

Mapledown School



Working and Learning Together

MAPLEDOWN SCHOOL PAY POLICY 2021

Name of School	Mapledown School
This policy was reviewed on	1st September 2021
The policy is to be reviewed in	September 2022

Contents:

1. Legal Framework
2. Definitions
3. Roles and Responsibilities
4. Working time and cover
5. September 2021 Pay award
6. Leadership group scale
7. Classroom teacher pay scale
8. Unqualified teacher pay scale
9. Part-time and short notice teachers
10. Applicable pay scale
11. Pay reviews
12. Pay progression based on performance
13. Application to be paid on the upper pay range
14. TLR payments
15. SEND allowances
16. Acting allowances
17. Recruitment and retention incentives and benefits
18. Safeguarding arrangements
19. Salary sacrifice arrangements
20. Appeals procedures
21. Monitoring and review

Appendices

- a) Professional Responsibilities and Rights of those on the Leadership Pay Range
- b) Professional Responsibilities and Rights of Teachers
- c) Upper Pay Range Progression Criteria
- d) Upper Pay Range Application Form

Statement of Intent

Mapledown School understands that a fair and transparent policy is needed to establish the pay structure of teaching staff at the school.

As a result, the school has developed this policy to ensure that all members of teaching staff are aware of the basis on which the school determines teachers' pay, the process for annual pay reviews and progression, and the process for addressing any grievances teachers may have concerning their pay.

In accordance with the 'School teachers' pay and conditions document 2021 and guidance on school teachers' pay and conditions' (STPCD), all pay progression at the school is linked to performance. For this reason, all pay progression decisions will first be determined by the school's Teacher Appraisal and Capability Policy.

This policy aims to:

- Assure the quality of teaching and learning at our school.
- Support recruitment and retention, and reward teachers appropriately.
- Ensure accountability, transparency, objectivity and equality of opportunity.

1. Legal framework

This policy has due regard to all relevant legislation, and statutory and advisory guidance, including, but not limited to, the following:

- The Working Time Regulations 1998
- Employment Relations Act 1999 (as amended)
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (as amended)
- The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 (as amended)
- The Flexible Working Regulations 2014
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- DfE (2021) 'School teachers' pay and conditions document 2021 and guidance on school teachers' pay and conditions' (STPCD)
- DfE (2019) 'Implementing your school's approach to pay'
- ACAS (2015) 'Code of practice on disciplinary and grievance procedures'

This policy operates in conjunction with the following school policies:

- Teacher Appraisal and Capability Policy
- Equality Information and Objectives Policy

In exercising its functions, the Governing Body will adhere to the Education (School Government) (Terms of Reference) (England) Regulations 2000, in particular, the principles applicable to those in public life. The Governing Body will act with integrity, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. The Governing Body recognizes that it must follow National and Local Agreements on pay and conditions of service but it must also take into account the constraints of the school's budget and overall staffing structure.

Nothing in the above requires the Governing Body to disclose material relating to any employee, or anyone proposed to be employed at the school, nor to any named pupil or

candidate for admission to the school, nor to any matter which, by reason of its nature, the Governing Body is satisfied should remain confidential.

The Governing Body will ensure that all staff are made aware of this Policy and have ready access to it. (i.e. it will be placed in the virtual Staff Handbook and on the School Network)

2. Definitions

For the purpose of this policy, “**highly competent**” means an individual whose performance is not only good, but is also good enough to provide coaching and mentoring to other teachers. An individual who is highly competent will be able to give advice to other teachers, demonstrate effective teaching practice and know how to make a wider contribution to the work of the school.

For the purpose of this policy, a “**substantial**” contribution means an individual who plays a critical role in the life of the school and continuously offers significant value. An individual who makes a substantial contribution to raising pupil standards, takes advantage of opportunities for professional development and uses the outcomes of such to effectively improve pupils’ learning.

For the purpose of this policy, “**sustained**” means maintained continuously over a long period of time, e.g. over five school years.

3. Roles and responsibilities

The governing board is responsible for:

- Making any pay decisions at the school.
- Reviewing each teacher’s salary on an annual basis.
- Ensuring arrangements are in place for notifying staff members of their positions on the pay range, as well as any allowances they may be eligible for.
- Ensuring that sufficient funds are available to support pay decisions.
- Determining the extent to which specific functions relating to pay determination and the appeals process will be delegated to others.
- Monitoring the outcomes of this policy and reviewing any changes as necessary.

