

TEACHERS' PAY POLICY

(including pay determination)



Wheatley Hill Community Primary School

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The governing body of Wheatley Hill Primary adopted this policy on Monday 9th November. This policy will be reviewed annually. The implementation, review and operation of this policy will be the responsibility of the governing body of the school.

The School Teachers' Pay and Conditions Document (STPCD) requires schools and local authorities to have a pay policy which sets out the basis on which they determine teachers' pay, the date by which they will determine the teachers' annual pay review and the procedures for determining appeals.

Schools and local authorities must stay within the legal framework set out in the STPCD and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection). All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability.

This policy sets out the framework for making decisions on teachers' pay.

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Where the headteacher is the employee concerned, any reference to the headteacher in this policy should be replaced with the chair of governors.

1 Aims of the policy

The main aims of this pay policy are to:

- Help maintain and improve the quality of education provided for pupils by maximising the quality of teaching and learning at the school;
- Support the recruitment and retention of a high-quality teacher workforce;
- Enable the school to recognise and reward teachers appropriately for their contribution to the school;
- Help to ensure that decisions on pay are managed in a fair, just and transparent way within the constraints of the school budget.

2 Delegation

The governing body at this school has delegated responsibility for pay review decisions to the pay review committee, who will make pay decisions on behalf of the governing body. This delegation of powers, the committee composition and terms of reference will be reviewed annually by the full governing body.

The pay review committee comprises of a minimum of three governors and does not include staff governors. The pay review committee must ensure all their decisions are in accordance with this policy and the committee procedures as set out in the relevant regulations.

Should there be any clarification required on whether a payment is allowable under the STPCD and pay policy, then governors must seek advice before agreeing to pay review decisions from the HR Advice & Support team.

3 Staffing structure

The staffing structure of the school, as agreed by the governing body, is set out in section 15.

Where the staffing structure of a school needs to be changed, resulting in significant changes to roles and responsibilities, e.g. a staffing restructure, the school should consult with affected staff and trade unions, after taking advice from the HR Advice and Support team. Any review will be in accordance with the school's Restructure Guidance and/or Staffing Reductions Guidance.

The pay review committee will consider job descriptions in line with the actual responsibilities of posts and remuneration and the work carried out by individual members of staff, as necessary.

4 Pay ranges

4.1 Teachers

In this school, teachers will be paid in accordance with the following pay ranges.

Main Pay Range	September 2022
M1	28,000
M2	29,800
M3	31,750
M4	33,850
M5	35,990
M6	38,810

All teachers should have the opportunity to progress to the maximum of the main pay range through continued good performance.

Upper Pay Range	September 2022
UPR 1	40,625
UPR 2	42,131
UPR 3	43,685

Unqualified Teachers	September 2022
U1	19,340
U2	21,559
U3	23,777
U4	25,733
U5	27,954
U6	30,172

4.2 Leadership

Leadership Range	September 2022
L1	44,305
L2	45,414
L3	46,548
L4	47,706
L5	48,895
L6	50,122
L7	51,470
L8	52,659
L9	53,973
L10	55,360
L11	56,796
L12	58,105
L13	59,558
L14	61,042
L15	62,561
L16	64,225
L17	65,699
L18*	66,684
L18	67,351
L19	69,022
L20	70,733

Leadership range	September 2022
L24*	77,237
L24	78,010
L25	79,949
L26	81,927
L27*	83,126
L27	83,956
L28	86,040
L29	88,170
L30	90,365
L31*	91,679
L31	92,597
L32	94,898
L33	97,256
L34	99,660
L35*	101,126
L35	102,137
L36	104,666
L37	107,267
L38	109,922
L39*	111,485
L39	112,601

L21*	71,765	L40	115,410
L21	72,483	L41	118,293
L22	74,283	L42	121,258
L23	76,122	L43	123,057

* Pay points to be applied only to headteachers at the top of the school's headteacher group range in the academic year 2014/15, who have received no increment rise in any subsequent academic years. No-one should progress to these points from September 2016 onwards.

