

beatrice tate school

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Pay Policy

September 2025

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The Model Policy was agreed between the Local Authority and Trade Unions on 25th September 2025. The Local Authority will apply this policy to any directly employed staff on teachers' terms and conditions.

The Governing Body of Beatrice Tate School adopted this policy on 13th October 2025.

This document is entirely consistent and compliant with the revised statutory provisions for teachers' pay due to take effect from 1 September 2025.

The pay scales in this model policy will be amended annually to reflect the outcome of the STRB processes in relation to recommended pay increases (see section 6 of this policy).

1. INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and/or the recognised trade unions.

The main additions to the 2025 Document are

1. Starting from 1st September 2025, relevant bodies may determine the value of any existing or new TLR1 and TLR2 payment, based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility. Where a part-time teacher is taking on the responsibilities associated with a TLR1 or TLR 2, relevant bodies are no longer mandated to utilise the pro-rata principle when determining the value of the TLR1 or TLR 2 payment.
2. Expanding and promoting flexible working opportunities in schools can help to recruit and retain high-quality teachers, improve wellbeing, and promote equality of opportunity in the workforce. Offering flexible working arrangements can help to ensure that teaching suits employees at different stages of their life, such as those:
 - with caring responsibilities
 - planning a phased retirement
 - returning from a career break
 - combining work in a school with professional development or work in their field of study.

By implementing flexible working, such as part-time working, personal or family days, and off-site PPA time, schools can support the working lives of their teachers and leaders in modern, practical ways. Whilst not every form of flexible working will

be suitable for every teacher, it is important that teachers are given the opportunity to work flexibly where they want to, and where feasible for the school to implement.

To support schools to implement effective flexible working arrangements, we have published non-statutory guidance and a flexible working toolkit which includes practical resources to help school leaders implement flexible working and to support teachers and leaders to request it. These resources have been produced by school leaders and other sector experts, together with the department.

Starting from the 2024/25 academic year, schools is no longer required to link teachers' and leaders' objectives or appraisal outcomes to performance-related pay. However, the legal requirement to make a pay determination upon completion of the appraisal process will still apply.

Schools can choose whether or not to retain some or all elements of performance related pay, but the school's pay policy should minimise the impact on workload for individual teachers, line managers, school leaders and governing bodies.

In adopting this pay policy the aim is to:

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

Pay decisions at this school are made by the Governing Body. Pay decisions at this school are made by the Governing Body Pay Committee. The responsibilities of the Pay Committee and Governing Body are attached as **Appendix 1**.

Staff Governors will not take part in any discussions or decisions about the pay of individual employees of the School.

The School is open, honest, and transparent in dealing with pay and performance matters and will ensure any concerns are addressed promptly as they arise. The budget setting process will not be used to restrict decisions about an individual's pay progression.

This document is to be read in conjunction with the following:

- i) The School Teachers' Pay and Conditions Document (STPCD). A copy of the latest version may be found online at <https://www.gov.uk/government/publications/school-teachers-pay-andconditions>

- ii) The National Pay and Conditions of Service applicable to Local Government Employees (The Green Book)
- iii) The National Conditions of Service for School Teachers (The Burgundy Book)
- iv) The Tower Hamlets Single Status Agreement
- v) The relevant local collective agreements and conditions of service, including the pay formula for Term Time Only support staff.

2. LONDON LIVING WAGE

The School supports the Council's policy to pay employees an hourly rate no lower than the London Living Wage as defined by the Mayor of London. Contractors are encouraged to commit to paying the London Living Wage to staff they employ to provide services to the School.

3. SUPPORT STAFF

The Pay Committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The Pay Committee will determine the pay grade of support staff on appointment, in accordance with the scale of grades currently applicable in relation to employment with the LA, which the Pay Committee consider appropriate for the post. In reaching its determination, the Pay Committee will consider the advice of the LA but will not consider itself bound by that advice. The Local Authority's job evaluation process for Schools is set out in **Appendix 2** of this policy.

The job evaluation scheme for support staff should be used as a grading reference when duties change or the Governing Body reviews salaries for support staff. Account will be taken of Single Status and the normal pay ranges determined by the Council when assessing grading levels. Schools should have clear arrangements on the payment of honoraria to support staff, including the situations in which they are paid, how they are calculated, their duration and when they are reviewed. Honoraria payments that continue on an indefinite basis create equal pay risks. Consideration should be given to adding duties and responsibilities that are required over a long period of time to job descriptions, so they can be evaluated to determine the appropriate grade.

