom teacher-

- (a) in any SEN post that requires a mandatory SEN qualification;
- (b) in a special school;
- (c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- (d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post –
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

Where a SEN allowance is to be paid, the Governing Body will determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors-

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

The Governing Body arrangements for rewarding classroom teachers with SEN responsibilities are as follows:

SEN allowances are awarded where a teacher is required to wholly or mainly (at least 80% of their time), teach children with SEN as a core part of their duties.

Notes:

The statutory pay guidance states that:

SEN allowances may be held at the same time as TLRs. However the Governing Body should, when keeping their staffing structures under review:

- ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
- consider whether, if teachers have responsibilities that meet all the criteria for the award of TLR payments it would not be more appropriate to award a TLR payment instead of a SEN allowance of a lower value;
- not continue to award new SEN payments solely for the purposes of recruitment and retention; and
- ensure that any SEN responsibilities are clearly specified in individual teacher's job specifications.

Where the criteria for the payment of a SEN allowance are met, the Governing Body will award an allowance and the teacher's written notification given at the time of the award should specify the amount, and the reason for the award.

SEN allowances awarded to part time teachers must be paid pro-rata at the same proportion as the teacher's part time contract.

5.2.2 Assessment of appropriate allowance values

The pay policy for the school should set out the basis for rational, transparent and fair decisions on levels of payment for SEN allowances. This will reflect the school's organisation of or provision for SEN or, for unattached teachers employed in the Local Authority's central services, the organisation of provision in the particular service.

The value of SEN allowances should be based on whether any mandatory qualifications

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

In establishing appropriate values for their SEN allowances, schools should ensure that they have considered the full range of payments available and that the values chosen are properly positioned between the minimum and maximum established in the national framework. For example, a teacher who is teaching a special class for which a mandatory qualification is required and who has considerable relevant experience (and who is therefore seen as one of the school's leading professionals in this area) would be more likely to be paid towards the top end of the national range. Differential values relating to SEN roles in the school should be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

Similarly, local authorities will want to ensure that there is an objective assessment of the nature and challenge of the work entailed for teachers in their central SEN services to establish appropriate relative levels for allowances between the national minimum and maximum values provided for in the national framework.

Schools should take account of the way in which SEN provision is organised and delivered locally and may want to consult their Local Authority for advice on establishing appropriate payments.

5.2.3 Changes in SEN provision and safeguarding provisions

Where the Governing Body makes a change in the way its SEN provision is organised or to its pay policy such that the criteria and factors cease to be met or now merit the payment of a lower allowance, this could result in the value of the allowance being reduced or withdrawn. In these cases, the general safeguarding rules under Section 2 - paragraph 29 to 37 of the Document will apply.

5.3 Unqualified teachers' allowance

(Document S2, para 22)

The Governing Body will pay an unqualified teachers' allowance to unqualified teachers when the Governing Body consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience.

Insert details here of the value of the allowance and the circumstances that will normally trigger a payment:

This will be agreed by the Governing Body if it is deemed appropriate for an unqualified teacher to undertake responsibilities.

Where an Unqualified Teacher is required to undertake responsibilities, similar to those of a qualified teacher, that match the descriptions given for the TLR 2 or 3 allowances it is appropriate for the unqualified teacher to receive an allowance, in line with the TLR payments, to reflect this level of responsibility. However, it is anticipated that the awarding

of such allowances will be exceptional and would only be approved where the duties of the post were matched closely with those described for the TLR awards. Please note that it is important that staff undertaking common duties are paid the same to maintain pay equality.

The Governing Body will pay an unqualified teacher on one of the employment based routes into teaching on the **unqualified teachers'** scale for example, those teachers on the GTP, Licenced or registered Teacher schemes.

Notes

The Governing Body's pay policy should set out the way in which decisions are taken on allowances for unqualified teachers, so that there is transparency.

An allowance may be awarded where the teacher has:

- (a) taken on a sustained additional responsibility which is –
 - i) focused on teaching and learning
 - ii) requires the exercise of a teachers' professional skills and judgment;

or

- (b) qualifications or experience which bring added value to the role being undertaken.