4.3 Leading Practitioners

Schools may appoint Leading Practitioners within their staffing structures and their primary purpose is the modelling and leading improvement of teaching skills. See section 12.2 below.

Leading Practitioner Range	September 2022	Leading Practitioner Range	September 2022
L1	44,523	L10	55,633
L2	45,639	L11	57,075
L3	46,778	L12	58,391
L4	47,941	L13	59,850
L5	49,136	L14	61,343
L6	50,368	L15	62,869
L7	51,725	L16	64,541
L8	52,917	L17	66,022
L9	54,239	L18	67,685

5 Pay reviews

The governing body will ensure that each teacher's salary is reviewed annually, with effect from 1 September, where the teacher has completed a year of employment since the previous annual pay determination. The STPCD defines a year of employment as at least twenty-six weeks employment in aggregate within the previous school year.

The pay review should take place no later than 31 October each year and 31 December for the Headteacher.

At the pay review meeting, the headteacher will submit a written report, including recommendations on pay progression made at the annual appraisal assessment, regarding salaries of all teaching staff (with the exception of their own salary) for the academic year. In the case of the headteacher, annual appraisal assessment reports from the performance management governors will be used. A template pay recommendations summary sheet is available on the extranet.

The pay review committee must ensure that all proceedings and the reasons for any decision made are accurately recorded.

It will also ensure that, following any pay review, all teachers are given a written statement setting out their salary and any other financial benefits, including allowances and TLR's to which they are entitled. Template letters to inform staff of the outcomes of the pay decision are available on the extranet. The outcomes of the pay review committee will be reported to Payroll and Employee Services by the school using Anycomms system.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that may impact on an individual's pay. When a teacher makes a written request for their pay to be reviewed at other times of the year, e.g. due to a change in circumstances or job description which may impact upon a teacher's pay, the pay review committee will decide whether to hold this request until the annual pay review meeting or to convene an earlier meeting to consider the request.

Where a pay determination leads, or may lead, to the start of a period of safeguarding (see section 12), the required notification will be given to the employee as soon as possible, and no later than one month after the date of determination.

6 Pay progression based on performance

In this school, all teachers, including members of the leadership group, 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.

Performance appraisal will be carried out in line with the Education (School Teachers' Appraisal) (England) Regulations 2012, including reference to the Teachers' Standards (updated December 2021). The arrangements for teacher appraisal in this school are set out in the Appraisal Policy (Teachers).

Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the pay recommendations that they contain.

Early Career teachers who are subject to the Early Careers Framework 2 year statutory induction, will be eligible for consideration for pay progression during their induction period providing they have the required service, as detailed in section 5, and they have demonstrated satisfactory performance.

To be fair and transparent, assessments of performance will be properly rooted in evidence and be made about the most recent appraisal period. In this school, we will ensure fairness by:

- The headteacher taking responsibility for monitoring and moderating the consistency of objectives and assessments and for making the final recommendation to the pay review committee;
- Quality assurance and moderation being the responsibility of SLT, under the authority of the headteacher, reporting outcomes and standards to the governing body;
- By using PeopleHR to ensure that all appraisal processes are open and transparent and consistent practice is used by all appraisers within the assessment process;

Where a teacher has been on maternity leave or has had long term sickness absence during the appraisal period adjustments may be made to take account of these circumstances. This will be assessed on a case by case basis depending on the circumstances for the individual and the school, however it may include evidence of skills and performance being assessed over of different time period.

We will minimise the impact on workload for individual teachers, line managers and headteachers wherever possible throughout the process.

The school will use a range of evidence to assess a teacher's overall performance which will be proportionate and may include:

- Lesson observations;
- Observations and results from wider school activities and assessments;
- Learning walks;
- Pupils performance and progress, including scrutiny of pupils' work;
- Pupil progress reviews;
- Quality of reports and other expected 'paperwork';
- Evidence of the wider contribution to the work of the school;
- Evidence of their impact on the effectiveness of other teachers or staff;
- Self-assessment documentation;
- CPD records;
- Professional dialogue.