4. TEACHING STAFF

4.1 RESPONSIBILITIES

The Headteacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the Governing Body for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- submit pay recommendations to the Governing Body and ensure the Governing Body has sufficient information upon which to make pay decisions;
- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made.

A teacher will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser;
- ensure they have an annual review of their performance

5 PAY AWARD - SEPTEMBER 2025

In line with the recommendations in the STRB's 35th Report, from 1 September 2025 a 4% increase will be applied to all pay and allowance ranges and advisory points. All pay uplifts will be back dated to 1 September 2025.

Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of the STPC Document on a daily basis calculated on the assumption that a full working year consists of 195 days, periods of employment for less than a day being calculated pro rata.

Updated pay tables are set out below.

6 PAY REVIEWS

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

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

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

7 BASIC PAY DETERMINATION ON APPOINTMENT

The Governing Body will determine the pay range for a vacancy prior to advertising it. For Classroom Teachers, the School should state in the advert if an appointment will only be made on the Main Pay Scale. On appointment it will determine the starting salary within the range advertised to be offered to the successful candidate.

The Governing Body undertakes that it will not restrict the pay range advertised for starting salary other than the minimum or maximum of the pay scale advertised for the role. For Classroom Teachers this will be the full range of the Main Pay Scale or Upper Pay Range as set out in this policy.

When Classroom Teacher posts are advertised for an initial appointment to be made on the Main Pay Scale, pay progression prospects must not be restricted. Once in post, an application can be submitted for progression to the Upper Pay Range as set out in Section 9 of this policy.

The school is committed to the principle of pay portability and will apply this principle in practice when making all new appointments. On appointment, Classroom Teachers moving from one School to another on the same pay scale will be placed on the same or higher pay point to ensure their current salary is not reduced.

Starting salary should reflect any pay progression a Teacher would have received on 1 September if they had remained in their previous post. Teachers appointed to new roles on the same pay scale part way through an academic year and placed on a

higher pay point will be considered for progression at the end of the next full appraisal cycle.

Teachers that return from a career break will be appointed on the pay scale at the same pay point they were on prior to their break. The School will take into account other relevant experience for those joining the teaching profession on the basis of 1 additional point for every 3 years.

7.1. Classroom Teacher Posts

The Governing Body has established the following pay scales for classroom teacher posts on the Main Pay Scale and Upper Pay Range and for Unqualified Teachers.

MAIN PAYSACLE ADVISORY POINTS		UPPER PAY RANGE- ADVISORY POINTS	
1	£40,317	1	Minimum
2	£42,232		£57,632
3	£44,236	2	£60,463
4	£46,338	3	Maximum
5	£48,952		£62,496
6	£52,300		

UNQUALIFIED TEACHERS	
recommended advisory points	
1	£28,343
2	£30,935
3	£33,528
4	£35,812
5	£38,402
6	£40,994

8. PAY PROGRESSION FOR TEACHERS PAID ON THE MPR, UPR, LEADING PRACTITIONERS PAY RANGE AND UNQUALIFIED TEACHERS PAY RANGE

Teaching staff will be expected to achieve challenging targets in line with the School's aspirations. It is recognised that there may be circumstances beyond a teacher's control that mean they cannot do so

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that is intrinsically supportive and developmental, conducted within a school culture that values openness and fairness and recognises, encourages and validates a teacher's commitment to professional development, pedagogical excellence and effective performance. The arrangements for teacher appraisal are set out in the school's appraisal policy.

In the case of **Early Career Teachers**, whose appraisal arrangements are different, a 2-year induction will have no adverse impact upon early career teachers' pay or career progression opportunities. Early career teachers will still be able to progress on the pay scale as current arrangements allow, both during and after induction.

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

Where a school does not use performance related pay, following an individual teacher's annual appraisal and subject to the provisions of this policy, teachers on the Unqualified, Main, Upper and Lead Practitioner Pay Ranges, must be awarded pay progression to the maximum of their pay ranges except where the teacher is in capability proceedings, in which case the Headteacher may decide to withhold progression.

Where a school wishes to retain performance related pay, following an individual teacher's annual appraisal and subject to the provisions of this policy, pay progression must be awarded to teachers on the Unqualified, Main, Upper and Lead Practitioner Pay Ranges, to the maximum of their pay ranges except for reasons related to poor performance, in which case the Headteacher may decide to withhold progression.

Beatrice Tate School retains performance related pay.