6. OTHER PAYMENTS

6.1 Temporary Payments

These are set out in paragraph 2.4.3 of this Policy

6.2 Continuing professional development

(Document S2, para 26.1(a))

Teachers (excluding the Headteacher) who undertake voluntary continuing professional development outside the school day will be entitled to an additional payment, **which will be decided by the Governing Body if and when appropriate to do so.**

Notes

It is for the Governing Body to determine such payments, but one possibility would be to determine an hourly rate as per short notice/supply teachers then multiply by a factor, eg x1.5, x2 etc. to compensate for out of hours work. Another possibility would be a flat rate payment in line with the teacher's level of responsibility and size of the commitment.

See statutory guidance S3, para 60

Please note that it is important that staff undertaking common duties are paid the same to maintain pay equality.

6.3 Initial teacher training activities

(Document S2, para 26.1(b))

Teachers (excluding the Headteacher) who undertake voluntarily school-based initial teacher training activities will be entitled to a payment, **which will be decided by the Governing Body if and when appropriate to do so.**

Activities that will attract payment include **will also be agreed by the Governing Body if and when appropriate to do so.**

Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment.

Notes

It is for the Governing Body to determine such payments, but one possibility would be a flat rate allowance.

Please note that it is important that staff undertaking common duties are paid the same to maintain pay equality.

Some possibilities include: supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; formally assessing students' competences; planning an initial teacher training course; preparing course materials; and taking responsibility for the well-being and tuition of initial teacher training students.

See statutory guidance S3, paras 61 to 64

6.4 Out-of-school learning activities

(Document S2, para 26.1(c))

Teachers (excluding the Headteacher) who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a payment, **which will be decided by the Governing Body if and when appropriate to do so.**

Activities that will attract payment **will also be agreed by the Governing Body if and when appropriate to do so.**

Notes

It is for the Governing Body to determine such payments, but 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 teacher's level of responsibility and the size of the commitment.

See statutory guidance S3, para 69

Please note that it is important that staff undertaking common duties are paid the same to maintain pay equality.

Some possibilities 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; and One to One Tuition taking place outside the school day.

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

6.5 Provision of services (Document S2, para 26.1(d))

The Governing Body has discretion to make payments to teachers (excluding the Headteacher) who provide an external service to one or more additional schools. Such payments are not automatic.

Areas of work that will attract a payment **and the amount, will be decided by the Governing Body if and when appropriate to do so.**

Notes

It is for the Governing Body to determine such payments in relation to additional responsibilities and activities undertaken..

Please note that it is important that staff undertaking common duties are paid the same to maintain pay equality.

An example of providing a service includes working as a National Leader of Education - See statutory guidance S3, paras 65 to 68.

The pay policy should set out the criteria by which the Governing Body determines the nature and level of such payments and the value of any discretionary payments attached to posts in the staffing structure.

6.6 Recruitment and retention incentives and benefits (Document S2, para 27 & S3, paras 70 to 72)

The Governing Body will not pay recruitment and retention awards. The Governing Body will formally review the level of payment/benefits annually in line with a review of the pay policy.

Headteachers, Deputy Headteachers and Assistant Headteachers may not be awarded these payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher will be taken into account when determining the Headteacher's salary range.

Where a Headteacher, Deputy Headteacher or Assistant Headteacher is in receipt of a recruitment and retention payment on 31 August 2014, the payment may, subject to review, continue to be made at its existing value until such time as the respective pay range is determined under the provisions set out in 2.4 of this policy.

In this school reasonably incurred housing or relocation costs are not payable.

Notes

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). The Governing Body should also make clear at the outset the expected duration of such incentives and the review date after which they may be withdrawn.

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

Incentives may, for example, include a cash sum; a percentage uprating of salary; or defined benefits such as childcare costs for health care provision.

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 flexibilities within the 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.

6.7 Acting Allowances – (Document S2, para 23 & PART 4 - Allowances)

There may be occasions on which the Headteacher, Deputy Headteacher, or Assistant Headteacher is/are absent for a prolonged period. In such an event the appropriate Committee of the Governing Body will consider within four weeks whether the payment of an acting allowance is appropriate, having regard to the redistribution of responsibilities.