Teachers' appraisal reports will contain pay recommendations where teachers are eligible to be considered for pay progression. Final decisions about whether to accept a pay recommendation will be made by the pay review committee, having regard to the appraisal report and taking into account advice from the senior leadership team. The pay review committee will consider its approach in light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

Teachers and leadership posts may be eligible for a pay increase of one salary point, where their current range allows for this, if their overall performance has been assessed as successful as part of their annual appraisal i.e. they have met their performance objectives, have fully met the Teachers' Standards and have effectively carried out their job role and responsibilities.

Teachers and leadership posts may be eligible for an accelerated increment rise by the pay review committee if their performance has been assessed as exceptional i.e. they exceed all their objectives, are assessed as fully meeting the Teachers' Standards, all of their teaching/leadership is assessed as exceeding school expectations they show a strong commitment to the school, are prepared to go above and beyond normal expectations when necessary, act as an exemplar to others and show a commitment to improving their own performance and to continuing professional development. It is recommended that an appropriate accelerate increment rise should be a maximum increase of 2 salary points.

In addition, whether the teacher's performance is successful or exceptional, upper pay range teachers should be highly competent in the Teachers' Standards and their achievements and contribution to the school should be substantial and sustained (as defined in section 7.2). Pay progression is usually considered every 2 years, in accordance with the definition of 'sustained'.

The pay review committee may determine that no pay award is to be made where the teacher has failed to:

- Meet their agreed objectives*;
- Meet the Teaching Standards;
- Effectively carry out their job role and responsibilities; or
- Where upper pay range teachers have failed to be highly competent in the Teaching Standards or failed to demonstrate substantial and sustained achievements and contribution to the school.

This can be without recourse to the capability policy, where appropriate.

* Please note, a school might consider that a teacher who has made good progress but not quite achieved a very challenging objective has performed better and made more significant contribution than a teacher who has fully met a less stretching objective. Similarly, a teacher may have achieved all of their objectives but failed to meet all of the relevant standards.

Whilst a teacher is subject to the school's Capability Policy the appraisal process is suspended, therefore pay progression will not be awarded in these circumstances.

7 Movement to the upper pay range

7.1 Application and evidence

Any qualified teacher may apply to be paid on the upper pay range and all applications should be assessed in line with this policy.

It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range. Applications may be made, in writing, once a year and must be received by the headteacher by 31 October. Successful applications will be effective from 1 September of the same year.

If a teacher is simultaneously employed at another school(s), they may submit separate applications to be paid on the upper pay range of each school. This school will not be bound by any pay decision made by another school.

All applications should include the results and evidence from 2 most recent appraisal periods, including any recommendation on pay, together with a summary of evidence against the assessment criteria. Where such information is not applicable or available, a written statement and summary of evidence to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

Where a teacher has been on maternity leave or has had long term sickness absence, adjustments may be made to take account of these circumstances. This will be assessed on a case by case basis depending on the circumstances for the individual and the school, however it may include evidence of skills and performance being assessed over of different time period.

7.2 Assessment

An application from a qualified teacher will be successful where the pay review committee is satisfied that:

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

For the purposes of this pay policy:

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

practice. The teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in their particular role and the context in which they are working and their teaching practice is assessed as consistently good to outstanding

- **Substantial** means **offering leadership of real importance**: The teacher's achievements and contribution to the school are critical and significant, not just in raising standards of teacher and learning in their own classroom or with their own groups of children, but also in making a significant wider contribution to school improvement that impacts on pupil progress and the effectiveness of other staff. They are a role model for teaching and learning, provide effective coaching and mentoring to other teachers and take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.
- **Sustained** means: maintained continuously over a period of at least 2 school years and able to demonstrate that their teaching expertise has grown over the relevant period with a capacity to sustain this in the future.

The application will be assessed in accordance with the provisions of this policy. The headteacher will use evidence in PeopleHR, discussions with school governors and other members of the Senior Leadership Team to make a recommendation on the application.