Teachers' appraisal reports will, where the appraiser is not the Headteacher, contain a pay recommendation to the Headteacher, which the Headteacher will take into account when making their recommendation to the Governing Body. Where there is a difference in the pay recommendation (between that of the appraiser and the

Headteacher) the Governing Body will be made aware by the Headteacher of the appraiser's recommendation

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by In this school we will ensure fairness by ensuring that objectives and assessments are consistent, by a process of quality assurance and moderation by the Deputy Headteacher.

The evidence used will only be that available through the performance management/appraisal process and can include the School's self-review process.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report, and taking into account advice from the Senior Leadership Team. The Governing Body will ensure that appropriate funding is allocated for pay progression at all levels.

Teachers on the Main Pay Scale, Upper Pay Range, Leading Practitioners and Unqualified Classroom Teachers will be awarded pay progression from 1 September following each appraisal review.

For all these teaching staff, reviews will be deemed to be successful if they are assessed as having made good progress against their objectives (please see Section 13.3 below for pay progression for Leadership Posts). Assessment must take place as set out in the School's Appraisal policy.

Appraisers must take into account all relevant circumstances when assessing performance. If there are any significant changes in circumstances that mean there is no longer a reasonable prospect of achieving objectives originally set, they must be reviewed, and the teacher assessed against the new objectives.

When Appraisers have concerns about standards of performance they must be discussed with the teacher as soon as possible. Concerns should be recorded during the regular supervision process. The required improvements must be clearly set out, support measures to achieve them put in place by the School as soon as reasonably practical to do so and the teacher given a fair opportunity to demonstrate the improvement. Where performance related pay is removed, pay progression should take place except where the teacher is in capability proceedings, in which case the Headteacher may decide to withhold progression.

Appraisers must not delay informing teachers of performance concerns. Where concerns have existed and are not raised until the end of the academic year, this will be taken into account in the event an appeal is submitted against a pay progression decision.

Where performance related pay is retained in a school, Teachers who have an unsuccessful review, will receive pay progression once the required standards and improvements are made. Progression in these circumstances will be awarded from the date the required standards and improvements were confirmed as being met and will not be backdated.

Teachers who are not present at the time of the annual appraisal, for example, due to maternity or adoption leave or long-term sickness absence, will have their appraisal undertaken on their return to work based on evidence of their performance prior to their absence. If successful, progression will be backdated to 1 September to ensure they suffer no detriment. It should be noted that such absences could result in teachers being away from work for an entire academic year, however targets should have been set at some point prior to the absence and it will be these targets that will be assessed.

If absence is planned then as set out below, targets should be re-assessed in order to make them realistic and achievable, and assessed at the appraisal meeting following the return to work. If absence is unplanned, then the targets set should be assessed at the appraisal meeting following the return to work, based on evidence of their performance prior to the absence.

The DfE advice confirms that such teachers are entitled to consideration for pay progression in the same way as other teachers. Governing bodies should take decisions by reference to such information as is available. This might include information from the most recent appraisal review or information from any part of the period when the teacher was present. Teachers who, for reasons of maternity or other leave miss significant periods during the cycle, should have their targets reassessed in order to make them more realistic and achievable, while still rigorous, bringing them in line with the school's appraisal cycle. Schools should consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal on the evidence to date in that appraisal year. Account could also be taken of evidence in previous appraisal periods if there is very little to go on in the current year. When a teacher returns to work from maternity leave, the school must give her any pay increase that she would have received, following appraisal, had she not been on maternity leave.

9. MOVEMENT TO THE UPPER PAY RANGE

9.1. Applications and Evidence

Any qualified teacher on the Main Pay Scale can apply to be paid on the Upper Pay Range and **any such application must be assessed in line with this policy**. It is

the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. As part of the annual appraisal process, Appraisers will ask Teachers on the Main Pay Scale to confirm whether they intend to apply and take this into account when setting objectives.

One application may be submitted annually. The application should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. Late applications may be made by applying directly to the Headteacher by email within the Autumn Term applicable to the commencement of the performance management cycle.

Applications may be made once a year. When teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at **Appendix 3**) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.

The evidence to be used will be only that available through the performance management/appraisal process and can include the School's self-review process.

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

9.2. The Assessment

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

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

For the purposes of this pay policy, the Governing Body will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where an assessment confirms they meet the Upper Pay Range criteria (**see Appendix 4**), using evidence from the two most recent performance management/appraisal reviews in the last annual appraisal cycle.

Teachers who indicate they intend to submit an application for assessment will be supported in making sure that they have the opportunity to demonstrate their ability to meet the criteria during the relevant Appraisal cycles.

Where an application is unsuccessful the teacher will be given feedback, support and professional development opportunities to help them address any criteria they are not considered to have met, so that they can make a successful application in the future.