Any acting allowance will be payable after the responsibilities of the postholder have been assumed for a period of twenty consecutive working days (uninterrupted by a break of more than five working days). Payment will be backdated to the date on which the responsibilities were assumed.

Where a teacher undertakes the full range of responsibilities of the leadership post the allowance will normally take the individual to the minimum point on the pay range for

the post in which the teacher is acting. The payment shall not, in such circumstances be less than the minimum point on the relevant pay range

Please note that it is important that staff undertaking common duties are paid the same to maintain pay equality.

6.7 Honoraria

The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

Notes

There is no provision within the Document for the payment of honoraria in any

circumstances. Any such payment to a teacher for their teaching work would be unlawful. (Section 3 paragraph 3 of the Document).

7. SUPPORT STAFF

CROFTON JUNIOR SCHOOL – POLICY ON SCHOOL SUPPORT STAFF PAY FOR 1 SEPTEMBER 2020 TO 31 AUGUST 2021

7.1 CONSULTATION WITH THE LOCAL AUTHORITY

Recommended text and Notes

7.1.1 Community, Voluntary Controlled and Community Special Schools

The Governing Body (community, voluntary controlled and community special schools) acknowledge that the Council as employer has responsibility for ensuring that the requirements of equal pay legislation are complied with. For this reason it has agreed to consult with the Council, as appropriate, about support staff pay and grading issues.

The Governing Body acknowledges the advice set out below issued to schools by the Council regarding equal pay.

Under the School Staffing (England) Regulations 2009, the overall responsibility for the grade and remuneration of school support staff is delegated to the Governing Body. However, Regulation 17(3) states that the Governing Body must appoint and pay staff on the scale of grades applicable in relation to employment with the Council.

By not adhering to this, the Governing Body would run the risk of creating pay inequalities, as positions within the school are comparable with those based within other Community, Voluntary Controlled and Community Special schools and also the Council. If just one school pays a higher rate for a job that exists in another school or the Council, then this will expose all other Community, Voluntary Controlled and Community Special schools or the Council to further pay grievances and/or equal pay claims from other jobholders, particularly of the opposite gender.

Although the Council has no desire to interfere with how a school operates or spends its budget, it has an obligation to take all precautionary measures available to protect itself against further claims and this includes the transfer of any liability to the school concerned, as agreed by the School Forum (19 June 2008) whereby schools will incur the charges for all payments and associated costs in respect of equal pay claims made on or after 1 April 2009. This means that if employees within a school are named as comparators in an equal pay claim by employees in other schools or in the Council, then that school would pick up the cost for any payments made to employees in those other schools or in the Council.

All Maintained Schools

The agreement for the Governing Body is to consult with the Council about support staff pay and grading was set out in a report to Governing Bodies entitled "Implementation of the Proposed NJC Pay and Grading Structure and Revised Terms and Conditions of Employment" issued by the Council in September 2009. A copy of this report as well as the agreed New Employee Terms and Conditions – Allowance

paper are available on the Council's Traded Services website, Resources Tab, HR A-Z

In practical terms such consultation will only take place if the Governing Body is proposing an alternative grade to that recommended by the Council or where a new post has been established and there are no other similar roles which have been graded elsewhere in the Council.

7.1.2 Academies, Foundation and Voluntary Aided Schools

The Governing Body of academies, foundation or voluntary aided schools, that have entered into a Collective Agreement with its recognised trade union(s), acknowledge that as an employer they have the responsibility for ensuring that the requirements of equal pay legislation are complied with. The Governing Body has agreed to consult with the Council, as appropriate, about support staff pay and grading issues.

The recommended text above only relates to those schools who participated in the Job Evaluation and Pay and Grading Structure exercises 2010 and the New Pay and Grading Structure Assimilation and Collective Agreement of April 2019.

7.2 JOB SPECIFICATIONS

There are some generic job specifications, which have been agreed with trade union(s) and graded by the Job Evaluation Panel consisting of HR representatives and trade union representatives. These job specifications can be found on the Council's Traded Services website, Resources Tab, HR A-Z

Where the duties and responsibilities of posts in school match those of these generic job specifications then the recommended post titles and grades will apply.