The headteacher is responsible for:

- Developing clear arrangements for linking teachers’ performance to pay progression.
- Ensuring that effective appraisal systems are in place, and that members of staff have the knowledge and skills necessary to apply these procedures fairly.
- Submitting any pay recommendations to the governing board for approval.
- Ensuring that the governing board has sufficient evidence upon which to make decisions regarding pay.
- Keeping teachers well-informed of any decisions made regarding pay progression, as well as ensuring that written records are held.
- Maintaining records or decisions and recommendations made, and evidencing that all decisions have been made fairly.
- Submitting updates to this policy to the governing board for approval.
- Communicating any approved changes to this policy to all teaching staff.

- Carrying out their professional responsibilities, as outlined in [Appendix A](#).

Teachers are responsible for:

- Engaging with their appraisal; this includes working alongside their appraiser to ensure that there is a suitable amount of evidence available in order for an annual pay review determination to be made.
- Keeping records of their objectives and reviewing them throughout the appraisal process.
- Ensuring that they share any evidence for their appraisal that they consider relevant with their appraiser.
- Appraising the performance of other teachers, if delegated to do so by the headteacher.
- Deciding whether they wish to apply for progression to the upper pay range.
- Carrying out their professional duties, as outlined in [Appendix B](#).

4. Working time and cover

Teachers employed full-time will be available to work 195 days a year, or 194 days for the school year beginning in 2021, of which:

- 190 days will be spent teaching pupils and performing other duties, or 189 days for the school year beginning in 2021.
- 5 days will be spent performing other duties only.

The 195 days, or 194 days for the school year beginning in 2021, in which teachers at the school are required to work will be specified by the LA, or by the headteacher if directed.

Teachers employed full-time will be available to perform their duties at such times and places as specified by the headteacher for 1265 hours (6.48 hours), or 1258.5 hours for the school year beginning in 2021, which will be allocated reasonably throughout the specified 195 or 194 days of the school year. The amount of time a teacher spends taking their daily break or travelling to and from the school does not count towards their hours or the pro rata equivalent.

Members of the leadership group, employees on the leading practitioner pay range and unattached teachers will not operate on a time-bound contract; therefore, the working time provisions stipulated within the STPCD will not apply to these employees.

All members of teaching staff will be required to work additional hours, within reason, to enable the effective discharge of their professional duties.

In line with their professional duties, teachers are required to supervise, and so far as practicable to teach, any pupils where the person timetabled to take the class is not available to do so.

Subject to the STPCD, teachers will only be required to carry out their responsibility outlined

in above paragraph rarely, and only in circumstances that are not foreseeable, for example, a teacher is absent without notice. The school defines “rarely” as no more than twice per term.

Part-time teachers

Part-time teachers are bound by the same conditions of employment as full-time teachers, except that the number of hours the teacher must be available for work will be that proportion of 1265 hours, or 1258.5 hours in the school year beginning in 2021, which corresponds to the proportion of total remuneration the teacher is entitled to be paid.

Part-time teachers will not be required to work or attend non-pupil days, or parts of days, on days which they would not normally be expected to work. Part-time teachers may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available to work (whether the teacher is normally required to be available to work for the whole of that day or for only part of that day).

The total amount of time that a part-time teacher may be required to be available for duties, when expressed as a proportion of the total amount of time that the teacher would be required to be available for such work if employed in the same post on a full-time basis, will not exceed the equivalent of that proportion of total remuneration that the teacher is entitled to be paid.

All members of part-time teaching staff at the school will be provided with a written agreed statement which sets out the expectations of the school and the employee in relation to the deployment of working time.

5. September 2021 Pay awards

From September 2021, a consolidated award of £250 is awarded to all teachers whose full-time equivalent basic earnings are less than:

- £24,000 in the Rest of England.
- £25,194 in the Fringe.
- £27,419 in Outer London.
- £28,681 in Inner London.

Any part-time teacher whose full-time equivalent basic earnings meet the eligibility criteria receive the award on a pro-rotta basis according to their contracted hours.

The award will be paid to all eligible teachers, whether located on a published pay point or not, and should be independent of any progression considerations.