A teacher's appointment to the Upper Pay Range will continue while they remain at the school unless they are promoted onto the Leading Practitioner or Leadership scale.

9.3. Processes and Procedures

The outcome of applications will be given in writing by 31st November each year. Successful applications will result in the teacher progressing to the first point of the Upper Pay Range from 1st September. If unsuccessful, feedback will be provided by the Headteacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the procedure set out in **Appendix 6** of this policy.

10. LEADING PRACTITIONER POSTS

The Governing Body will take account of the STPCD when determining the role of Leading Practitioners 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 within school which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues

The Governing Body will determine whether to establish Leading Practitioner posts and assess all teachers previously employed in the school as Advanced Skills Teachers (AST) or Excellent Teachers (ET) against the School's criteria. If successful, they will be paid at a scale point which maintains that teacher's previous pay entitlement plus any pay progression which they would have received had they remained in an AST or ET post.

Leading Practitioner posts may be established for teachers whose primary purpose is the modelling and leading of improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

The School's criteria for Leading Practitioner posts is set out in **Appendix 5**. (Schools need to review this criterion and will consult with Trade Unions on the criteria that will be applied locally).

LEADING PRACTITIONER PAY RANGE	
1 Minimum	£ 61,858
2 Maximum	£ 88,930

Pay on appointment

The Pay Committee will determine within the leading practitioner range, a pay range of between the minimum to maximum for each Leading Practitioner post in accordance with part 3 paragraph 16 of the Document.

11. PART-TIME TEACHERS

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

12. SHORT NOTICE/SUPPLY TEACHERS

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

13. LEADERSHIP POSTS

13.1. Pay Ranges

The Governing Body will ensure that the process of determining the remuneration of the Headteacher, Deputies and Assistant Headteachers is fair and transparent. A written record will be made which will set out the rationale of the reasoning behind the determination of the pay range and any discretionary payments made to those in Leadership Posts.

The Governing Body will follow statutory guidance on determining the Headteacher group size and consequential pay range, where a Headteacher is permanently responsible and accountable for more than one school and on determining the pay of a Headteacher temporarily accountable for more than one school.

Notes for Governing Bodies: From 1 September 2014, the 43 point leadership pay spine was removed from the STPCD and replaced by a "leadership pay range" (the minimum and maximum of the range are expected to coincide with the minimum and maximum of the previous spine. Individual pay ranges for Headteachers, Deputies and Assistant Headteachers will be determined by Governing Bodies and can be of whatever length deemed appropriate and may or may not include fixed scale points. These new provisions for determining individual pay ranges will only apply automatically to new appointments or to existing posts following restructuring or changes to responsibilities.

The details of the provisions relating to the determination of individual pay ranges are as follows:

- *Schools will continue to be placed into one of eight Headteacher groups according to the age and number of pupils.*
- *The individual pay range for Headteachers will be set within the overall leadership pay range and within one of eight broad pay ranges for each of the eight school groups. The individual pay range for Deputy and Assistant Headteachers may be located anywhere within the overall leadership pay range. (each Governing Body will need to determine the pay range for their school).*

Broad groups for Headteachers 2025

Band	Inner London Area £
1	68,361 - 87,619
2	71,327 - 93,556
3	76,154 - 99,951
4	81,120 - 106,823
5	88,496 - 116,827
6	94,491 - 127,863
7	100,951 - 139,965
8	110,327 - 153,490

- *Individual pay ranges for Headteachers and for Deputy and Assistant Headteachers may be of whatever length the Governing Body deems appropriate and may or may not include fixed scale points. The previous provisions requiring seven and five point pay scales respectively have been removed.*
- *When determining an individual pay range, Governing Bodies need to take into account “all of the permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations”. The Governing Body will also need to allow appropriate scope within the individual pay range for performance based pay progression.*
- *The Governing Body can set the Headteacher's pay range up to 25 per cent above the maximum of the pay range for that Headteacher group and, in exceptional circumstances and where supported by a business case, beyond*

that figure. (The former power to pay Headteachers “up to two groups higher” than the school’s group size was abolished in 2009.).