The Support Staff Grades for Generic Positions Table is attached – see Supporting Documentation page 44.

The recommended text above only relates to those schools who participated in the Job Evaluation and Pay and Grading Structure exercise and who signed up to the Collective Agreement effective from April 2010 and the New Pay and Grading Structure Assimilation and Collective Agreement of April 2019.

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7.3 JOB EVALUATION PROCESS

For any other post not identified against one of the generic job specifications the Human Resources Service of the Council will be requested to evaluate a job specification prepared by the Headteacher and to offer advice on the grading of each post to the **Resources or Personnel Committee**. The job specification will be prepared using the official job specification template which can be located on the Council's Traded Services website, Resources Tab, HR A-Z

Guidance notes are also available to assist in the compilation of a job specification.

A flowchart showing the stages of the job evaluation process can be found - **see Supporting Documentation page 44**

The Governing Body will normally apply the grade recommended by the Council.

Where the Governing Body is considering an alternative grade to the one recommended then it shall consult with the Council prior to the post being advertised. Where such consultation takes place the Governing Body and the Council will work together with a view to finding a solution that will both meet the school's requirements and be consistent with the Council's legal obligations, which is in accordance with the Statutory Instrument 2009 – School Staffing (England) Regulations 2009 (Regulation 17) and the Education Act 2002.

The recommended text above only relates to those schools who participated in the Job Evaluation and Pay and Grading Structure exercise and who signed up to the Collective Agreement effective from April 2010 and the New Pay and Grading Structure Assimilation and Collective Agreement of April 2019.

The Governing Body is committed to participating fully in any senior management review to complete the pay and grading review.

7.4 GRADING OF EMPLOYEES

Support Staff, including casual staff employed under the Conditions of Service for Local Government Services will be paid on the salary grades agreed between the Council and the trade union(s).

The recommended text above only relates to those schools who participated in the Job Evaluation and Pay and Grading Structure exercise and who signed up to the Collective Agreement effective from April 2010 and the New Pay and Grading Structure Assimilation and Collective Agreement of April 2019.

Notes

The generic job specifications have been graded under the job evaluation scheme for NJC employees. The grades are detailed in the table in the Annex to this Policy.

Any non-generic job specifications submitted by the Headteacher for grading will also be evaluated under the NJC Evaluation Scheme.

7.5 TERMS AND CONDITIONS

The Governing Body will apply the terms and conditions for Support Staff as set out in a report to Governing Bodies entitled "Implementation of the Proposed NJC Pay and Grading Structure and Revised Terms and Conditions of Employment" issued by the Council in September 2009. A copy of this report as well as the agreed Employee Terms and Conditions– Allowance paper are available on the Council's Traded Services website, Resources Tab, HR A-Z

The recommended text above only relates to those schools who participated in the Job Evaluation and Pay and Grading Structure exercise and who signed up to the Collective Agreement effective from April 2010 and the New Pay and Grading Structure Assimilation and Collective Agreement of April 2019.

7.6 COMMENCING SALARY FOR NEWLY APPOINTED EMPLOYEES

The Governing Body adopts the local agreement in respect of the commencing salary to be paid to new employees (including casual employees).

Where a person is appointed to a post with the Council then, unless there are special/ exceptional circumstances, the person will commence at the first point of the grade. Special/ exceptional circumstances would include:

Internal Appointments to a post which carries a higher maximum salary

Where an internal appointment is made to a post which carries a higher maximum salary than the employee's previous grade, an employee should receive one spinal column point in excess of the salary he/she would have received on his/her old grade on the day of appointment. Where the employee has been acting up and doing the full range of duties of the role prior to formal appointment then the starting salary should be at the same level as the acting allowance and incremental progression should continue as if the appointment was from the start of the acting up period, in order that the individual does not suffer detriment.

Internal Appointment to a post of the same grade

Where an internal appointment is made to a similar or like post of the same grade that the employee was previously on then, provided the employee can meet the appropriate levels of skills, experience, etc. required for the job, they should be placed on the same spinal column point they were was receiving in their old job.

Internal Appointment to a post of a lesser grade

Where an internal appointment is made to a post of a lesser grade than the employee was previously on then, provided they can meet the appropriate levels of skills, experience, etc. required for the job, they could be appointed to a level felt appropriate above the lowest spinal column point of the new job.

