

Pay Policy (Schools) 2023/24



Purpose



Scope



Policy



Further
Information

Contents

- 1. Introduction 4
- 2. Principles 5
- 3. September 2023 Key Changes..... 6
- 4. Job descriptions and Job Evaluation 7
- 5. Performance Related Pay (PRP)..... 7
- 6. Qualified Teacher Learning and Skills Status (QTLS)..... 8
- 7. Early Career Teachers (ECTs) 8
- 8. School-led Tutoring 8
- 9. Policy Review..... 9
- 10. Information and Confidentiality 9
- 11. Financial Resource..... 10
- 12. Appeals 10
- 13. Committee Membership and Withdrawal from Meetings..... 10
- 14. Responsibilities 11
- 15. **Leadership Group** - Pay Ranges 12
- 16. Setting pay for Headteacher posts 12
- 17. Appointing to the wider Leadership Group..... 16
- 18. Temporary discretionary payments to Headteachers..... 17
- 19. Setting Pay for Executive Headteachers and Academy Chief Executives..... 17
- 20. Performance Related Pay 17
- 21. Temporary Arrangements 19
- 22. Safeguarding..... 19
- 23. **Other Teachers** - Pay on Appointment 20
- 24. Main Pay Range Classroom Teachers 20
- 25. The Upper Pay Range..... 22
- 26. Leading Practitioner Roles 27

27. Unqualified Teachers	30
28. Discretionary Allowances and Payments - Teaching and Learning Responsibility Payments	32
29. Special Educational Needs	34
30. Recruitment and Retention Incentives.....	35
31. Temporary Arrangements	36
32. Safeguarding.....	37
33. Other Pay Provisions for Teachers.....	37
34. Support Staff - Principles	38
35. Undertaking Additional Duties, and Market Enhancement.....	38
36. Undertaking Additional Duties (acting up).....	38
37. Market Enhancement Policy.....	39
38. Starting Salaries for New Appointments (permanent and temporary)	39
39. Incremental Progression	40
40. Further Information and Support - Further Information	41
Appendix 1 - School Staffing Structure.....	42
Appendix 2 - Group Range for Headteachers.....	43
Appendix 2a - Leadership Pay Range	44
Appendix 2b - Examples to show how the Leadership Pay Range would apply.....	45
Appendix 3a - Annual Assessment of a Classroom Teachers' Salary (September).....	46
Appendix 3b - Annual Assessment of a Leadership/Leading Practitioner Salary (September).....	47
Appendix 4 - Appeal Procedure to Pay Committee and Pay Appeal Committee.....	48
Appendix 5 - Teachers' Standards (England).....	50
Appendix 6 - Framework of professional standards for Leading Practitioner posts	53
Appendix 7 - Summary of Pay Ranges and Allowances for teachers – effective from 1 September 2023	55

Introduction

1. Introduction

The Governing Body/Board has adopted a whole school pay policy to provide a clear framework for exercising its discretionary powers in relation to the pay of individual members of staff. Any pay related decisions will take account of the specific needs of the school and the flexibility specified within:

- the School Teachers' Pay and Conditions Document (STPCD);
- the National Conditions of Service for NJC Local Government Employees (Green Book); and
- locally agreed conditions of service.

Decisions will also comply with relevant employment and equality in employment legislation and, for support staff, in line with locally determined gradings in accordance with the job evaluation scheme.

Maintained schools – The Governing Body of maintained schools must consider any advice provided through the Local Authority's representative as per regulation 14 of The School Staffing (England) Regulations 2009 ("Staffing Regulations") and the views expressed/, through local consultation mechanisms, by recognised teachers professional associations and teaching and support staff trade unions.

Non Maintained schools – The Governing Body/Board may also take account of the advice of Wigan Local Authority (LA) and the views expressed/, through local consultation mechanisms, by recognised teachers professional associations and teaching and support staff trade unions.

The majority of this policy refers to the discretionary elements of teachers' pay which do not currently exist to the same extent for support staff. However, the Governing Body/Board recognises the need to consider staffing as a whole and to be mindful of all job descriptions and the associated pay implications. The policy, therefore, equally addresses the management of pay issues for support staff as for teachers.

The provisions of the policy apply to part-time employees, where appropriate, on a pro rata basis.

In respect of teachers' pay decisions this policy should be read in conjunction with the [Appraisal Policy for Teachers and Capability Procedure for all School Employees](#).

Introduction

The policy complies with statutory requirements and also incorporates locally agreed provisions and pay ranges which have been subject of consultation with local trade unions. The school staffing structure is attached in Appendix 1.

2. Principles

In adopting and applying this policy, the Governing Body/Board seeks to:

- meet its statutory duty to promote high standards of achievement amongst all pupils;
- support the aims/mission statement of the school and the implementation of the School Development Plan;
- ensure that each employee is valued and receives proper recognition for their work and contribution towards to the school;
- ensure fair, objective and open treatment of all staff within the school regardless of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, or gender reassignment;
- enhance and maintain staff morale through an awareness of the impact of decisions; and
- use appropriate flexibilities within the national and local pay and conditions of service, positively and constructively within the resources available and accordingly to the criteria within the policy.

Introduction

3. September 2023 Key Changes

Key changes to the STCPD 2023, make provision for:

- The September 2023 pay award introduced a 6.5% increase which is applied to all pay allowance ranges, and advisory points for both teachers and leaders, effective from 1 September 2023, apart from:
- Those on M1, who will see a 7.1% increase applied from the same date, with a resulting minimum starting salary of £30,000
- The number of days that a teacher must be available to work, will revert back to 195 days, effective from 1 September 2023 onwards.

Previous changes that continue to apply:

Headteachers – STPCD 2015; where the top of a Headteachers Individual Salary Range (ISR) coincided with the top of the Headteacher group, no uplift of 1% in 2015/16 – effectively freezing the annual salary at the 2014/15 rate. Introduction of two values for each of the points on the Leadership Pay Range, differentiated by the addition of 'A' and 'B' to each of the appropriate points. See Appendix 2/2a.

Leadership Group – STPCD 2014; a number of changes to the arrangements for pay which continue to apply, and are therefore included in this policy.

Teachers – STPCD 2013; Link pay progression to performance, removal of ASTs and Excellent Teacher pay scales and assessment processes, new Leading Practitioner pay range; new fixed-term TLR3; and removal of 3 year limit on Recruitment and Retention incentives/benefits.

Decisions on pay progression in September 2014 were linked to performance for all teachers, in accordance with the STPCD 2014. Performance related pay continues to be a statutory requirement and is reflected in this policy.

Introduction

4. Job descriptions and Job Evaluation

The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Governing Body/Board.

Job descriptions may be reviewed from time to time in consultation with the individual employee concerned based on the changing needs of the school.

Where the Job Family Framework for school support staff has been adopted and implemented within the school, support roles will be matched to appropriate role profiles within the framework, which have been formally evaluated for pay purposes.

In respect of unique support roles, which do not fit with the role profiles, and in schools where the Framework has not been adopted, each job/post will be evaluated for pay purposes on the basis of the job description and staffing structure using objective criteria set by the school, such as accountability and responsibility.

5. Performance Related Pay (PRP)

In line with the Appraisal Policy, Appraisers are responsible for appraisal/performance management.

The Headteacher may either be the Appraiser for other teachers including members of the leadership group, and Leading Practitioners, or may delegate this role in its entirety. The Governing Body/Board may appoint two to three members of the Governing Body/Board as Appraisers for the Headteacher, together with an External Adviser, as required by appraisal legislation. All teachers as well as the leadership group, are subject to PRP.

In formulating performance objectives, this Pay Policy must be taken into account, so that individuals are aware of what is required in order to progress through their respective ranges.