- *Discretionary payments to Headteachers will continue to be permitted for “clearly temporary [additional] responsibilities or duties” which have not been previously taken into account when setting the individual pay range. These payments are limited to 25 per cent of pay other than in “wholly exceptional circumstances” (excluding payments for residential duties or for relocation purposes). Where the Headteachers is already in receipt of discretionary payments which do not meet the new criteria, they should continue to receive them until their individual pay range is reassessed (i.e. they move post or their role changes significantly).*
- *The previous provisions prohibiting an overlap between the pay ranges for Headteachers and other leadership teachers have been removed. The Governing Body will determine appropriate pay differentials between leadership posts and with classroom teacher posts. Pay ranges of Deputy and Assistant Headteachers should only overlap the pay range of the Headteacher in “exceptional circumstances”.*

13.2. Re-Assessing the pay of the Leadership Team

Where the Governing Body re-assesses a pay range of a Leadership Post, it will ensure that the process of determining the new remuneration is fair and transparent. There will be a written record made of the reasoning behind the determination.

Where a Leadership Post vacancy arises, the Governing Body will use the new provisions to determine the pay range for the post and consider whether it is appropriate to re-assess the pay of others in the Leadership Team. Similarly, pay ranges for existing post holders should be reviewed whenever a significant change in responsibilities occurs.

The Governing Body will follow the STRB recommendation to seek advice and use benchmarking data to assist them in taking decisions. For 2015-2016 the STRB recommended that the maxima of the overall leadership range and the Headteacher ranges for the eight school groups should be frozen. This does not, however, require scale points corresponding to those values to be frozen in schools where they are not the maximum of the school’s Headteacher group range.

13.3. Pay Progression for Leadership Group Teachers

There is no longer a requirement for schools to use a performance related pay system for teachers or leaders, however schools can continue to use performance related pay if they wish.

Where a school decides not to use performance related pay then following an individual teacher's annual appraisal, they should expect to receive pay progression within the maximum of their pay range unless they are subject to capability procedures.

Where a school wishes to retain performance related pay for leadership group teachers, the scheme should also ensure clarity and transparency around pay progression details and mitigate any workload impacts of retaining it.

Beatrice Tate School retains performance related pay for leadership group teachers.

Members of the Leadership Group will receive pay progression where there is evidence of sustained and high-quality performance in respect of school leadership and management and pupil progress, having regard to the results of the most recent appraisal.

The Governing Body will ensure that Appraisers of those in Leadership Posts are informed promptly of any concerns about performance at an early stage and follow the principles set out in Section 7 above for providing support to achieve an improvement.

13.4. Acting Allowances for Leadership Group Teachers

Where Deputies or Assistant Headteachers are required to act as Headteachers or Deputy Headteachers for a period in excess of four weeks, they will receive allowances in order that their pay is equal to that of the substantive post holder.

Payment of acting allowances should be backdated to the day they assumed these duties. No pressure, direct or indirect, should be placed on Assistant Headteachers to act up.

13.5. Other Allowances for Leadership Teachers

Leadership teachers may be paid recruitment / retention incentives. The Governing Body will only make recruitment/retention payments to the Leadership Teachers for reimbursement of housing or relocation costs (other recruitment/retention considerations should be reflected in the individual pay range).

14. PAY INCREASES ARISING FROM CHANGES TO THE STPCD

The school will award the outcome of the School Teachers' Review Body (STRB) pay review process to all pay points and allowances for all teachers

15. DISCRETIONARY ALLOWANCES AND PAYMENTS

15.1. Teaching & Learning Responsibility Payments (TLRs)

The Governing Body pays TLR 1 and 2 payments to teachers as indicated in the attached staffing structure, in accordance with the 2025 STPCD as updated from time to time and the following levels and values will apply:

TLR 1:

The minimum is £ 10,174 and maximum £ 17,216

TLR 2:

The minimum is £ 3,527 and maximum is £ 8,611

The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payment, 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:

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

In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range of £ 702 and £ 3,478) and the duration of payment will be set out clearly and communicated to staff, including Trade Union Representatives at the School. Those teachers eligible to undertake them must be given an opportunity to express an interest in undertaking the duties. If more than one teacher expresses an interest in writing, informal interviews will take place.

The Governing Body will ensure that the use of TLR3 applies only to clearly time limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. The Governing Body must be satisfied that the responsibilities meet a, b, and d of the above criteria. and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

The Governing Body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic. TLR3s are not subject to safeguarding.

TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

15.2. Special Educational Needs (SEN) allowances

The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the 2020 STPCD.

The value of SEN allowances to be paid at the school will be: Minimum is £ 2,787 and maximum is £ 5,497.

15.3. Acting allowances

Where any teacher is required to act as Headteacher, Deputy Headteacher or Assistant Headteacher for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.

Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

15.4. Additional Payments

The relevant Body may make such payments as it sees fit to a teacher, other than a teacher on the leadership pay range, in respect of:

- i) continuing professional development undertaken outside the school day;
- ii) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- iii) participation in out-of-school hours learning activity agreed between the teacher and the Headteacher;
- iv) 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.