External Appointment to a post attracting a similar or lesser salary

Where an external appointment is being considered and the candidate is currently on a salary higher than the lowest spinal column point of the new job, and it can be demonstrated that the only way they would accept the job is to offer at an appropriate level higher than the lowest spinal column point and that they are the only/ most suitable candidate due to skills/ experience, then they could be appointed at a level felt appropriate above the lowest spinal column point of the new job.

Please note that it is important that staff undertaking common duties are paid the same to maintain pay equality.

The Governing Body will seek the advice of the Human Resources Service before offering a salary, on appointment, which would be higher than the minimum of the

appropriate grade.

The recommended text above only relates to those schools who participated in the Job Evaluation and Pay and Grading Structure exercise and who signed up to the Collective Agreement effective from April 2010 and the New Pay and Grading Structure Assimilation and Collective Agreement of April 2019.

7.7 INCREMENTAL PROGRESSION

The Governing Body adopts the national and local agreements in respect of the payment of annual increments to employees. Staff will receive an annual increment each April until they reach the maximum spinal column point within the salary grade. This is subject to the qualifying period of six months service being satisfied. Therefore should an employee be appointed between 1st October and 31st March they will receive an increment 6 months after their date of commencement within that position and then on the 1st April thereafter.

7.8 PROMOTED OR RE-GRADED EMPLOYEES

The Governing Body adopts the national and local agreements in respect of employees who are either promoted to a higher graded post or whose existing post is re-graded. In such cases the employee will receive a pay increase from the agreed effective date. Salary will be paid at the first spinal column point of the grade however the employee should receive one spinal column point in excess of their existing salary that they would have received on their old grade on the day of appointment the new position or agreed effective date of the re-grade.

The Governing Body adopts the local agreement that there is no discretion to accelerate an employee's incremental progression within a grade.

The arrangements for support staff re-gradings are as set out in the Council's **Re-Grading Application Procedure is attached – see Supporting Documentation page 44.**

7.9 APPEALS

The arrangements for support staff appeals are as set out in the Council's **Re-Grading Application and Appeals Process is attached – see Supporting Documentation page 44**

The recommended text above only relates to those schools who participated in the Job Evaluation and Pay and Grading Structure exercise and who signed up to the Collective Agreement effective from April 2010 and the New Pay and Grading Structure Assimilation and Collective Agreement of April 2019.

7.10 PAY PROTECTION

The arrangements for support staff pay protection are as set out in the Council's Pay Protection Policy located on the Council's Traded Services website, Resources Tab, HR A-Z

7.11 PAYMENT OF ACTING ALLOWANCES

The Governing Body adopts the local and national conditions covering the payment of acting allowances. Payment of an allowance will normally be made where an employee is called to undertake additional duties in the absence of a more senior colleague (usually during sickness or maternity leave) for a continuous period of at least four weeks and ordinarily for no more than a period of six months. Advice will be sought from the Human Resources Service before the **Resources Committee** makes any payments of acting allowances.

Please note that it is important that staff undertaking common duties are paid the same to maintain pay equality.

7.12 LOCAL GUIDANCE RELATING TO PAYMENT OF SUPPORT STAFF

Local guidance relating to the payments to support staff covering the following areas:

- Calculations demonstrating the appliance of multiple contracts of employment
- Nursery Nurses undertaking HLTA or cover supervision duties
- Notification arrangements to Employment Services Team
- Acting up arrangements
- Overtime and Additional hours
- Casual workers claims

can be located on the Council's Traded Services website, Resources Tab, HR A-Z in the document titled "Support Staff Payment Guidance Notes – Sept 2010".

The recommended text above only relates to those schools who participated in the Job Evaluation and Pay and Grading Structure exercise and who signed up to the Collective Agreement effective from April 2010 and the New Pay and Grading Structure Assimilation and Collective Agreement of April 2019.

7.13 PERFORMANCE MANAGEMENT/APPRaisal

All members of the support staff will be subject to Appraisal arrangements and/or Performance Management arrangements as approved by the Governing Body following consultation with staff.