Introduction

6. Qualified Teacher Learning and Skills Status (QTLS)

With effect from 1 April 2012, teachers with QTLS status are able to teach in schools as fully qualified teachers. Headteachers have the freedom to decide which standards they assess the performance of QTLS holders against. They can either assess QTLS holders performance against the Teachers' Standards or against any other set of standards relating to teacher performance issued by the Secretary of State or against any other professional standards that are relevant to their performance or against any combination of those three.

7. Early Career Teachers (ECTs)

In the case of early careers teachers, headteachers will determine the teachers performance and any pay recommendations by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

From 1 September 2021, updated [statutory guidance](#) came into effect as part of the Early Career Framework reforms. The guidance sets out a number of changes including the extension of the induction period from one to two years. Schools must ensure that this extension does not negatively affect an early careers teachers' pay or career progression opportunities and this does not prevent a school from awarding pay progression to ECTs at the end of the first year.

8. School-led Tutoring

With effect from September 2021, main pay range teachers and upper pay range teachers can be awarded a fixed-term TLR3 to deliver school-led tutoring to address learning disruption as a result of the pandemic. TLR3 payments are set out on page 35 of this policy.

Introduction

9. Policy Review

The Governing Body/Board will undertake an annual review of this policy in light of:

- any changes to national or local conditions of service which require amendments to the policy;
- experience of the previous year's implementation of the policy; and
- changes in the needs of the school.

Professional association/trade union representatives will be consulted. HR and OD Services will undertake this exercise on behalf of schools in relation to its recommended policy. Each school may tailor the policy to their needs and status, but should consult Professional Associations/Trade Unions if they make fundamental changes.

By 31 October each year, or as soon as practicable thereafter, the Pay Committee will review the salaries of all staff in relation to their job descriptions and, where applicable, performance related pay. Following the review, each member of staff will be notified in writing of their salary point with effect from September of that year, and how it has been calculated in respect of the relevant pay range and performance pay. For teachers, Appendices 3a and 3b outline the information required in pay statements. In addition, where a performance pay point has not been awarded, specific reasons will be given in an appendix to the statement.

10. Information and Confidentiality

Each member of staff has the right of access to their salary record by giving notice to the Headteacher. All decisions of the Pay/Pay Appeal Committees, together with the criteria used and evidence to inform decisions, will be formally minuted (in accordance with the regulations applicable to all committee meetings of the Governing Body/Board) and reported to the Governing Body/Board in the confidential section of the minutes. The minutes will be retained as confidential on the pay file.

Introduction

11. Financial Resource

The Governing Body/Board will allocate funding annually for staff salaries which will cover all ongoing commitments. The pay committee will ensure all pay progression is budgeted for. The budget allocated will take account of central Government grants and the need to balance the school's aims, as defined within its Development Plan and the school's own resources available to support these aims.

12. Appeals

Any employee may seek a review of a decision in relation to their pay and other decisions taken that affect their pay. The procedure is attached at Appendix 4.

13. Committee Membership and Withdrawal from Meetings

The Education (School Government) (England) Regulations 2003 require that any Governor who is a person employed to work at the school (other than the Headteacher) must withdraw during the consideration or discussion and cannot vote in relation to the pay of any particular person working at the school. Such governors will not therefore be members of the school's Pay Committee or Pay Appeal Committee.

The Headteacher must withdraw during discussion and determination of his/her own pay and during discussion of the Deputy's pay if a question of differentials between the Deputy and the Headteacher is to be discussed.

The Headteacher will therefore have an advisory role to the school's Pay Committee and Pay Appeal Committee, but will not be a member of either Committee.

Introduction

14. Responsibilities

The Governing Body/Board:

- Establish the School's Pay Policy ensuring its application in practice and review on an annual basis.
- Determine the annual pay budget.
- Establish a Pay Committee with delegated responsibility and authority to implement the policy on its behalf and to hear any representations concerning decisions made, should they be requested.
- Establish a Pay Appeal Committee to hear appeals against decisions of the Pay Committee concerning the pay of individual employees.
- In the case of maintained schools, ensure that the Assistant Director (Education) is consulted about any proposed changes to Headteacher pay, and that any advice provided by the Local Authority is considered.
- Make recommendations on the award of PRP points to relevant teachers. The initial recommendations will be moderated by the Headteacher to ensure a fair and consistent approach to pay progression within the school before they are submitted to the Pay Committee for them to make pay decisions. In the event that the Headteacher considered that a change to the initial pay recommendations is necessary, they will discuss this with the Appraiser (if this role has been delegated), and then will explain the decision to the teacher concerned before it is submitted to the Pay Committee. In the case of the Headteacher's review, the Pay Committee will review the Headteacher's performance and award the PRP and confirm the Headteacher Pay Range.

The Headteacher

- Ensure that the Pay Committee is provided with sufficient information to be satisfied that a robust and fair appraisal process is in place, and that pay recommendations are based on this process. Whilst this does not require the provision of individuals appraisal documents, it may include information in the form of a summary, drawn from appraisal documents. In the event of a review of a pay decision, or an appeal, it is expected that all the documents relating to the pay recommendation and the pay decision will be shared with the relevant parties, on a confidential basis.

Leadership Group

15. Pay Ranges

The Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s) (where appointed) have substantial strategic responsibilities for school leadership and will be paid on the leadership pay range.

The STPCD 2023 stipulates the minimum and maximum values of each of the eight Headteacher Groups and the leadership pay range and states that it is for schools to decide how to arrange pay within these parameters.

The STPCD requires that there is sufficient scope within an individual's pay range to allow for performance related progress over time. Locally it has been agreed that this will be achieved by continuing to use a seven point range for Headteacher posts, and a five point range for other leadership posts.

16. Setting pay for Headteacher posts

The relevant body must assign a school to a headteacher group (as seen in Appendix 2) and determine the headteacher's pay range whenever it proposes to appoint a new headteacher. It should 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). It may also determine the headteacher's pay range at any time if it considers it necessary to reflect a significant change in the responsibilities of the post. The relevant body should not take account of the salary of the serving headteacher if it redetermines the headteacher's pay range for a new appointment.

Where the Local Authority is the employer, the Governing Body must ensure that the Assistant Director (Education) is consulted about any proposed changes to Headteacher pay and that any advice provided by the Local Authority is considered.

Leadership Group

The STPCD requires that all permanent responsibilities and the complexity and challenge of the role in the context of the school are taken into account when setting base pay for the Headteacher and other leadership roles. Allowances are payable only in respect of temporary responsibilities, such as temporary responsibility for another school.

To comply with this requirement, the steps set out in this section should be followed when setting pay for Headteachers.

The responsibilities and accountabilities of the post, and the required skills and relevant competencies should be defined by the Governing Body/Board and set out in the job description and person specification.

The school must be assigned to a Headteacher Group by calculating the total unit score in accordance with the method set out in the STPCD 2023. Where a Headteacher is permanently responsible for more than one school, the total unit score of all the schools must be used when assigning the Headteacher group. This process will give the broad pay range for the post.

An individual seven point pay range must then be established for the Headteacher post. The challenge and complexity of the role in the particular context of the school should be considered at this stage, and a judgement made on the appropriate level of pay.

Examples of the matters to be considered are as follows:

- Context and challenge arising from pupils' needs – e.g. if there is a high level of deprivation in the community, or high numbers of looked after children or children with special needs, or a high level of pupil mobility, and this affects the challenge in improving outcomes;
- The circumstances of the school – e.g. it is rated by Ofsted as requires improvement or is in special measures;
- The level of complexity in the role e.g. managing multiple stakeholders, or across dispersed sites; and
- Whether there are recruitment or retention issues relative to the post.

Leadership Group

There must be no 'double counting' of considerations, to avoid pay being increased more than once for the same reason. For example, responsibility for more than one school cannot be a reason for increasing base pay if it has been reflected already by using the total score unit of all schools in calculating the Head-teacher Group for the school.