All applications will be assessed robustly, transparently and fairly in the first instance by the headteacher. The pay review committee will make the final determination, taking account of the headteacher and/or line manager recommendations, as well as any supporting evidence provided by the applicant or the school.

7.3 Outcome

The assessment of UPR applications will be made by the pay review committee and the applicant will receive a response to their application within 10 school days of the committee's decision. Employees must be informed of the outcome in writing and a template outcome letter is available on the extranet.

Successful applicants will move to the upper pay range from 1 September and will commence at the lowest point of the pay range. Progression within the upper pay range will be based on performance assessed against the teacher's objectives, whether they are highly competent in the Teachers Standards and their achievements and contribution to the school are substantial and sustained. Progression within the UPR will be assessed every 2 years in line with the definition for 'sustained' in section 7.2.

Unsuccessful applicants can appeal against the decision.

8 Appeals

Teachers, including headteachers, have the right to raise a formal appeal against any pay determination if they believe that the pay review committee has:

- Incorrectly applied any provision of the STPCD or Pay Policy;
- Failed to have proper regard for statutory guidance;
- Failed to take proper account of relevant evidence;
- Taken account of irrelevant or inaccurate evidence;
- Was biased; or
- Unlawfully discriminated against the employee.

A pay appeals committee will be appointed from those governors who are not members of the Finance & General Purposes Committee.

A teacher making an appeal against a decision on their individual pay should do so using the Pay Appeal Form available on the extranet or by letter within 10 school days, detailing the reason(s) for their appeal.

The school should obtain advice from the HR Advice & Support team if a formal pay appeal is received and a HR representative should also be invited to the hearing.

The pay appeals process is available on the extranet.

9 Allowances and other payments

The governing body may award an allowance to teaching staff who undertake specified additional duties. It is detailed in the sections below which groups of teaching staff the allowances can apply to. Please note allowances which are for classroom teachers exclude members of the leadership group and leading practitioners and therefore **cannot** be awarded for any such posts.

Teachers can be paid one allowance under any of the categories, or a combination of allowances, where applicable. If teachers are awarded a temporary payment or allowance, the dates during which it will be effective must be clearly stated and reviewed before the expiry date.

9.1 Teaching and Learning Responsibility (TLR) payments

TLR payments can be awarded 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.

Leadership posts, leading practitioners and unqualified teachers **cannot** be awarded a TLR payment.

9.1.1 TLR 1 and TLR 2 payments

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 that:

- Is focused on teaching and learning;
- Requires the exercise of a teacher's professional skills and judgement;
- Required the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum;
- Has an impact on the educational progress of other pupils other than the teacher's assigned classes or groups of pupils: and
- Involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR 1, the governing body must be satisfied that the significant responsibility referred to above includes the management responsibility for a significant number of people.

TLR's must be awarded in the context of the school's staffing structure and the responsibilities for which the TLR is awarded should be clearly set out in a job description.

TLR 1 and 2 are permanent allowances and can only be awarded on a temporary basis if one of the following applies:

- To cover for the absence of the substantive postholder e.g. maternity leave, long term absence, secondment;
- While the post is vacant, pending a permanent appointment being made.

Teachers receiving a TLR1 or TLR2 on a temporary basis or on a fixed term contract are not eligible to receive a safeguarded sum when the TLR ends unless the TLR is ended earlier than specified and their contract extends beyond the date the TLR ends.

The annual value of TLR's is as follows:

- TLR 1 – no less than £8,706 and no greater than £14,732;
- TLR 2 – no less than £3,017 and no greater than £7,368.

The governing body should determine the value of a TLR appropriate for the post, in accordance with job weight, with posts of equal weight allocated equal value. Any decision to make payments above the minimum level should be justifiable in relation to the level of responsibilities attached to the post. The following payments cover the full range of available TLR allowances usually paid within schools in County Durham.