16. OTHER PAYMENTS

[Schools that have existing policies that have been consulted with trade unions can replace content and insert them in this section]

16.1. Continuing professional development outside directed time; Initial teacher training activities; and Out-of-school learning activities, 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

The Governing Body may make additional payments to all teachers, other than a Headteacher, who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment.

The Governing Body recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities. Twilight sessions are considered to form part of directed time.

16.2. Recruitment and retention incentives and benefits

Where the Governing Body wishes to make recruitment and retention payments to teachers, the level, duration, and criteria for such payments will be set out clearly in this policy. Such payments will be reviewed annually and there will be full consultation with union representatives before making any amendments.

16.3. Residential duties

The Governing Body will make payments in respect of residential duties in accordance with the Joint National Council for Teachers in Residential Establishments national agreement.

16.4. Honoraria

The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances. **[Note, Schools that wish to pay honoraria will need to consult Trade Unions locally]**

17. SALARY SAFEGUARDING

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the 2025 STPCD.

18. APPEALS

The arrangements for considering appeals on pay determination are set out in **Appendix 6** of this policy.

19. MONITORING THE IMPACT OF THE POLICY

The Governing Body will monitor the outcomes and impact of this policy on a annual basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation. Monitoring information will be shared and discussed with Trade Union Representatives.

APPENDIX ONE: Remit for the Pay Committee of the Governing Body

The Pay Committee will comprise at least three governors. All governors, excluding those employed at the school, will be eligible for membership of the Pay Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school.

Establishment of the policy

The Pay Committee is responsible for:

- establishing the policy, in consultation with the Headteacher, staff and trade union representatives, and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- formal approval of the policy.

Monitoring and review of the policy

The Pay Committee is responsible for:

- reviewing the policy annually, in consultation with the Headteacher, staff and trade union representatives; and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

Application of the policy

The Headteacher is responsible for:

- ensuring that pay recommendations for the Deputy and Assistant Headteacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

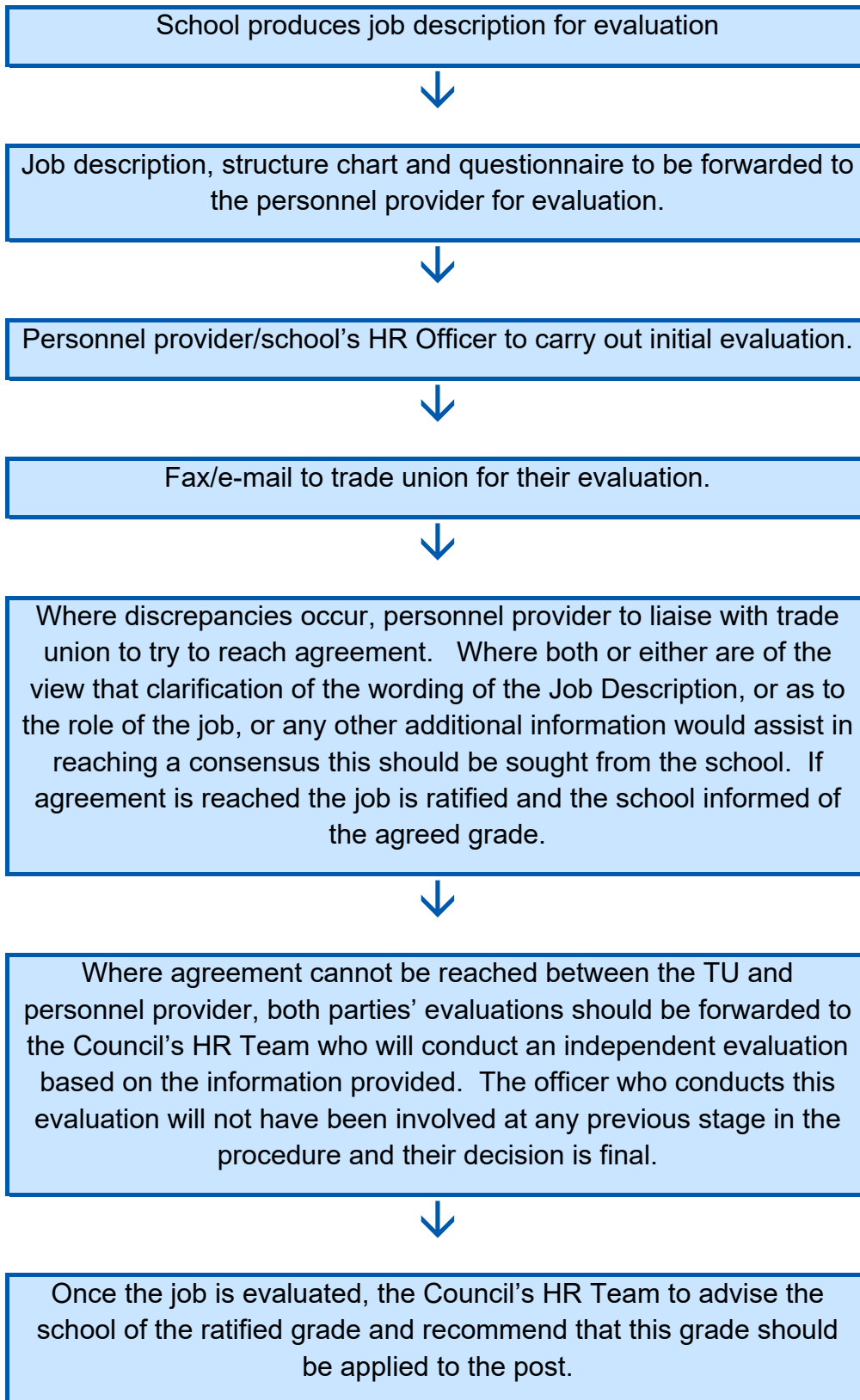
The Pay Committee is responsible for:

- taking decisions regarding the pay of the Deputy and Assistant Headteacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the Headteacher;
- taking decisions regarding the pay of the Headteacher following consideration of the recommendations of the governors responsible for the Headteacher's performance review;
- submitting reports of these decisions to the Governing Body; and
- ensuring that the Headteacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Governing Body is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

APPENDIX TWO: Schools Job Evaluation Process for Support Staff



N.B. Although schools have accepted the principles of job evaluation, if the school or member of staff who is employed is dissatisfied with the grade, they may decide to apply to Governors to increase the salary by using market supplements. This could create potential legal problems if it cannot be justified. The Council's HR team will advise of potential implications. This process is not part of the job evaluation procedure which is exhausted at the appeal stage.

APPENDIX THREE: Upper Pay Range Application Form

UPPER PAY RANGE APPLICATION FORM

TEACHER'S DETAILS:

Name:

Post:

PM/APPRAISAL DETAILS:

Years covered by
planning/review statements

Schools covered by
planning/review statements

DECLARATION:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.

Applicant's signature:

Date:

APPENDIX FOUR: Upper Pay Range Progression Criteria

1 Professional attributes

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

2. Professional knowledge and understanding

2.1. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

2.2. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

2.3. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

2.4. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

2.5. Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

3. Professional skills

3.1. Be flexible, creative, and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

3.2. Have teaching skills which lead to learners achieving well, relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3. Promote collaboration and work effectively as a team member.

3.4. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

APPENDIX FIVE: Assessment Criteria for Leading Practitioners

This is an interim criteria pending individual schools developing their own locally

Teaching staff designated as Advanced Skills Teachers prior to 1 September 2013 will be assessed against the following standards:

PROFESSIONAL ATTRIBUTES

Frameworks

P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

E1 Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.

A1 Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces.

Personal professional development E2

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

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teaching and learning

P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

E3 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

P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

E4 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

P5 Have a more developed knowledge and understanding of their subject /curriculum area and related pedagogy including how learning progresses within them.

E5 Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

Achievement and diversity

E6 Have an extensive knowledge on matters concerning equality, inclusion, and diversity in teaching.

Health and well-being

P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

PROFESSIONAL SKILLS

Planning

P7 Be flexible, creative, and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

E7 (a) Take a lead in planning collaboratively with colleagues in order to promote effective practice (b) identify and explore links within and between subjects/curriculum areas in their planning.

Teaching

P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

E8 Have teaching skills which lead to excellent results and outcomes.

E9 Demonstrate excellent and innovative pedagogical practice.

Assessing, monitoring, and giving feedback

E10 Demonstrate excellent ability to assess and evaluate.

E11 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

E12 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

P9 Promote collaboration and work effectively as a team member.

E13 Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement.

A2 Be part of or work closely with leadership teams, taking a leadership role in developing, implementing, and evaluating policies and practice in their own and other workplaces that contribute to school improvement.

P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

E14 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.

E15 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 to meet the learning needs of children and young people leading to improvements in pupil outcomes.

A3 Possess the analytical, interpersonal, and organisational skills necessary to work effectively with staff and leadership teams beyond their own school.