There should be no increase in base pay nor payment of an additional allowance for regular local collaboration which is part of the role of all Headteachers.

Account should be taken of pay differentials between the Headteacher role and other leadership roles. The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school. The pay range for a deputy or assistant headteacher should only overlap the head-teacher's pay range in exceptional circumstances.

In most cases the pay range in the appropriate Headteacher Group will provide sufficient breadth within which to allocate an individual pay range which appropriately rewards the Headteacher role. There may be circumstances where the particular responsibilities of the role are such that it is judged that a fair reward for the post goes beyond the top of the Headteacher Group.

In these circumstances, the Governing Body/Board may set the individual pay range with a maximum point of up to 25% above the top of the Headteacher Group.

There must be a clear business case for doing so. In wholly exceptional circumstances, it may be possible to go beyond 25%, but external independent advice must be sought in such cases and, should the advice suggest that an additional payment is appropriate, a robust business case must be made and agreed by the full Governing Body/Board.

The provision to set a pay range up to 25% above the top of the Headteacher Group is applicable **only to Headteacher posts** – it does not apply to other posts on the Leadership Pay Range.

In setting a pay range beyond the top of the Headteacher Group, the Governing Body/Board should ensure that the seven point range corresponds to points on the leadership pay range and that a % allowance is applied. Examples of setting such pay ranges are provided in Appendix 2b.

Any permanent features of the Headteacher role must be taken into account when setting base pay.

Leadership Group

The maximum of the Headteacher's individual pay range plus any additional temporary allowances must not exceed the maximum of the Headteacher Group by more than 25%, unless there is a robust business case as outlined in the previous section (highlighted). The total sum of any temporary payments made to a Headteacher in any school year must not exceed 25% of the annual salary which is otherwise payable to the Headteacher (see also page 17. Temporary Discretionary Payments).

Any recruitment and retention considerations should be taken into account when setting base pay, and so a Headteacher will not be eligible to receive recruitment and retention incentives or benefits as a separate payment. The only exception to this is reimbursement of reasonably incurred housing or relocation expenses which relate solely to the personal circumstances of the Headteacher concerned. In such cases, the amount paid will not count towards the 25% limit.

In wholly exceptional circumstances, the Pay Committee may determine that additional payments be made to Headteachers which do exceed the 25% limit. Agreement from the Governing Body/Board would have to be obtained, who must first seek external independent advice before agreeing to any such payments.

Where there is a new appointment and the individual pay range has been set as above, the Governing Body/Board will need to decide on a starting salary, once they have selected their preferred candidate.

Consideration will need to be given to how well the candidate fits the requirements of the role, whether they bring any particularly valuable skills or experience which will assist the school, and matters such as current salary, which may have a bearing on the starting salary.

It may be the case that the candidate has specific attributes which the Governing Body/Board wishes to secure by making the pay package more attractive. In these circumstances, the Governing Body/Board may wish to consider revising the original pay range and improving it to incentivise the individual concerned to accept the post. If this is to be considered, the top of the revised grade must be within the 25% limit, and there must be no double-counting of the reasons for increasing the pay range.

The Governing Body/Board will formally record all decisions taken in respect of Headteacher's pay, including any temporary allowances, together with the rationale for the decisions.

Leadership Group

17. Appointing to the wider Leadership Group

Appointments to positions other than the Headteacher post in the wider leadership group require a similar consideration process to that outlined for Headteacher posts – excluding the provision to set a pay range up to 25% beyond the top of the Headteacher Group (this is applicable only to Headteacher posts).

The pay range for a Deputy or Assistant Head post must consist of five consecutive spinal column points on the leadership pay range.

In setting pay for leadership posts, consideration must be given to the duties and responsibilities of the role, the job weight and challenge, and how the role fits within the wider leadership structure of the school.

Pay differentials must be taken into account to ensure that the maximum of the deputy or assistant headteacher's pay range does not go beyond the top of the Headteacher group for the school. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances.

Any permanent features of the Deputy or Assistant Headteacher role must be taken into account when setting base pay.

Any temporary responsibilities, such as temporary participation in out-of-school hours activities, must be paid through an allowance rather than being consolidated in base pay.

Any recruitment and retention considerations about the post should be taken into account when setting base pay. A Deputy or Assistant Headteacher will not be eligible to receive recruitment and retention initiatives or benefits as a separate payment. The only exception to this is reimbursement of reasonably incurred housing or relocation expenses which relate solely to the personal circumstances of the deputy or assistant Headteacher concerned.

There must be no 'double counting' of considerations, to avoid pay being increased more than once for the same reason.

Where there is a new appointment to a Deputy or Assistant Headteacher post, and the individual pay range has been set in the manner outlined above, the Governing Body will need to decide on a starting salary for the individual, once they have selected their preferred candidate.

Consideration will need to be given to how well the candidate fits the requirements of the role, whether they bring any particular valuable skills or experience which will assist the school, and matters such as salary, which may have a bearing on the starting salary.

Leadership Group

The Governing Body/Board will formally record all decisions taken in respect of the deputy or assistant Headteacher's pay, including any temporary allowances, together with the rationale for the decisions.

18. Temporary discretionary payments to Headteachers

The Pay Committee may determine that additional payments be made to Headteachers for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined (e.g. where the Headteacher is appointed as a temporary Headteacher of one or more schools). The reasons for the circumstances must not have been taken into account when setting the Headteacher's pay range.

The total sum of any temporary payments (other than relocation expenses) made to a headteacher in any school year must not exceed 25% of the annual salary which is otherwise payable.

Only in wholly exceptional circumstances where the payments have been approved by the full Governing Board/Body, and where external independent advice has been sought, may the total of all temporary discretionary payments exceed 25%.

19. Setting Pay for Executive Headteachers and Academy Chief Executives

Please refer to our separate guidance on setting Executive Headteacher Pay, at:

<https://www.wigan.gov.uk/SchoolsPortal/HR/Pay-and-reward/Pay-policy.aspx>

20. Performance Related Pay

Reviewing

On an annual basis, the performance of headteachers deputies and assistants will be assessed by the Appraiser (s) in order to ascertain whether the statutory criterion of 'sustained high quality of performance having regard to the results of the most recent appraisal' has been met. The performance review will need to assess whether leadership group members have grown professionally by developing their leadership and (if relevant) teaching expertise.

Leadership Group

In determining whether these statutory criteria have been met, the Appraiser(s) will consider whether the leadership teacher has:

- sustained the Headteacher/Deputy/Assistant Headteacher professional responsibilities as detailed within the STCPD in a fully satisfactory manner;
- achieved or made good progress towards the performance objectives agreed or set under the school's Appraisal policy; and
- grown professionally by developing their leadership and (where relevant) teaching expertise.

In considering whether the performance objectives have been met, account will be taken of whether particular unforeseen circumstances outside the teacher's control may have led to a particular challenging objective not being archived.

Objectives will become progressively more challenging as the leadership group member gains experience and if they move up the pay spine.

The Appraiser(s) will make recommendations and provide evidence, as appropriate, on whether the PRP criteria have been met. Where the criteria have been met, pay progression by one point would be normally recommended – unless the individual has reached the top of their pay range. Where evidence shows that there has been exceptional performance by the leadership teacher, an award of one additional point may be recommended. If the evidence shows that the individual has not made good progress, then the appraiser may recommend that there should be no pay progression.

Before making a decision to withhold pay progression, the Governing Body/Board must be satisfied that the teacher has been made aware of concerns about their performance during the course of the appraisal process, that the concerns have been documented, and that the teacher has had appropriate support from the school to improve.

The possibility of progression being withheld should not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

The Pay Committee will take the above mentioned factors into account in making its decisions in pay progression for teachers in the leadership group.