The governing board will ensure that the implementation of the pay award complies with the National Living Wage policy. All pay uplifts will be back dated to 1 September 2021.

6. Leadership Group Scale

Staff members within the leadership group, including headteachers, deputy/assistant headteachers and members of the school's SLT, will be paid within the following range:

Leadership Group pay range - annual salary	
	Outer London Area £
Minimum	45,542
Maximum	120,513

In accordance with section 6 of the STPCD, the headteacher's salary will be calculated by using the number of pupils at the school (the total unit score) to determine the appropriate headteacher group.

The school's total unit score, calculated in accordance with sections 6.1-6.5 of the STPCD, means that the school belongs to headteacher pay range group 5.

Headteacher pay scale (£)	
Group	Outer London Area £
5	67,469 - 91,539

The school has established a seven point scale range for headteacher posts.

Headteacher pay scale	
Group	Salary £
1	79,489
2	81,372
3	83,305
4	85,290
5	87,316
6	89,406
7	91,539

When determining where within the pay scale the headteacher will be placed, the governing board will consider the responsibilities of the role and any challenges specific to the role, as well as any other relevant considerations.

In the case of a newly appointed headteacher, the governing board will consider whether the requirements of the post, and the extent to which the preferred candidate meets these requirements, mean that it would be appropriate for the individual to begin their post above the minimum range for the headteacher group.

Upon selecting a pay range, the governing board will ensure that there is enough room for performance-related pay progression over time. The governing board may award a salary above the maximum pay range for the headteacher group where it believes that the requirements of the role or individual allow for a higher than normal payment.

The governing board may determine that payments be made to the headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. These responsibilities will not be taken into account when determining the headteacher's pay range.

The total sum of the temporary payments made to the headteacher in any academic year will not exceed 25 percent of the headteacher's annual salary. This does not apply to the following payments:

- Any payment made to the headteacher for residential duties
- Any recruitment and retention incentives and benefits to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of the headteacher

The governing board will only make additional payments to the headteacher that exceed the limit in exceptional circumstances, and only after seeking external independent advice to inform a business case for the payment to be made. The governing board will ensure that any payment above the maximum pay range for headteachers is not exceeded by more than 25 percent.

Where a teacher is appointed as a member of the leadership group for a fixed period, or under a fixed-term contract, they will be notified of the circumstances which will bring the fixed period, or fixed-term contract, to an end.

The deputy/assistant headteacher's pay range will not exceed the maximum pay range of the headteacher group for the school; the pay range for the deputy/assistant headteacher will not overlap the headteacher's pay range, unless in exceptional circumstances.

It is at the discretion of the governing board to review all leadership post pay determinations after 1 September.

Deputy and Assistant Headteachers

Setting the Deputy and Assistant Headteacher Pay Ranges

The Governing Body will determine the pay range(s) for any Deputy and Assistant Headteachers whenever it proposes to appoint a new Deputy or Assistant Headteacher or at any time it is considered necessary to reflect a significant change in responsibilities.

When determining a Deputy or Assistant Headteacher pay range, the Governing Body will take into consideration:

- All of the permanent responsibilities of the role
- Any challenges that are specific to the role
- All other relevant considerations, including in relation to recruitment and retention.

The pay range determined will consist of a minimum of 5 points: L19 - L23 (£69,087 to £77,643). The Governors may decide to set a longer range if this is considered appropriate, taking account of all the circumstances at the time.

(It should be noted that if the numbers and/or values of points within the Leadership Group pay range are increased or decreased at any time, at the Governing Body's discretion, the above arrangements for the minimum number of points applicable to individual ranges will be subject to review).

In relation to new appointments, the Governing Body will wish to consider the requirements of the post and the extent to which their preferred candidate meets those requirements. As a result, it may be decided to adjust the range and/or starting salary if this is considered appropriate taking account of the relevant circumstances. Starting salary will take into account all the prevailing circumstances and will also be linked to the background, knowledge, skills and abilities of the individual appointed to the post. In determining starting salary, the Governing Body will ensure that there is appropriate scope within the range to allow performance related progression over time.

The maximum of any Deputy or Assistant Headteacher pay range will not exceed the maximum of the Head teacher group size for the school. Any Deputy or Assistant Headteacher pay range set will not overlap with the Headteacher's pay range, other than in exceptional circumstances.