TLR	Allowance
TLR 1a	8,706
TLR 1b	10,712
TLR 1c	12,719
TLR 1d	14,732

TLR	Allowance
TLR 2a	3,017
TLR 2b	5,023
TLR 2c	7,368

Part time teachers will be paid pro rata at the same proportion as the teacher's part time contract.

A teacher cannot hold a TLR 1 and a TLR 2 concurrently, however a teacher in receipt of either a TLR 1 or 2 may also hold a concurrent TLR 3.

9.1.2 TLR 3 payments

In this school, a TLR 3 payment will be made available to qualified classroom teachers who undertake a clearly time-limited school improvement project or a one off, externally driven responsibility. There should be a clearly identified need and the project should fit within the remit of school development. The duties undertaken for a TLR 3 will be focused on teaching and learning and meets the following criteria:

- Is focused on teaching and learning;
- Required the exercise of a teacher's professional skills and judgement; and
- Has an impact on the educational progress of pupils, other than the teacher's assigned classes or groups of pupils.

The teacher must be informed, in writing, when a TLR 3 is awarded, including the nature of the responsibilities, the end date of the temporary award or circumstances in which the award will end if occurring earlier than that date. Consecutive TLR 3's for the same responsibility should not be

awarded, unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic. TLR 3's are not subject to safeguarding.

The annual value of any TLR 3 will be between £600 to £2,975 per annum. The level of payment will be based on the complexity and duration of the school improvement project and this should be clear when the post is advertised. Where a part time teacher is awarded a TLR3 the value should not be amended to reflect the part time hours of the individual in receipt of the award.

In addition, where the period is less than a full school year, the value will be determined proportionately to the annual value.

9.2 Special Educational Needs (SEN) allowances

Qualified classroom teachers are eligible to receive an SEN allowance of no less than £2,384 and no more than £4,703 per annum, in accordance with the following conditions:

- In any SEN posts that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- Works in a special school;
- 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;
- Any non-designated setting (including any pupil referral unit) that is similar to a designated special class or unit, where the post:
 - Involves a substantial element of working directly with children with SEN;
 - Requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
 - Has a greater level of involvement in the teaching of children with SEN 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.

Leadership posts, leading practitioners and unqualified teachers cannot be awarded an SEN allowance.

Where an SEN allowance is to be paid, the governing body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post;
- The qualification or expertise of the teacher relevant to the post; and
- The relative demands of the post.

Where an allowance is paid SEN responsibilities should be clearly specified in individual teachers' job descriptions.

The following payments cover the range of available SEN allowances usually paid within schools in County Durham:

SEN	Allowance
SEN 1	2,704
SEN 2	4,703

9.3 Allowance payable to unqualified teachers

An unqualified teacher additional allowance may be payable as considered appropriate by the governing body where, in the context of the staffing structure and pay policy, it is considered that the teacher has:

- Taken on a sustained additional responsibility which:
 - Is focused on teaching and learning; and
 - Requires the exercise of a teacher's professional skills and judgement; or
- Qualifications and experience which bring added value to the role being undertaken.

9.4 Acting allowances

Where a teacher is assigned and carries out the duties of a headteacher, deputy headteacher or assistant headteacher and no acting appointment has been made, the governing body must consider whether to pay an acting allowance. This determination must be made within 4 weeks of the teacher being given and carrying out those duties. If the initial decision is not to pay an allowance and the teacher continues to carry out the duties, the governing body can revisit their decision at any time.

If it is determined that an acting allowance will be paid this will normally be the difference between the teacher's current total salary and the bottom pay point on the pay range of the higher level post. This will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post. The teacher may be paid from the day they took up the duties or a later date.

9.5 Additional payments

The governing body may make additional payments to a qualified classroom teacher, other than a headteacher, in respect of:

- Continuing professional development undertaken outside of the school day*;
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- Participation in out-of-school hours learning activity agreed between the teacher and the headteacher*;
- Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

* Outside of the school day means outside of the 1265 hours (1258.5 hours for the school year beginning in 2022) of directed time (pro rata for part time teachers).