Leadership Group

21. Temporary Arrangements

The Pay Committee will consider paying a teacher who is temporarily carrying out the full duties of an absent Headteacher, Deputy or Assistant Headteacher at an appropriate point within the Headteacher's or Deputy/Assistant Headteacher's individual pay range when the absence extends beyond four weeks.

The temporary pay point will not necessarily be the same as the point on the leadership pay range of the substantive post holder but will not be less than the minimum point of the established individual pay range. The increase in salary will be back-dated from the first day of absence.

In the case of planned prolonged absence of more than four weeks, an acting pay point within the Headteacher, Deputy or Assistants pay range will be established in advance and paid from the first day of absence.

When the temporary period of acting up comes to an end, the teacher concerned will return to the point on their substantive pay range which would have applied had they not taken up the temporary arrangement.

22. Safeguarding

In accordance with statutory provisions, members of the leadership group who will or may have their substantive salaries reduced as a result of an internal reorganisation of the staffing structure or otherwise, are subject to time limiting cash safeguarding of a maximum of three years.

Written notification must be provided within one month of taking the decision the effect of which is that the safeguarding sum is payable.

Other Teachers

23. Pay on Appointment

Qualified classroom teachers who have not yet applied to be paid on the upper pay range will be paid on the main pay range for Qualified Teachers. The Governing Body/Board should match existing salary points for all new appointments.

The Governing Body/Board, where necessary, may use its discretion to award a recruitment incentive benefit to secure the candidate of its choice, in line with the following section.

24. Main Pay Range Classroom Teachers

Pay determinations for existing main pay range teachers effective from 1 September 2023

The Pay Committee will use the following pay range:

Main Pay Range for Classroom Teachers 2022	
Point	Annual Salary (£)
M1	30,000
M2	31,737
M3	33,814
M4	36,051
M5	38,330
M6	41,333

Appraisal objectives will be appropriate to the career stage and teachers will be expected to use their experience and skills, which they have developed over time, to a greater extent as they progress up the main pay range.

Other Teachers

Teachers will have the opportunity to progress up the main pay range one point at a time, on an annual basis. To move to the next point on the range, teachers will need to have made good progress towards their objectives and have shown that they are competent in all elements of the Teachers Standards attached in **Appendix 5**, to a level that is consistent with what can be reasonably expected from a teacher at the relevant stage of their career, having regard to the internal teaching and learning policy within the school.

If the evidence shows that a teacher has exceptional performance, the Governing Body/Board will consider using its flexibilities to award one additional point on progression. Exceptional performance could, for example, be exceeding the majority of their objectives or achieving a particularly challenging objective, as well as demonstrating competence in all elements of the teachers' standards.

If the evidence shows that a teacher has not made good progress, as described above, the Governing Body/Board will consider using its flexibilities and may award no pay progression.

Before making a decision to withhold pay progression, the Governing Body/Board must be satisfied that the teacher has been aware of concerns about their performance during the course of the appraisal process, that the concerns have been documented, and that the teacher has had appropriate support from the school to improve. The possibility of progression being withheld should not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

All pay judgements will be properly rooted in evidence. Evidence will be included in the annual appraisal reports and will relate to teachers' standards, other relevant professional standards, contribution to school improvement, and to the progress of pupils, as well as to the teacher's individual objectives, and their job description (see note). The process for assessing these factors is contained in the school's Appraisal Policy.

All pay recommendations for teachers on the main pay range will be moderated by the Headteacher.

The Pay Committee will be advised by the Headteacher in making all decisions. Any increase (i.e. no movement, one point, two points) will be clearly attributable to the performance of the teacher in question. In the event of an appeal process the Pay Committee will be able to justify its decision's.

Note – Governing Bodies may refer to The '[Making Data Work](#)' report available on www.gov.uk when considering evidence requirements, as outlined in the School Appraisal and Capability Policy.

Other Teachers

25. The Upper Pay Range

Post Threshold

The Governing Body/Board has established the following upper pay range for Teachers who meet the criteria for this range (as set out in this section of the policy):

Upper Pay Range for Classroom Teachers 2022	
Point	Annual Salary (£)
U1	43,266
U2	44,870
U3	46,525

Applications to be paid on the Upper Pay Range

Teachers can apply to be paid on the upper pay range (UPR), once a year. The Headteacher may identify those teachers who are eligible to apply, and remind them of the time scale for applications. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on UPR in that school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay.

Where such information is not applicable or available (e.g. those returning from maternity or sickness absence), or where existing evidence needs to be supplemented, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant. Where teachers have moved school during the assessment period, the Headteacher should consult with the Headteacher of the previous school to seek evidence as to the teacher's suitability for progression.

Other Teachers

In order for the assessment to be robust, transparent and equitable, it will be an evidence-based process only. Teachers therefore should ensure they build a mainly paper evidence base to support their application. These teachers who are not subject to the Appraisal Regulations 2012, or who have been absent through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

Process for a UPR Application

One application may be submitted annually. The closing date will be **31 October**, however, exceptions will be made in particular circumstances, e.g. those teachers who are currently on maternity leave or sick leave.

The process for application is:

- The teacher should submit a written application and supporting evidence to the Headteacher by **31 October**;
- The assessor will assess the application, and make a recommendation to the school's Pay Committee;
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor;
- The Pay Committee will make the final decision advised by the Headteacher.
- Teachers will receive written notification of the outcome of their application within one month of the Pay Committee's 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 school working days of the date of 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. Feedback will be documented, where appropriate;
- Successful applicants will move to the minimum of the UPR with effect from **1 September** of the year they made their application; and
- Unsuccessful applicants have the right to appeal against the decision, in accordance with the appeals process set out in page 10 and **Appendix 4** of this policy.

Other Teachers

Assessment Process for UPR Application

The teacher will be required to meet the criteria set out in the STPCD, namely that:

The teacher is highly competent in all elements of the relevant standards; and

The teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

In this school, this means:

'relevant standards': These are the Teachers Standards (attached at **Appendix 5**);

'highly competent': the teacher's performance is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice;

'substantial': the teacher's achievements and contribution to the school are of real importance, validity and value to the school; plays a critical role in the life of the school; provides a role model for teaching and learning; making a distinctive contribution to the raising of pupil standards; takes advantages of appropriate opportunities for professional development and uses the outcomes effectively to improve pupil's learning; and

'sustained': Headteachers should review on an annual basis although the period is recommended as two consecutive successful appraisals, to ensure substantial and sustained progress towards their objectives is evidenced. Teacher expertise over the relevant period must be consistently good to outstanding (see exceptions, e.g. maternity/sick leave, in the introduction to this section).

The process for assessing teachers against these factors is set out in the school's appraisal policy.

Other Teachers

UPR pay determinations effective from 1 September 2023

Teachers will be reviewed on an annual basis to determine whether they have sufficient evidence to support progression up the upper pay range by one point, however they must ensure that the criteria set out in page 24 'Assessment Process for UPR Application' has been met.

The Pay Committee will determine whether there should be any movement on the upper pay range. In making such a determination, it will take into account:

- the evidence base, which should show whether the teacher has had a successful appraisal and has made good progress towards objectives;
- evidence that the teacher has maintained the criteria set out on page 24 'Assessment Process for UPR Application', namely that the teacher is highly competent in all elements of the relevant standards; and that the teachers achievements and contribution to an educational setting or settings are substantial and sustained. The meaning of these criteria are set out in this policy (page 24).

Appraisal objectives will become more challenging as the teacher gains experience and progresses up the upper pay range.

Pay progression on the upper pay range will be clearly attributable to the performance of the individual teacher. The Pay Committee will be able to objectively justify its decisions.

Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out on page 24, and has made good progress towards their objectives, the teacher will move to the mid-point; or if already on the mid-point, will move to the top of the upper pay range.

If the evidence shows that a teacher has not made good progress, as described above, then then Governing Body/Board will consider using its flexibilities and may award no pay progression.