7.14 LOCAL LIVING WAGE

A Local Living Wage Supplement has been agreed with the recognised trade unions effective from 1st April 2014 which is reviewed annually. Council has agreed to continue the arrangement in 2020/21.

The Living Wage benchmark pay rate for 2020/21 is £9.30 per hour.

A supplement will be paid to any employee all members of the support staff (except apprentices) whose basic pay is below the benchmark rate. The supplement will bring the employee's pay up to the benchmark rate. The supplement will also be paid to casual employees.

Calculation of the Living Wage Supplement does not take account of earnings in addition to basic pay such as weekend working and shift enhancements, overtime, and pay protection supplements. Thus the Supplement is still paid if basic pay is below the benchmark rate but overall pay is above the benchmark rate. The Supplement is not included in any calculation of enhancements or overtime payments.

The Living Wage Supplement is contractual and pensionable and it should be included in any calculation of average earnings. It is reduced in the same way as basic pay for sick pay entitlement e.g. half pay, no pay.

See “Local Living Wage Scheme Guidance” is attached – see Supporting Documentation page 44

8. SUPPORTING DOCUMENTATION

1. School Staffing Structure



Staffing Structure
Flow Chart 2020 21.dc

See second paragraph of the introduction – page 5 above

2. Roles and Responsibilities (exercise of Governors' powers relating to pay)

See second paragraph of Basic Principles – page 6 above



ROLES AND
RESPONSIBILITIES.d

3. Teachers Performance Management Resources Pack



Annual Pay Review
Report FINAL 2020.d



PM Tracker and
Report 2020.xlsx

4. Request for Movement to the Upper Pay Range 2020/21 Template

See page 21 above



Upper Pay Range
Application 2020 - 2

5. Annual Pay Statement Templates – 2020



Headteachers' Pay
Statement 2020.doc



Other Leadership
Pay Statement 2020.



Leading
Practitioner Pay Stat



Unqualified
Teacher Pay Stateme



Main Pay Range Pay
Statement 2020.doc



Unqualified
Teacher Pay Stateme

6. Appeals Procedure for Teaching Staff

See note on appeals – page 7 above



APPEAL PROCEDURE
- TEACHING STAFF.d

7. Teachers' Pay Table 2020



Teachers' Pay
Ranges 2020.docx

8. NJC Pay Table – 1st April 2020



NJC Pay Structure
April 2020.pdf

9. Support Staff Re-Grading Application and Appeals Process (Formal Appeal Hearing)

See paragraphs regarding Promoted and Re-graded Employees Process and Appeals – page 40 above



NJC Re-grading
Application_Appeal

10. Support Staff Grades for Generic Positions Table

See second paragraph of Grading of Employees – page 38 above



Support Staff
Generic Grades 2020

11. NJC Job Evaluation Process Flowchart for Schools and Guidance notes

See first paragraph regarding Job Evaluation process – page 37



NJC Job Evaluation
Process.doc

12. Local Living Wage Guidance

See paragraph regarding Local Living Wage Guidance – page 42 above



Local Living Wage
Scheme Guidance - ,

Version History

Version: 1.0

Author: Tracey Thornton

Date Approved: 08/09/2015

Approved by: Helen Grantham

Date Issued: 08/09/2015

Version Control (most recent first):

Version	Date Issued	Reason for Review	Key Amendments	Date Impact Assessment was Reviewed
2.0		Changes to STPCD 2016	See green text for changes from 2015 policy	15/08/2016
3.0		Changes to STPCD 2017	Updated pay tables for 2017 to replace the pay tables for 2016	07/11/2017
4.0		Changes to STPCD 2018	Updated pay tables for 2018 to replace the pay tables for 2017	07/11/2018
5.0		Changes to STPCD 2019	Updated pay tables for 2019 to replace the pay tables for 2018	11/11/2019
6.0		Changes to STPCD 2020	Updated pay tables for 2020 to replace 2019 version including the adoption of the Advisory points for MPR and UPR and assimilation of MPR 6a and 6b to Advisory point 6. Accompanying documents updated.	13/11/2020

Details of Most Recent Impact Assessment	Date completed:	13/11/2020
	Issues (if any)	None