9.6 Staff working for other bodies during the normal working day

Any income derived from external sources for the work of a school employee should be regarded as income to the school e.g. employees carrying out work on behalf of another body i.e. LA, Ofsted, another school etc.

The governing body should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities. If so, the governing body should determine the appropriate amount.

9.7 Residential allowances

Residential allowances for teachers in residential special schools will be paid in accordance with the Joint Negotiating Committee for Teachers in Residential Establishments (JNCTRE) agreement.

9.8 Honoraria payments

The governing body will not pay honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria payments in any circumstances.

10 Headteachers

If governors are considering making any additional payments to the headteacher, or to review the leadership pay range (LPR) of the headteacher, they must obtain advice from the HR Advice and Support team before any decisions are made.

10.1 Temporary payments

Any additional payment to the headteacher must be for clearly temporary responsibilities or duties, that are in addition to the post for which their salary has been determined. The governing body must not have already taken the responsibilities into account when determining the headteacher's pay range.

The total sum of the temporary payments in any school year must not exceed 25% of the annual headteacher's salary. In addition, the total sum of the salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group, except as set out in paragraph 10.4 of the STPCD.

Any payments exceeding 25 % can only be paid in wholly exceptional circumstances; the governing body must seek external independent advice before providing such agreement and support its decision with a business case.

10.2 Responsibility for more than one school

Where a permanent arrangement is put in place e.g. federation with a single governing body, the headteacher's salary should be based on the total number of pupil units across all schools, giving a group size for the federation. The governing body should then determine the headteacher's pay range and appropriate starting point in that range, according to paragraph 9 of the STPCD, after obtaining advice from the HR Advice and Support team.

Where the change is temporary e.g. a headteacher taking on acting headteacher at another school for a fixed period, a temporary additional payment can be awarded by the substantive school and a variation of contract issued. This will specify that the headteacher, in addition to their substantive post, will be employed by an additional school(s) for a fixed period, after which they will return to their substantive post. Governors should obtain advice from their school Leadership Advisor, including in relation to variation of contract documentation. Under the Collaboration Regulations, each governing body may arrange for a joint committee, made up of governors from all schools involved, to be established to oversee the headteacher's pay and performance management arrangements and other relevant staffing issues.

The governing body may also wish to consider the remuneration of other teachers who are taking on additional responsibilities, as a result of the headteacher's shared role. An increase in

remuneration should only be agreed where the post (not the teacher) accrues extra responsibilities as a result of the headteacher's enlarged role and should not be automatic. The additional responsibilities and their duration should be recorded. Advice should be obtained from HR Advice & Support team prior to making any temporary additional payments.

11 Recruitment and retention incentives

11.1 Headteachers, deputy headteachers and assistant headteachers

Headteachers, deputy headteachers and assistant headteachers may not be awarded payments other than the reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a member of the leadership group (including non-monetary benefits) must be taken into account when determining the pay range.

11.2 Classroom teachers

Where the school is experiencing particular recruitment and retention problems, the governing body may feel that payments, or the provision of other benefits, are necessary to recruit or retain staff. These incentives are temporary and will be subject to regular formal review. The governing body must make clear at the outset, the expected duration of any such incentives and benefits and the review date after which they may be withdrawn and written notification must be provided to the employee.

It is recommended that the governing body seek external independent advice prior to awarding such payments and that they produce a business case on which to base decisions.

12 Pay determination on appointment

12.1 Teachers

The governing body will determine the pay range for a teacher vacancy and reserves the right to set a maximum starting salary for teacher posts prior to advertising. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

In reaching their decision, the governing body may take into account a range of factors, including:

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

A teacher will not automatically be paid at the same rate they were being paid in their previous school.

12.2 Leading Practitioners

The governing body will select an appropriate pay range from the Leading Practitioner pay range set out below. They may determine that different posts within the same school are paid on different pay ranges in accordance with the responsibilities of their job descriptions.