Other Teachers

Before making a decision to withhold pay progression, the Governing Body/Board must be satisfied that the teacher has been made aware of concerns about their performance during the course of the appraisal process, concerns have been documented, and that the teacher has had appropriate support from the school to improve. The possibility of progression being withheld should not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

The process for assessing against these factors is contained in the school's Appraisal policy.

All pay recommendations for teachers on the upper pay range will be moderated by the Headteacher.

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

Other Teachers

26. Leading Practitioner Roles

The role of a Leading Practitioner

If it is determined that a Leading Practitioner role is required in this school, to lead on modelling and improving teaching skills, then the following will apply.

The Governing Body/Board will take account of paragraph 16 and paragraphs 35-37 in section 3 of the STPCD when determining the role of Leading Practitioner in this school. Additional duties will be set out in the job description of the Leading Practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching skills within school, and (if a requirement of the role) within the wider school community, which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as ***[schools to insert specific areas here]***.

Leading Practitioner Pay Range

The Governing Body/Board has established the following Leading Practitioner pay range in the adjacent table.

Pay on appointment

When appointing to a Leading Practitioner role, the Governing Body/Board will determine a pay range for the post, consisting of five consecutive points within the Leading Practitioner pay range.

Leading Practitioner Pay Range 2023	
Point	Annual Salary (£)
LP1	47,417
LP2	48,604
LP3	49,817
LP4	51,058
LP5	52,328
LP6	53,642
LP7	55,085
LP8	56,357
LP9	57,763
LP10	59,249
LP11	60,785
LP12	62,186
LP13	63,741
LP14	65,331
LP15	66,955
LP16	68,736
LP17	70,314
LP18	72,085

Other Teachers

In determining the five point range, the Governing Body/Board should take into account the following criteria, together with any other criteria they consider appropriate:

- the nature of the work to be undertaken, including any work with teachers from other schools;
- the degree of challenge of the role;
- how the post will fit into the structure of the school, in terms of internal pay relativities; and
- the status of the grade as an alternative to posts paid on the leadership pay range.

Applicants will normally be expected to be on the upper pay range; or to be at the top of the main pay range, and have demonstrated that they meet the criteria to move onto the first point of the upper pay range, and would be moved onto that point if they were not appointed as a Leading Practitioner.

Leading Practitioners will be appointed to the lowest point on their specified five point pay range, and will have the opportunity to move up the range one point at a time, on an annual basis, subject to successful annual assessment against the required standards of the role.

Pay determinations with effect from 1 September 2023

The Headteacher will agree appraisal objectives for the leading practitioner.

The Pay Committee will have regard to the results of the Leading Practitioner's appraisal, including pay recommendation, when exercising any discretion in relation to their pay. The Pay Committee will take account of evidence which should show whether the Leading Practitioner:

- has made good progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider community, if relevant;
- has made substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;

Other Teachers

- is highly competent in all aspects of the Teachers' Standards; and
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

'Highly competent' and 'substantial' are defined on page 24.

Pay progression on Leading Practitioner pay range will be clearly attributable to the performance of the individual teacher. The Pay Committee will be able to objectively justify its decisions.

If the evidence shows that a teacher has not made good progress, as described above, then the Governing Body/Board will consider using its flexibilities and may award no pay progression.

Before making a decision to withhold pay progression, the Governing Body/Board must be satisfied that the teacher has been made aware of concerns about their performance during the course of the appraisal process, that the concerns have been documented, and that the teacher has had appropriate support from the school to improve.

The possibility of progression being withheld should not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings for pay progression to be withheld.

The process for assessing teachers against these factors is contained in the school's appraisal policy.

All pay recommendations for teachers on the Leading Practitioner pay range will be moderated by the Headteacher. The Pay committee will be advised by the Headteacher in making all such decisions.

Other Teachers

27. Unqualified Teachers

The Governing Body/Board prefers to recruit qualified classroom teachers. However, where there are recruitment difficulties, it may be necessary, from time to time, to employ unqualified teachers. In such circumstances, the Governing Body/Board will seek to support the teacher, where possible, to become qualified through the Schools Direct scheme or other recognised routes to QTS.

The Governing Body/Board has established the following Pay Range for Unqualified Teachers:

Pay Range for Unqualified Teachers 2023	
Point	Annual Salary (£)
1	20,598
2	22,961
3	25,323
4	27,406
5	29,772
6	32,134

Pay on Appointment

The Pay Committee will pay any unqualified teacher in accordance with the above pay range.

The Pay Committee will determine where a newly appointed unqualified teacher will enter the pay range, having regard to any qualifications or experience they may have, which they consider to be of value. The Pay Committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22.1 of the STPCD.

Other Teachers

Pay determinations effective from 1 September 2023

Unqualified teachers will have the opportunity to progress up the unqualified teachers' pay range one point at a time, on an annual basis. To move to the next point on the range, unqualified teachers will need to show they have made good progress towards their objectives.

Where it is clear from the evidence that teacher's performance is exceptional, and exceed expectations, the Pay Committee may award enhanced progression of up to two points on the unqualified teacher range.

If the evidence shows that an unqualified teacher has not made good progress, as described above, then the Governing Body/Board will consider using it's flexibilities and may award no pay progression.

Before making a decision to withhold pay progression, the Governing Body/Board must be satisfied that the unqualified teacher has been made aware of concerns about their performance during the course of the appraisal process, that the concerns have been documented, and that the teacher has had the appropriate support from the school to improve.

The possibility of progression being withheld should not come as a surprise to the teacher.

It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

All pay judgements will be properly rooted in evidence; evidence will be included in the annual appraisal reports and will relate to teacher's standards attached to this policy in **Appendix 5**, contribution to school improvement, and to the progress of pupils as well as to the teacher's individual objectives, and their job description.

The process for assessing teachers against these factors is contained in the school's Appraisal policy.

All pay recommendations for teachers on the unqualified teachers' pay range will be moderated by the Headteacher.

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

Pay progression on unqualified teachers' range will be clearly attributable to the performance of the individual teacher. The Pay Committee will be able to objectively justify its decision.

Discretionary Allowances and Payments

28. Teaching and Learning Responsibility Payments

The Pay Committee may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with an subject to paragraph 3 and paragraph 20.0 and 20.3 of the STPCD.

A teacher may not be awarded more than one TLR1 or TLR2 concurrently. Unqualified teachers may not be awarded TLR's.

With the exception of subparagraph (c) and (e), which do not have to apply to the award of TLR3s, before awarding any TLR, the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning
- b) requires the exercise of a teacher's professional skill 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 pupil's; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the relevant body must be satisfied that the sustained, additional responsibility referred to above includes line management responsibility for a significant number of people.

Discretionary Allowances and Payments

TLR1 and TLR2 Payments

The values of TLRs that may be award as appropriate in the schools are:

TLR 2 A	£3,214	TLR 1 A	£9,272
B	£5,350	B	£11,405
C	£7,487	C	£13,547
C (higher)	£7,847	D	£15,690

TLRs will be awarded, in accordance with the statutory criterion and factors for these payments outlined as outlined above to the holders of the posts as indicated in the staffing structure attached at **Appendix 1**.

TLR3 Payments

The Pay Committee may award a fixed term TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in the STPCD.

The annual value of a TLR3 must be no less than £639 and no greater than £3169.

The basis on which the TLR3 has been awarded, the duration of the fixed term, and the amount of the award, which will be paid in monthly instalments, will be set out in writing to the teacher. No safeguarding will apply in relation to an award of a TLR3.

TLR3s should not be awarded consecutively for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic.

Discretionary Allowances and Payments

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

29. Special Educational Needs

The relevant body must award an 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;
- (d) 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.

Where a SEN allowance is to be paid, the school must determine which rate should be applied, 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 relevant demands of the post.