All decisions taken by the Governing Body in relation to setting a Deputy or Assistant Headteacher pay range, including the reasons, will be recorded in writing

7. Classroom teacher pay scale

The governing board will determine the pay range for a vacancy prior to advertising it, having regard to the following:

- The requirements of the role
- Any specialist experience required for the role
- The experience required to undertake the specific duties of the role
- The wider school context

The governing board will determine the starting salary within the given pay range to be offered to the successful candidate.

The governing board has established the following six point and three point pay scale range for classroom teacher posts on the main pay range and the upper pay range:

Classroom teacher pay scale	
Group	Outer London Area £
Main Pay range	
1	29,915
2	31,604
3	33,383
4	35,264
5	38,052
6	41,136
7	29,915
Upper pay range	
1	42,559
2	44,133
3	45,766

The governing board will not restrict the pay range advertised, or pay progression available, other than the minimum of the main pay scale and the maximum of the upper pay range. When making pay determinations for new appointees, the governing board will award pay scale points to determine the starting salary of the teacher.

The governing board will adhere to the following process when awarding pay scale points for early career teachers (ECTs), teachers on the main pay range and teachers on the upper pay range:

- One point for every one year of service as a qualified teacher in a maintained school, academy or independent school
- One point for every three years of non-teaching experience spent working in a relevant area, including time spent working in an occupation relevant to a classroom teacher's role in a school and experience with children and young people
- One point for every three years of other remunerated or unremunerated experience, including caring for children during a career break

When determining the starting salary for a classroom teacher who has previously worked in a maintained school, academy or independent school, the governing board will:

- Pay the teacher on the main pay range or upper pay range at a scale point which at least maintains the teacher's previous pay entitlement.
- Award any pay progression that they would have received if they had remained at their previous post.

The governing board will pay a teacher on the upper range if:

- The teacher is employed in the school as a 'post-threshold teacher', defined as such in accordance with the definition outlined in the STPCD's 'Annex 2' (p.56-62).
- The teacher applied to be paid on the upper pay range in accordance with section 15 of this policy and their application was successful.
- The teacher was employed as a member of the leadership group in the school on or after September 2000, and has secured the position for one year or more.

NB. The teacher will not be paid on the pay range for leading practitioners or as a member of the leadership group.

NB. The above criteria are only applicable without any break in the teacher's continuity of employment.

The governing board may pay a teacher on the upper range if:

- The teacher is defined as a post-threshold teacher, but was not employed as such at the school, or was employed as such before a break in the continuity of their employment.

- The teacher applied to another educational setting to be paid on the upper pay range and their application was successful.
- The teacher has formerly been paid on the pay range for leading practitioners as outlined in section 8 of this policy.
- In the case of an unattached teacher, the teacher previously applied to be paid on the upper pay range and that application was successful.

8. Unqualified pay scale

Where a staff member is a graduate teacher or is on the employment-based teacher training scheme, the governing board will determine whether the teacher is to be paid and be eligible for allowances as a qualified teacher or unqualified teacher.

The governing board has established the following six point pay scale for unqualified teacher posts:

Unqualified teacher pay scale	
Group	Outer London Area £
Main Pay range	
1	21,832
2	23,946
3	26,059
4	27,926
5	30,037
6 (maximum)	32,151

A member of staff on the unqualified teacher pay scale will be notified of their position on the pay range and any allowances they may be eligible for.

The governing board may determine that an additional allowance is appropriate for unqualified teachers, where the individual has:

- Taken on a sustained additional responsibility which is focussed on teaching and learning, and requires the use of the teacher's professional skills and/or judgement.

- Qualifications or experience which adds significant value to the role being undertaken.

An individual who works as an unqualified teacher, gains QTS and continues to work as a qualified teacher at the school will be transferred to a salary within the main pay range once they have obtained QTS.

The governing board will pay the qualified teacher a lump sum which is the difference (if any) between the remuneration the teacher was paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was obtained to the date the lump sum is paid. The qualified teacher will also be entitled to any allowance payable under this policy that the governing board deems appropriate.

9. Part-time and short notice teachers

Part-time teachers, i.e. those who work on an ongoing basis but for less than a full working week, will receive pay in accordance with the school's timetabled teaching week for a full-time teacher in an equivalent post.