The governing body must ensure that there is appropriate scope within each individual pay range to allow for performance related progress over time.

Leading Practitioners are not eligible for Special Educational Needs (SEN) allowances or for Teaching and Learning Responsibility (TLR) payments.

12.3 Leadership posts

The governing body will follow a 3 stage process for new appointments to the post of headteacher or a post in the wider leadership team.

1. Defining the role and determining the headteacher group
2. Setting the indicative pay range
3. Deciding the starting salary and individual pay range

12.3.1 Headteacher groups

The governing body will assign the school to a headteacher group for the purpose of determining pay ranges and pay progression of the leadership team. will then determine a salary range for the headteacher in accordance with paragraph 4 of the STPCD, Governors must contact the HR Advice & Support team who will advise on the appropriate headteacher group and salary range.

Headteacher Group	Points	Salary range
1	L6 – L18	50,122 – 66,684
2	L8 – L21	52,659 – 71,765
3	L11 – L24	56,796 – 77,237
4	L14 – L27	61,042 – 83,126
5	L18 – L31	67,351 – 91,679
6	L21 – L35	72,483 – 101,126
7	L24 – L39	78,010 – 111,485
8	L28 – L43	86,040 – 123,057

12.3.2 Leadership pay ranges

When determining the leadership pay, the governing body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role and all relevant considerations.

The decision will take account of the pay of other leadership group and upper pay range headteachers in the school to ensure that appropriate differentials are maintained. Only in exceptional circumstances will the headteacher pay range overlap with any other leadership pay range.

A new headteacher, or member of the leadership group, will normally be appointed to the first point on the agreed pay range, but may be appointed to a higher point if circumstances make this appropriate. However, the governing body must ensure that there is scope within the range to allow for performance related progress over time i.e. headteachers cannot be put onto the top of the range at appointment.

For other leadership posts (excluding the headteacher), the governing body will consider how the particular role fits within the wider leadership structure of the school when setting a pay range.

They will ensure that this process is carried out in a fair and transparent manner and will ensure that all decision and the reasons for them, are well documented at each stage.

If governors are considering increasing the leadership pay range (LPR) of the headteacher, they must obtain advice from the HR Advice and Support team.

In this school, the Leadership pay ranges are as follows:

Headteacher group	2
Headteacher range	15-21
Deputy Headteacher range	6-10

13 Safeguarding

The governing body will fulfil its statutory obligation to the safeguarding of pay in accordance with the current provisions of the STPCD.

Safeguarding will apply when a teacher loses a post as a result of the discontinuation of, alternation to, or reorganisation of a school or educational establishment/service e.g. removal or reduction of a TLR1/TLR2, SEN or unqualified teacher allowance or a reduction of the pay range of leadership posts.

The governing body will notify a teacher, in writing, within 1 month of making a decision that leads to a safeguarded sum being payable. This will explain the reason for the decision, the effective date, the value of the teacher's pre-safeguarded salary and allowances, the safeguarded sum payable and when this will end.

The governing body will review the duties of any teacher who is entitled to safeguarded sums that exceed £500 and allocate appropriate additional responsibilities commensurate with the safeguarded sum for the period of the safeguarding. The governing body will ensure that appropriate notice is issued of any new responsibilities that are being given to the teacher. All such additional responsibilities will be kept under review until the safeguarding period ends, when a decision will be taken about the future allocation of those responsibilities.

Where a teacher unreasonably refuses to carry out additional responsibilities, which are commensurate with the safeguarded amount, then the safeguarded pay may be removed subject to at least 1 months' notice being given.

14 General principles

14.1 Part time teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part time. The proportion of time a part time teacher works is calculated against the school's timetabled teacher week (STTW). The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding break times, registration and assemblies.

The STTW of a full time classroom teacher is used as the figure for calculating the percentage of the STTW for a part time teacher at the school. The same percentage will be applied to the proportion of directed time required of a part time teacher.

Where an allowance is paid to a teacher, the same percentage of the full time allowance will be payable to a part time teacher, excluding TLR3's which will not be pro rata.