Discretionary Allowances and Payments

Schools should continue to use the criteria that they applied to distinguish between the former first and second allowance, in order to decide which level of SEN allowance to apply:

Minimum level of £2,539 p.a.

Maximum level of £5,009 p.a.

For example, a school may have an arrangement that provides for the higher SEN allowance to be paid where a teacher has the mandatory qualifications for the post concerned, and in addition has a particular level of expertise or experience in teaching SEN pupils. It is for each school to consider this matter, and they should ensure that any criteria are fair and reasonable, and applied in a consistent manner.

In accordance with page 9 'Policy Review', Governing Bodies undertake an annual review of the Pay Policy, and this will include consideration of the SEN allowances and whether the teachers concerned are on the appropriate level of allowance. Should decisions be made which result in the withdrawal of or a reduction in value of the allowance, normal safeguarding arrangements will apply to the individuals concerned for a three year period.

30. Recruitment and Retention Incentives

The discretion to award recruitment or retention benefits to classroom teachers or Leading Practitioners will only be considered where there is specific evidence to support one of the following criteria:

- (a) it is providing very difficult to recruit to a post, (for example, where, following one or more advertisements, insufficient staff of the right quality apply for the post); or
- (b) where a key member of staff with skills and expertise that are in high demand is likely to seek employment elsewhere in the near future and it has not proven possible to allocate additional responsibilities and award an appropriate grading.

In such circumstances, the recruitment or retention incentives or benefits will be for a fixed period only; the reason for the payment, the value of the incentive, or benefit, the expected duration, and the review date after which they may be withdrawn will be clearly set out at the start of the fixed period.

The exercise of this discretion will be reviewed annually as part of the annual review of this Pay Policy, in the light of updated information on any recruitment and retention difficulties for the school.

Discretionary Allowances and Payments

For leadership posts (i.e. Headteachers, and Deputy and Assistant Headteachers) appointed to or reviewed on or after 1 September 2014, any recruitment and retention matters will be taken into account when setting the base pay for the post, and so separate allowances will not be payable. The only exception to this would be the reimbursement of reasonably incurred housing and relocation costs, which the Governing Body/Board may decide to pay, if appropriate. Any such reimbursement made to a Headteacher will not count towards the 25% limit on allowances as referred to on page 14, paragraph 5.

Any teachers in the leadership group, who were already in receipt of a recruitment/retention payment at 1 September 2014 which was determined in lined with the arrangements in place prior to that date, will continue to receive such payment, at its existing value, under those arrangements (as outlined in paragraph 2 of this section) until such time as their pay range is determined under the 2014 arrangement.

31. Temporary Arrangements

The Pay Committee will consider paying a teacher who is temporarily carrying out the full duties of an absent Headteacher, Deputy or Assistant Headteacher at an appropriate point within the Headteacher's or Deputy/Assistant Headteacher's individual pay ranges when the absence extends beyond four weeks. The temporary pay point will not necessarily be the same as the point on the leadership pay range of the substantive post holder but will not be less than the minimum point of the established individual pay range. The increase in salary will be back-dated from the first day of absence.

In the case of planned prolonged absence of more than four weeks, an acting pay point within the Headteacher or Deputy or Assistant Headteacher pay ranges will be established in advance and paid from the first day of absence. When the temporary period of acting up comes to an end, the teacher concerned will return to the point on his/her substantive pay range which would have applied had he/she not taken up the temporary arrangement.

The Pay Committee will consider awarding an additional temporary TLR payment appropriate to the post, to a teacher who is temporarily carrying out the full duties of an absent teacher, when the absence extends beyond four weeks. Where the temporary arrangement is approved, the increased salary will be back dated from the first day of absence.

Supply teachers engaged by the school will be paid at the rate determined by the statutory provisions for calculating short notice teachers' pay within the STPCD.

Discretionary Allowances and Payments

32. Safeguarding

In accordance with statutory provisions, all classroom teachers who will or may have their substantive salaries reduced as a result of internal reorganisation of staffing structure, are subject to time-limited cash safeguarding for a maximum of three years.

33. Other Pay Provisions for Teachers

Voluntary Continuing Professional Development Outside Directed Time

Consideration will be given to exercising this discretion in the case of training in respect of major national initiatives supported by external earmarked funding and where training cannot be undertaken on one of the specified teacher training days or in school session time because of difficulties with supply cover. In these instances, classroom teachers will be paid a daily rate of 1/195th of their salary point on the teachers' main pay range to a maximum of point M6. Teachers on Leadership and Leading Practitioner pay ranges will be paid as if at point M6 on the teachers' main pay range.

Initial Teacher Training (ITT) Activities

No specified additional payments will be made to individual teachers involved in school-based ITT activities (such as observing and giving feedback on classroom practice and acting as professional mentors). However, teachers with significant involvement with ITT may receive pay recognition through TLR payments or their pay ranges on the leadership spine.

Out of School Learning Activities

If it is agreed that teachers are employed to undertake major out of school learning initiatives, teachers will be paid a daily rate of 1/194th of their salary point on the teachers' main pay scale to a maximum of point M6. Teachers on the Leadership or Leading Practitioner pay ranges will be paid as if at point M6 on the teacher's main pay range.

Support Staff

34. Principles

This policy will be applied in accordance with all relevant National and local conditions of service, details of which can be obtained from HR & OD Services.

The policy will also be applied in accordance with the School's equality and diversity statement and practice.

All non-teaching posts must be formally graded in accordance with the Council's Job Evaluation scheme. This will provide objective justification for job grades and at the same time minimises the risk of any equal pay liabilities for either the Council or Governing Body/Board.

(Note: role profiles within the Job Families Framework for support staff have been formally graded in accordance with the Job Evaluation scheme, and so any jobs matched to these profiles comply with this requirement).

35. Undertaking Additional Duties, and Market Enhancement

Within the scope of this policy the governors recognise and approve the pay elements detailed in the following two sections below, which can be applied by the Headteacher on the advice of HR & OD Services. In exercising these discretions the Headteacher will consult with the HR Business Partner – Schools.

36. Undertaking Additional Duties (acting up)

There are situations where individuals temporarily cover a more senior post. This may be partial or full cover of the more senior post, and is normally for a short period of time. Where an employee takes on the full duties of a higher graded post as the request of their manager, it must be for a period of 28 days or more within a six month period. The employee will be paid the evaluated rate for the post, for the duration of the acting up period.

Support Staff

Where an employee takes on additional responsibilities at the request of their manager for a temporary period, the grade will be determined through the job evaluation scheme in an objective and consistent manner and comply with equal pay legislation. Where the Job Family Framework for school support staff has been adopted and implemented within the school, it may be possible to match the additional responsibilities to an appropriate role profile within the Framework, which has been formally evaluated for pay purposes. In respect of additional responsibilities which do not fit with the role profiles, and in schools where the framework has not been adopted, the responsibilities will be evaluated on an individual basis by HR & OD Services, in accordance with the Job Evaluation Maintenance Procedure. Further information can be obtained from the HR Business Partner – Schools.

37. Market Enhancement Policy

There are occasions where the pay of a job determined by the grading process results in a salary range that fails to attract and retain suitably qualified and experienced staff, possibly because the pay rate is not in line with the “market rate” for the post. Under such circumstances the Headteacher in conjunction with the HR Business Partner – Schools will determine whether it is appropriate for a market enhancement to be applied.

Market enhancements are defined as a temporary addition to the pay of a role and are applicable to ‘all role holders in a post’ where market pressures would otherwise prevent the employer from being able to recruit and/or retain suitably qualified staff at the normal salary for the post.

The process for determining whether a market enhancement should be paid, the rate of any enhancement and the conditions for its payments will be determined through the Market Enhancement Policy. Market enhancement should be made clear at the time of appointment, or at such other time they are applied. Payments made under this policy are temporary and subject to review and may be removed.