Teachers employed on a day-to-day basis, or by other short notice, such as supply teachers, will be paid on a daily rate equal to the pay of the individual who usually undertakes that role, but also in relation to any additional hours the teacher may agree to work from time to time at the request of the headteacher.

The salary and any allowances, except for TLR 3 payments, of part-time teachers will be determined in accordance with the pro rata principle. This means that the proportion of total remuneration corresponds to the number of hours that the teacher is employed in that capacity during the school's timetabled teaching week.

10. Applicable pay range

Where a teacher is employed under a contract that normally requires work in the London area, but who is temporarily required to work elsewhere, they will continue to be paid in accordance with the pay range applicable to the teacher's normal area of employment.

Where a teacher moves out of either the inner, outer or fringe area of London, they will continue to be paid on the range they were on, so long as the teacher continues to be employed as a teacher in a post in which the salary is paid by the same authority.

If a teacher was being paid on a London area pay range on the 31 August 2021 they will continue to be paid on that range unless otherwise dictated within the provisions of the STPCD, so long as the teacher remains in the post held on that date.

11. Pay reviews

The governing board will review each teacher's salary on an annual basis, with effect from 1 September, each academic year. The governing board will conduct pay reviews at other times during the academic year to reflect any changes in circumstances or job description which, in turn, reflect the teacher's pay entitlements.

The governing board will conduct a pay review when a teacher joins the school or moves to the upper pay range.

All individual pay progression decisions will account for any uplift applied within the STPCD. Any recommendations in pay will be made in writing as part of teachers' annual appraisals.

The governing board will provide each teacher with a written statement no later than one month after any review, outlining:

- Any payments and financial benefits awarded to the teacher, as well as the period for which they are awarded.
- Any safeguarding financial entitlements.
- The nature of any fixed-term contract.
- In the case of a leadership group or leading practitioner teacher, the basis and criteria on which remuneration has been determined.
- The criteria for a pay review to be undertaken.
- Information on where this policy is located.
- The appeals procedure in relation to pay grievances.

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

Under no circumstances will reductions in pay be backdated.

12. Pay progression based on performance

The governing board will consider annually whether to increase the salary of teachers who have completed a year of employment since their previous annual pay determination.

All pay determinations for the headteacher (including deputy and assistant headteachers), classroom teachers, leading practitioners and unqualified teachers, will be determined in accordance with the pay scales outlined in sections 6, 7, 8 and 9 of this policy respectively.

Decisions regarding pay progression will be made in accordance with appraisal reports and the recommendations that they contain, as outlined in the school's Teacher Appraisal and Capability Policy which complies with The Education (School Teachers' Appraisal) (England) Regulations 2012. Where a teacher is not subject to the 2012 Regulations, the governing board will determine the process via which the teacher's performance will be assessed and pay recommendation made. In the case of ECTs, the governing board must determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

The governing board must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

Pay progression decisions will be made each year and will be clearly attributed to staff members' performance. All staff members with continued good performance should have an expectation of pay progression.

The decision to award pay progression will be made whether or not a teacher is subject to capability proceedings.

To ensure fairness and transparency, assessments of performance will be properly supported by evidence, such as the following:

- Self-assessments
- Peer reviews
- Lesson observations
- Tracking pupils' progress
- Feedback from pupils and parents

The school will use a combination of absolute and relative performance measures, such as benchmarking internally as well as comparing data to other schools nationally and of a similar standing, when submitting recommendations for pay progression.

The rate of progression will be subject to an individual teacher's performance. Judgements will be made regarding the extent to which teachers have met their individual objectives and the relevant standards, as well as their impact on the following aspects:

- Pupil progress
- Wider outcomes for pupils
- Improvements in individually identified elements of practice, e.g. behaviour management and lesson planning
- Impact on the effectiveness of teachers and other members of staff
- Wider contribution to the work of the school

ECTs are not automatically entitled to pay progression following successful completion of their induction period. The governing board will use any evidence from an ECTs induction period, such as those outlined in section 12 of this policy, to inform any decisions regarding pay progression. The governing board will determine where, within their pay range, an ECT's annual salary will be fixed.

For any teacher due to go on maternity leave, the school will ensure that appraisals are conducted before this maternity leave, and that the teacher receives any pay progression entitled to them upon their return.