Any additional hours worked, by agreement, above a teacher's part time contractual hours will be paid at the same hourly rate or time off in lieu. A part time teacher may be requested (but not required) to voluntarily work on a day or part of a day they do not normally work.

14.2 Short notice/supply teachers

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

14.3 Working days

A teacher employed full-time must be available for work for 195 days in the school year, of which:

- a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and
- b) 5 days must be days on which the teacher may only be required to perform other duties.

This does not apply to teachers paid on the leadership pay range or leading practitioners pay range.

14.4 Specified working Time

A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the headteacher for 1265 hours (1258.5 hours for the school year beginning in 2022) for the school year (pro rata for part time staff). These hours will be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

In addition a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

14.5 Unpaid leave for teachers

In accordance with the Conditions of Service for Teachers in England and Wales (Burgundy Book), where authorised or unauthorised unpaid leave occurs, deductions from salary will be calculated at a daily or part daily rate based on a day's salary being 1/365th of a year for each day of the period of absence.

14.6 Confidentiality

The pay process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and governing body to quality assure the operation and effectiveness of the pay policy. Every step should be taken to ensure anonymity of staff concerned in the use of such data.

14.7 Consistency of treatment and fairness

The governing body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The governing body is aware of the guidance on the Equality Act issued by the Department for Education (DfE).

14.8 Definitions

Unless otherwise indicated, all references to 'teacher' include the headteacher and all references to 'governing body' include committees or individuals e.g. Chair of Governors, who have been given delegated responsibility by the governing body. All references to 'classroom teacher' exclude leadership posts.

14.9 Monitoring and evaluation

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

It is recommended that the outcomes of the pay review meeting are recorded and reported, taking account of the profile/protected characteristics (as detailed in the Equality Act 2010) of those who are granted pay progression, those who are not and, where applicable, those who are granted accelerated pay progression.

The governing body need to ensure that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that the pay decision can be objectively justified.

A summary of the DfE advice on responsibilities in appraisal and determining pay progression is available on the extranet or from the headteacher.

14.10 Retention

The governing body and headteacher will ensure that all pay determination records are retained and stored in a secure place, in line with the school's retention policy.

15 Staffing structure

Alan Scarr (Headteacher)				
Joy Hodgkinson (DHT)				
Leanne Wilkinson (Explorers Department Leader)	Jessica Stanners (Pioneers Department Leader)	Leanne Devine (Pathfinders Department Leader)	Dan Palmer (Trailblazers Department Leader)	Elizabeth Minnes (Climb Department Leader)
			Kelly Dobson	Kimberley Graham Rachel Cowan
Natalie Malloy Mandi Lynch	Jennifer Nixon Rachel McCartney Charlotte Anderson Darcy South	Sally Jo Harkness Julianne Abbs Emma McMullen Elizabeth White	Rebecca Hutton Judith Umpleby	Rebecca Levington Kelly Hindmarsh Steve Kenna



HR Advice and Support

This policy has been developed by the HR Advice and Support team, based on current legislation and best practice. If you would like any advice on the application of this policy, please do not hesitate to contact the team:

Telephone	03000 266688
Email	hradvice@durham.gov.uk

Further support can be accessed by contacting (subject to SLA buy in):

Payroll and Employee Services	pesschools@durham.gov.uk
Education Durham Governor Support	EDGS.Administration@durham.gov.uk
Occupational Health	occhealthadmin@durham.gov.uk
Health and Safety	hsteam@durham.gov.uk
Employee Assistance Programme	www.healthassuredeap.com Username: durham Password: council 0800 716017

Author	Version	Last review	Next review
MM	v 2.0	September 2021	September 2022

The school complies with all relevant statutory obligations. The school privacy notice provides more specific information on data collected and how it is handled, a copy of which can be accessed from the school. For more information please contact the school directly.

If you have any concerns about how your data is handled, please contact either the school Data Protection Officer (details available from the school office), or the Information Commissioner's Office.