38. Starting Salaries for New Appointments (permanent and temporary)

All new appointments will be paid at the minimum of the appropriate grade for the post. However, the Governing Body/Board and Headteacher, advised by the HR Business Partner – Schools, will have discretion to agree a start salary above the minimum if evidence can be provided that there is an objective justification based on skills and experience.

Where an existing employee is appointed to a new post on a higher grade which overlaps with their previous grade, they will be appointed on the next point above their previous substantive spinal column point. All decisions relating to the commencing salary must comply with equal pay legislation and be made in an objective and consistent manner.

Support Staff

39. Incremental Progression

Progression through a grade is by annual increments, paid on the 1 April of each year. To receive an incremental increase on 1 April, the employee must have been employed at the current spinal point for a period of six months prior to receiving the annual increment and must not be at the maximum for their band or on any pay protection arrangements. Employees commencing employment after 1 October of any year (up to 31 March) will be considered for an increment after 6 months continuous service.

- The contents of this document will be brought to the attention of existing and newly appointed staff on a regular basis
- The document will be available for reference purposes within the copy of Wigan LA's 'Employment Handbook for Schools' retained within the school staff room and on [School Portal](#)
- The application on the policy will be monitored by the Governing Body/Board.

Further Information and Support

40. Further Information

STPCD 2022-23

Appraisal and Capability Policy

Teachers Standards

Market Enhancement Policy

Terms and Conditions of Employment

NJC Local Conditions of Service

HR Support

Professional Associations and Trade Unions

Appendix 1

School Staffing Structure

Appendix 2

Pay Range for Headteachers

The chart shows the Headteacher Groups as set out in the STCPD 2023; it also includes the locally agreed additional points, which have been developed to take account of the potential to pay Headteachers up to 25% above the top of their respective group, in appropriate circumstances.

The full Leadership pay range, is shown in **Appendix 2a**.

Group	From point and £ annual salary	To point and £ annual salary
1	L6 53,380	L18A 71,019
2	L8 56,082	L21A 76,430
3	L11 60,488	L24A 82,258
4	L14 65,010	L27A 88,530
5	L18 71,729	L31A 97,639
6	L21 77,195	L35A 107,700
7	L24 83,081	L39A 118,732
8	L28 91,633	L43A 131,056

Appendix 2a

Salary Point	01/09/2023 Annual	Salary Point	01/09/2023 Annual		
L1	47,185	L24 (A)	82,258		
L2	48,366	L25	85,146		
L3	49,574	L26	87,253		
L4	50,807	L27(B)	89,414		
L5	52,074	L27 (A)	88,530		
L6	53,380	L28	91,633		
L7	54,816	L29	93,902		
L8	56,082	L30	96,239		
L9	57,482	L31(B)	98,616		
L10	58,959	L31 (A)	97,639		
L11	60,488	L32	101,067		
L12	61,882	L33	103,578		
L13	63,430	L34	106,138		
L14	65,010	L35(B)	108,776		
L15	66,628	L35 (A)	107,700		
L16	68,400	L36	111,470		
L17	69,970	L37	114,240		
L18 (B)	71,729	L38	117,067		
L18 (A)	71,019	L39 (B)	119,921		
L19	73,509	L39 (A)	118,732		
L20	75,331	L40	122,912		
L21(B)	77,195	L41	125,983		
L21 (A)	76,430	L42	129,140		
L22	79,112	L43 (A)	131,056		
L23	81,070				
L24(B)	83,081				

Leadership Pay Range

Points L18, L21, L24, L27, L31, L35, L39, L43 have two values, marked by the addition of 'A' and 'B' to each point, to indicate the lower and higher values respectively.

The values indicated by 'A' are the maximum salaries for each of the eight Headteacher Group ranges, which are determined by the STPCD 2023 (the table at Appendix 2 shows the Headteacher Groups ranges). The 'A' values apply to those Headteachers/Heads of Schools who are already on, or who are moving onto, the top point of their Individual Salary Range (ISR) with effect from 1 September 2023, where this point coincides with the top of the Group range for their school.

The 'B' values apply to those on the Leadership range who are remaining on or moving onto one of the relevant points (L18, L21, L24, L27, L31, L35, L39, L43) with effect from 1 September 2023, where the point concerned is within or at the top of their ISR, but **does not** coincide with the top of the Group range for their school.

The minimum values for the eight Headteacher Groups are determined by the STPCD 2023 and are therefore the minimum salaries applicable to Headteachers/Heads of School who are appointed to the bottom of the Group range for their school. It is worth noting that the minimum values for Groups 5, 6, and 7 and L18B, L21B and L24B respectively – see Group values above for details.

*Points 44 – 52 were a locally agreed extension to the Leadership Group pay range and were included to accommodate the arrangements effective from 1 September 2014 which gives discretion to Governors to set base pay for Headteachers beyond the top of their respective pay groups, if circumstances justify such payment. These additional nine points were based on 2.75% incremental steps, in line with differentials between pay points on the rest of the Leadership pay range. These discretionary pay points will be maintained for existing Headteachers who were appointed on these pay points prior to 1 September 2022 but have been removed from the pay policy wef 1 September 2022 for any Headteachers awarded an additional % above the Leadership Group who will instead receive a separate allowance to the value of the % awarded.

Appendix 2b

Examples to show how the Leadership Pay Range would apply

Retaining the Leadership Pay Range, and the 5 and 7 point ranges, fulfils the fundamental requirement to give sufficient room for progression for those in leadership posts and also build in the required provision to pay up to 25% beyond the top of the Headteacher Groups.

Please see examples below:

Example 1.

The formula for allocating a school to a Headteacher Group results in the Headteacher being in Group 3.

Group 3 runs from £60,488 (L11) to £82,258 (L24A)

Due to the particular challenges of the post, the Governing/Relevant Body decides that it is appropriate for the pay range for the post to go beyond the top of the school group size, and decides that an additional 5% would be appropriate, payable as an individual separate allowance. This allowance equates to £4,113 per annum, resulting in a total value of £86,371 (£82,258 + £4,113). Future national pay awards would be applied to both the annual salary and the individual separate allowance.

Example 2.

A school is in Group 8 – £91,633 (L28) to £131,056 (L43A)

The Governing/Relevant Body consider that due to recent recruitment difficulties to the role, together with the particular complexity of the role, they wish to go beyond the top of the school group size, and decide that an additional 2.5% would be appropriate, payable as an individual separate allowance. This allowance equates to £3,276.40 per annum, resulting in a total value of £134,332.40 (£131,056 + £3,276.40). Future national pay awards would be applied to both the annual salary and the individual separate allowance.

Example 3.

A Federation of two secondary schools is in Group 8 (combining the unit score of each of the schools to arrive at a total unit score).

Group 8 runs from £91,633 (L28) to £131,056 (L43A)

The Governing/Relevant Body considers that due to the accountability for two schools with a very large total number of pupils and the complexities of the schools, they wish to go beyond the top of the school group size, and decide that an additional 5% would be appropriate, payable as an individual separate allowance. This allowance equates to £6,552.80 per annum, resulting in a total value of £137,608.80 (£131,056 + £6,552.80). Future national pay awards would be applied to both the annual salary and the individual separate allowance.