The school will make reasonable adjustments to the appraisal process as it sees fit for any teachers who are absent due to disability. Upon their return, the teacher will be entitled to any pay progression as outlined before their absence.

The governing board will decide on an annual basis whether to increase the salary of any leadership teachers, including the headteacher and deputy/assistant headteachers. The governing board will award additional scale points for any leadership teacher who demonstrates sustained high-quality performance in relation to school leadership, management and pupil progress.

13. Application to be paid on the upper pay range

All qualified teachers are entitled to apply to be paid on the upper pay range. Teachers can apply to be paid on the upper pay range whilst on any spinal point within the main pay range.

Applications for the upper pay range will only be made once a year using the Upper Pay Range Application Form. This form will be submitted to the teacher's appraiser at their performance appraisal meeting.

Evidence, such as that outlined in section 12 of this policy, will be used to decide whether the teacher can be moved to the upper pay range.

Teachers simultaneously employed at an additional school can submit more than one application; however, the school is not bound by any pay progression made at an additional school.

To move a teacher to the upper pay range, the governing board will be satisfied that both of the following criteria have been met, in accordance with the STPCD:

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

The governing board will be satisfied that the teacher has met the expectations for progression to the upper pay range if the Upper Pay Range Progression Criteria has been met successfully during two consecutive performance appraisals.

The appraiser of the teacher, in conjunction with the headteacher, will make the initial decision as to whether the individual's application is successful. The governing board will make the final determination as to whether the individual's application is successful.

Teachers will receive written notification of whether their application has been successful or not within 10 working days of submitting their application, and no later than one month after the initial application.

If unsuccessful, teachers will receive feedback from their appraiser within 15 working days of the decision, and no later than one month after the initial application, outlining the reasons for the decision, as well as future aims and objectives based on the unsuccessful criteria.

If successful, applicants will be moved to the upper pay range from the first day that they receive this entitlement.

The governing board will decide where on the upper pay range an applicant will be placed, in accordance with the individual's performance. Teachers may be placed at different points on the upper pay range with consideration to:

- The nature of the post and the responsibilities required.
- The level of qualifications, skills and experience of the individual teacher.

14. TLR payments

The governing board will consider awarding qualified classroom teachers with a TLR payment if they undertake sustained additional responsibility for ensuring high-quality teaching and learning.

TLR Pay scale	
Group	Payment £
TLR1	
a (min)	8,291
b	10,825
c (max)	14,030
TLR2	
a (min)	2,873
b	4,789
c (max)	7,017
TLR3	
a (min)	571
b	1,131
c (max)	2,833

The governing board will consider awarding a fixed-term TLR3 payment to a qualified classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The governing board will establish the time frame of any fixed-term payment before the payment is made. The payment will be provided monthly for the duration of the specified fixed term.

Teachers are unable to hold a TLR1 payment and a TLR2 payment at the same time; however, they can hold a TLR3 payment with either a TLR1 or TLR2 payment.

To be awarded a TLR3 payment, the governing board will be satisfied that the teacher's additional responsibilities are not required of all other classroom teachers and that they:

- Are focussed on teaching and learning.
- Require the use of the teacher's professional skills and judgement.

- Require the teacher to lead and manage pupil development across the curriculum.
- Have an impact on the educational progress of pupils other than those who are in the teacher's assigned classes.

TLR3s may also be awarded where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on lost learning due to the coronavirus (COVID-19) pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day.

To be awarded a TLR1 or TLR2 payment, the governing board will be satisfied that the teacher meets all the criteria outlined above, as well as responsibilities which:

- Require the teacher to lead, manage and develop a subject or curriculum area.
- Involve leading, developing and improving the teaching practice of other teachers.

Before awarding a TLR1 payment, the governing board will also be satisfied that the teacher's additional responsibility includes acting as a line manager for a significant number of staff.

15. SEND allowance

As required by the terms of the STPCD, the governing board will award Special Educational Needs Allowance Level 1 to all qualified classroom teachers within the school.

In addition, has established the following scale range for SEND allowances.