Teaching staff designated as Excellent Teachers prior to 1 September 2013 will be assessed against the following standards:

Professional attributes

E1 Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.

E2 Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

Professional knowledge and understanding

E3 Have a critical understanding of the most effective teaching, learning and behaviour management strategies, including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

E4 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.

E5 Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

E6 Have an extensive knowledge on matters concerning equality, inclusion, and diversity in teaching.

Professional skills

E7 Take a lead in planning collaboratively with colleagues in order to promote effective practice and identify and explore links within and between subjects/curriculum areas in their planning.

E8 Have teaching skills which lead to excellent results and outcomes.

E9 Demonstrate excellent and innovative pedagogical practice.

E10 Demonstrate excellent ability to assess and evaluate. 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.

E12 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.

E13 Work closely with leadership teams, taking a leading role in developing, implementing, and evaluating policies and practice that contribute to school improvement.

E14 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.

E15 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 to meet the learning needs of children and young people leading to improvements in pupil outcomes.

This is an interim criteria pending individual schools developing their own locally

Teaching staff designated as Advanced Skills Teachers prior to 1 September 2013 will be assessed against the following standards:

PROFESSIONAL ATTRIBUTES

Frameworks

P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

E1 Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.

A1 Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces.

Personal professional development E2

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

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teaching and learning

P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

E3 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

P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

E4 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

P5 Have a more developed knowledge and understanding of their subject /curriculum area and related pedagogy including how learning progresses within them.

E5 Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

Achievement and diversity

E6 Have an extensive knowledge on matters concerning equality, inclusion, and diversity in teaching.

Health and well-being

P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

PROFESSIONAL SKILLS

Planning

P7 Be flexible, creative, and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

E7 (a) Take a lead in planning collaboratively with colleagues in order to promote effective practice (b) identify and explore links within and between subjects/curriculum areas in their planning.

Teaching

P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

E8 Have teaching skills which lead to excellent results and outcomes.

E9 Demonstrate excellent and innovative pedagogical practice.

Assessing, monitoring, and giving feedback

E10 Demonstrate excellent ability to assess and evaluate.

E11 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.

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E14 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.

E15 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 to meet the learning needs of children and young people leading to improvements in pupil outcomes.

A3 Possess the analytical, interpersonal, and organisational skills necessary to work effectively with staff and leadership teams beyond their own school.

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E2 Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

Professional knowledge and understanding

E3 Have a critical understanding of the most effective teaching, learning and behaviour management strategies, including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

E4 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.

E5 Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

E6 Have an extensive knowledge on matters concerning equality, inclusion, and diversity in teaching.

Professional skills

E7 Take a lead in planning collaboratively with colleagues in order to promote effective practice and identify and explore links within and between subjects/curriculum areas in their planning.

E8 Have teaching skills which lead to excellent results and outcomes.

E9 Demonstrate excellent and innovative pedagogical practice.

E10 Demonstrate excellent ability to assess and evaluate. 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.

E12 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.

E13 Work closely with leadership teams, taking a leading role in developing, implementing, and evaluating policies and practice that contribute to school improvement.

E14 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.

E15 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 to meet the learning needs of children and young people leading to improvements in pupil outcomes.

APPENDIX SIX: Model Appeals Procedure

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

As part of the overall appraisal process, a pay recommendation is made by the Reviewer (normally the line manager) and discussed with the teacher at the Review Meeting prior to being submitted to the school's Pay Committee or relevant decision making Body. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the Reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the Review Statement. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted, or it may remain the same; the Review Statement will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

Appeal Hearing Procedure

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

Guidance

- When a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- Teachers / Headteachers should put their appeal in writing to either the Headteacher or the Governing Body; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time, and place.

- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative (this includes the informal stage).

Appeal Procedure Steps: Informal Stage

As part of the pay determination process, the line manager (“the recommendation provider”) will make a recommendation to the “the decision maker” (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a teacher’s pay, “the decision maker” will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to “the decision maker”.

If the teacher wishes to appeal the decision, they must do so in writing to “the decision maker”, normally within 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, “the decision maker” must then arrange to meet the teacher to discuss the appeal. “The recommendation provider” should also be invited to the meeting to clarify the basis for the original recommendation.

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

This will invoke the Formal Stage of the Appeal Procedure.

Appeal Procedure Steps: Formal Stage

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

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

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

The Modified Procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing;
2. The teacher must have sent a copy of their appeal to the Chair of the Governing Body;
3. The Chair of the Governing Body will consult with relevant school HR and provide the teacher with an appropriate written response on behalf of the school.