Appendix 3a

Annual Assessment of a Classroom Teacher's Salary (September)					
Name:		School:			
Effective Date:.....					
Point on Range					
Main Pay Range	Point M	£			
Upper Pay Range	Point UPR	£			
Unqualified	Point U	£			
TLR Payments					
TLR 2	A £ 3,214	£	TLR 1	A £ 9,272	£
	B £ 5,350	£		B £11,405	£
	C £ 7,487	£		C £13,547	£
	C Higher £7,847	£		D £15,690	£
Other Allowances					
Special Needs	SPN	£			
Fast Track Teacher Allowance		£			
Recruitment and Retention		£	End Date.....		
Safeguarding/Protection					
Management Allowance safeguarded		£	End Date		
Historical Social Priority Allowance (SPA)		£	End Date	*	
Historic pay assimilation safeguarding		£	End Date	*	
Historic Pay Protection		£			
(School closure or reorganisation) * Unless ceasing earlier under cash safeguarding rules					
Total £					
<p>Note – where pay progression is not awarded due to performance (not because the employee is at the top of their range, or they are on UPR and are part way through the two year period before they are eligible to progress) the employee must be informed in writing of the decision, the reasons, and the right to appeal.</p>					
Signed:		Date: (Chair of Pay Committee)			

Appendix 3b

Annual Assessment of a Leadership/ Leading Practitioner Salary (September)	
Name:.....	School:.....
Post:.....	
Effective Date:.....	
Pay Range and Point on Leadership/Leading Practitioner Pay Range at 31 st August	
Leadership Range:	Lto L £
Leadership Point:	L £
Leading Practitioner	Range: LPto LP £
Leading Practitioner	Point: LP £
Pay Range and Point on Leadership/Leading Practitioner Pay Scale at 1 st September	
Leadership Range:	L to L £
Leadership Point:	L £ (*..... performance point(s) awarded)
Leading Practitioner	Range: LP To LP ... £
Leading Practitioner	Point: LP..... £ (*..... performance point(s) awarded)
* Note – where pay progression is not awarded <u>due to performance</u> (not because the employee is at the top of their scale) the employee must be informed in writing of the decision, the reasons, and the right of appeal.	
Signed	Date
(Chair of Pay Committee)	

Appendix 4

Appeal Procedure to Pay Committee and Pay Appeal Committee

General Points

1. An appeal is appropriate if a member of staff is not satisfied with the decision of the Pay Committee concerning his/her pay and requests that the basis for the decision be reviewed.
2. The employee may wish to seek support from a trade union representative or work colleague when presenting their case. The employee should make their own arrangements for this.
3. After a decision of the Pay Committee has been conveyed to the employee in writing, together, where appropriate, with the specific reasons for the decision (for example, in cases where a performance pay point has not been awarded), an appeal may be lodged. The employee must write to the Clerk of the Governing Body/Board within ten school working days of being notified of the Pay Committee's decision, setting down the grounds for wishing the pay decision to be reviewed by the Pay Committee and including any supporting documentation.
4. The Clerk will arrange a hearing of the Pay Committee which made the decision within ten school working days of receipt of the employee's request for the decision to be reviewed and give the employee an opportunity to make representation in person.
5. Following the hearing with the Pay Committee, the employee will be informed in writing of the decision and the right to give notice to the Clerk to the Governing Body/Board of the intention to appeal within ten school working days.
6. The appeal should be heard by the Appeals Committee of the Governing Body/Board in accordance with the appeals procedure outlined below.
7. A date for the hearing will be arranged as soon as possible, and all parties will normally be given at least ten school working days' notice of the hearing. Part-time employees will normally only be required to attend the hearing on one of their normal contractual days of work.
8. The decision of the Appeal Committee will be given in writing as soon as reasonably practical, where the appeal is rejected, will include a note of the evidence considered and the reasons for the decision.
9. There is no further right to appeal against the decision of the Appeals Committee.

Appendix 4

Procedure

- The Chair of the Pay Committee or Appeal Committee invites all parties to enter the room.
- The Chair introduces the parties concerned and outlines the procedure.
- Any questions of clarification relating to the procedure are raised with the Chair by any party.
- The Appellant or his/her companion indicates the reasons why the pay level is not felt to be appropriate, submitted any evidence (s)he feels is necessary.
- Any questions for clarification are raised through the Chair from:
 - i members of the Committee
 - ii the Headteacher
- The chair of the Pay Committee and/or Headteacher explains the proposed pay level of the appellant indicating why the original decision was made by the Pay Committee and submitting any evidence he/she feels appropriate.
- Any questions for clarification are raised through the Chair from
 - i members of the Committee
 - ii the Appellant and/or companion
- The Chair of the Pay Committee and/or Headteacher sums up the management case.
- The employee or his/her companion sums up his/her case.
- All parties leave the room while the Appeal Committee considers the case.
- The Appeal Committee may recall either party to clear points of uncertainty on evidence already given. If recall is necessary all parties are to return.
- All parties are recalled to indicate the decision of the Appeal Committee.
- The Chair of the Appeal Committee informs all parties that the decision will be confirmed in writing and whether there is a right of appeal.

Appendix 5

Teachers' Standards (England)

The Teachers' Standards (England) are presented in the STPCD 2023 as they underpin the appraisal process and the assessment process for accessing the upper pay range.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and self-critical; forge positive professional relationships; and work with parents in the best interest of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a reasonable and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and correct use of standard English, whatever the teacher's specialist subject;

Appendix 5

- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupil's ability to learn, and how best to overcome these;
- demonstrate an awareness of physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupil's progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Appendix 5

7. Manager behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanction and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupil's needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regards to pupil's achievements and well-being.

Part Two: Personal and Professional Conduct

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

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

Appendix 6

Framework of professional standards for Leading Practitioner posts

(1) Professional Attributes

Frameworks

LP1. Be willing to take a leading role in developing workplace policies and practice in promoting collective responsibilities for their implementation in their own school, and, if required by their role, in other schools.

Personal professional development

LP2. Research and evaluate innovative circular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

(2) Professional Knowledge and Understanding

Teaching and Learning

LP3. Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

LP4. Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

Subject and curriculum

LP5. Have an extensive and deep knowledge and understanding of their subject/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with the subject/curriculum areas.

Achievement and diversity

LP6. Have an extensive knowledge of matters concerning equality, inclusion and diversity in teaching.

Appendix 6

(3) Professional skills

Planning

LP7. Take a lead in planning collaboratively with colleagues in order to promote effective practice. Identify and explore links within and between subjects/curriculum areas in their planning.

Teaching

LP8. Have teaching skills which lead to excellent results and outcomes.

LP9. Demonstrate excellent and innovative pedagogy practice.

Assessing, monitoring and giving feedback

LP10. Demonstrate excellent ability to assess and evaluate.

LP11. Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.

Reviewing teaching and learning

LP12. Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.

Team working and collaboration

LP13. Be part of or work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practices that contribute to school improvement

LP14. Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.

LP15. Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies

LP16. Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership.

Appendix 7

Summary of Pay Ranges and Allowances for teachers – effective from 1 September 2023

Main Pay Range for Classroom Teachers 2023	
Point	Annual Salary (£)
M1	30,000
M2	31,737
M3	33,814
M4	36,051
M5	38,330
M6	41,333

Pay Range for Unqualified Teachers 2023	
Point	Annual Salary (£)
1	20,598
2	22,961
3	25,323
4	27,406
5	29,772
6	32,134

Upper Pay Range for Classroom Teachers 2023	
Point	Annual Salary (£)
U1	43,266
U2	44,870
U3	46,525

Allowances 2023			
TLR 2 A	£3,214 1	TLR 1 A	£9,272
B	£5,350	B	£11,405
C	£7,487	C	£13,547
C (higher)	£7,847	D	£15,690
TLR 3	Between £639 and £3169.		
SEN			
Minimum		Maximum	
£2,539p.a.		£5,009p.a.	

Leading Practitioner Pay Range 2023	
Point	Annual Salary (£)
LP1	47417
LP2	48604
LP3	49817
LP4	51058
LP5	52328
LP6	53642
LP7	55085
LP8	56357
LP9	57763
LP10	59249
LP11	60785
LP12	62186
LP13	63741
LP14	65331
LP15	66955
LP16	68736
LP17	70314
LP18	72085