SEND Pay scale	
Group	Payment £
Points/Level	
1	2,270
2	3,006
3	3,742
4(maximum)	4,479

As required by the STPCD, governing bodies awards SEND allowances to all classroom teachers who:

- Are successful for any teaching post which requires a mandatory SEND qualification.
- Are teaching in a special school
- Are required to teach pupils in one or more designated special classes.
- Work in any non-designated setting (Inc. any Pupil Referral Unit (PRU) that is analogous 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, unit or service.

Where an Allowance applies, the Governing Body will decide the value taking into account factors relating to qualifications, expertise and demands of the post.

The governing board will consider the following factors when awarding SEND allowances and deciding how much will be paid:

- Whether any mandatory qualifications are required for the role
- The qualifications and expertise of the teacher selected for the role
- The responsibilities and demands of the role

The governing board will award SEND allowances each month to teachers on the same day that they receive their payments for their responsibilities as a classroom teacher each month.

Teachers will be notified in writing of the amount of SEND allowance they will receive 10 days before the first payment is made, and no later than one month before the first payment is due.

16. Acting allowances

An acting allowance may be payable to a member of staff carrying out the duties of a post at a higher level. The finance committee will consider eligibility for an acting allowance in accordance with the relevant provisions of the STPCD.

Any member of staff in receipt of an acting allowance will be subject to all the conditions of employment appropriate to the post to which s/he is temporarily being paid to fill.

Note that, in the absence of the Headteacher, any Deputy Headteacher can be required to assume all the professional duties of the Head Teacher as this forms part of a Deputy Headteacher's professional responsibilities, as set out in the School Teachers' Pay and Conditions Document. An Assistant Headteacher, or another teacher, can agree to do so, but cannot be required.

17. Recruitment and retention incentives and benefits

The STPCD allows the Governing Body to make payments or provide other financial assistance, support or benefits to a teacher, as an incentive for the recruitment of new teachers, or retention of existing teachers. *This discretion may, therefore, be exercised from time to time. Where this is the case, the reasons and specific arrangements put in place will be made clear at the time.*

As required by the statutory STPCD, the Governing Body will conduct a regular formal review of any such awards made. Therefore, awards will only be given for a fixed time period and should not be viewed as regular or continuing payments or benefits.

Written notification will be given to a teacher at the time of any award made, stating, in particular:

- whether the award is for recruitment or retention;
- the nature of the award (eg. Time-limited allowance, cash sum, season ticket loan, salary advance for rental deposit, contribution towards relocation costs);
- when/how it will be paid (as applicable);
- unless it is a 'one-off' award, the start date and expected duration of the incentive; – the review date after which it may be withdrawn; and
- the basis of any uplifts to be applied, if applicable.

Any salary advance, or an incentive or loan requiring repayment will also require a written agreement relating to its terms.

Note that Headteachers, Deputy Headteachers and Assistant Headteachers may not be awarded payments under this heading other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Headteacher, Deputy Headteacher or Assistant Headteacher must be taken into account when determining his/her pay range.

(Note: Where a recruitment or retention incentive or benefit has been awarded to a Headteacher, Deputy Headteacher or Assistant Headteacher under a previous STPCD and the school's pay policy then, subject to review, the relevant body may continue to make that payment at its pre-existing value until such time as the respective pay range is determined under the pay arrangements set out in the current STPCD)

18. Additional payments

The governing board may decide to award additional payments to teachers in respect of:

- CPD outside of the school day.
- Activities relating to the provision of ITT which contribute to the conduct of the school.
- Participation in an out-of-school hours learning activity which was previously agreed between the teacher and headteacher.
- Additional responsibilities and activities which relate to raising educational standards.

Additional payments in respect of the above will be worked out at an hourly or daily rate with reference to the teacher's position on their relevant pay scale range.

At present, it is not anticipated that staff will be asked to undertake Continuing Professional Development outside the school day and additional payments for this purpose are not relevant. Should the matter arise, a decision will be made at the time in relation to an appropriate hourly or daily rate of pay and will depend upon the nature of the CPD activity, reason(s) for it being undertaken outside of school hours and the prevailing circumstances. It is likely that the principles set out under (d) below will be applied, as appropriate.

19. Safeguarding arrangements

Safeguarding provisions are set out in the statutory STPCD and guidance, covering a number of circumstances in which a teacher may lose his/her post, or otherwise suffer a reduction in salary, through no fault of his/her own. This may, for example, be as a result of changes to the national pay arrangements for school teachers, the closure or reorganisation of an educational establishment and/or a determination by the Governing Body to make changes to its pay policy or staffing structure.

Any teacher affected is advised to refer to the relevant sections of the STPCD for information relating to the maximum length of time for which his/her salary will be safeguarded, as well as the circumstances in which safeguarding may cease earlier or be reduced.

If the safeguarded sum(s) exceed £500 in total, the Governors will review the teacher's assigned duties and allocate such additional duties to the teacher as they reasonably consider are appropriate and commensurate with the sum(s) for as long as the teacher continues to be paid the safeguarded sum(s). If the teacher unreasonably refuses to carry out such additional duties, the Governors will give the teacher at least one month's notice that payment of the safeguarded sum(s) will cease.

20. Salary sacrifice arrangements

The statutory STPCD allows employers to offer salary sacrifice arrangements to teachers if they wish to do so. Under any such arrangement a teacher gives up the right to receive part of his/her salary in return for the employer's agreement to provide him/her with a benefit in-kind under a child care voucher or other child care benefit scheme, or a cycle or cyclist's safety equipment scheme. The benefit in-kind is exempt from income tax.

Where the employer operates a salary sacrifice arrangement, the teacher may participate voluntarily and his/her gross salary may be reduced accordingly for the duration of his/her participation. Schools will be notified by the London Borough of Enfield's Finance, Resources and Customer Services Department (or alternative pay provider, if applicable) of any such scheme that may be in operation for staff. The school will make staff aware of any notification received.

21. Appeals procedures

Procedures for addressing grievances will be in accordance with the ACAS Code of Practice.

Grievances regarding pay matters will be dealt with in accordance with the school's appeals procedure. The school strives to resolve all potential grievance issues informally.

Teachers have the right to raise formal appeals against pay determinations if they feel a pay determination has been unfairly made. Teachers who are dissatisfied with their pay recommendation will first have an informal meeting with their appraiser or headteacher to discuss the reasons for their dissatisfaction.

If the teacher believes the pay determination to be incorrect following their informal meeting, they may make a representation to the pay committee by submitting a formal written statement.

The teacher will be given the opportunity to make representations, provide evidence, ask questions and bring witnesses forward during their meeting with the pay committee. The pay committee will make a final decision and will notify the teacher in writing of the final pay determination.

If the teacher does not agree with the final pay determination, they may appeal the decision to the appeals panel made up of governors. The teacher and their appraiser or the headteacher will have the opportunity to present evidence and witnesses, and question each

other regarding the determination. The appeals panel will notify the teacher in writing of the appeals decision and the reasons for this decision. This decision is final and the teacher will not be able to question the determination any further.

22. Monitoring and review

The governing board will review this policy on an annual basis, ensuring that all processes and values are up-to-date and guarantee the equality of teachers in all instances.

Any changes made to this policy will be communicated to all members of staff. The next scheduled review date for this policy is September 2022.

Appendices

- a) Professional responsibilities and rights of those on the Leadership Pay Range**
- b) Professional responsibilities and right of teachers**
- c) Upper pay range progression criteria**
- d) Upper pay range application form**

a) Professional Responsibilities and Rights of Those on the Leadership Pay Range

The headteacher is responsible for undertaking the following duties, unless otherwise delegated to an appropriate member of staff:

- Providing overall strategic leadership; leading, developing and supporting the strategic direction, vision, values and priorities of the school
- Developing, implementing and evaluating the school's policies, practices and procedures
- Leading and managing teaching and learning throughout the school
- Ensuring that teaching staff are effectively assigned in the school timetable to appropriate classes and groups of pupils
- Teaching a proportion of timetabled lessons
- Promoting the safety and wellbeing of pupils and staff
- Ensuring good order and discipline amongst pupils and staff
- Leading, managing and developing staff members, including appraising and managing performance
- Organising and deploying resources within the school
- Promoting harmonious working relationships within the school
- Maintaining relationships with organisations representing staff members, i.e. union representatives
- Leading and managing staff with proper regard to their wellbeing and expectations
- Promoting the participation of staff in relevant CPD
- Participating in arrangements for the appraisal and review of their own performance, as well as that of other staff members where appropriate
- Ensuring arrangements are in place for the induction and any required training of staff members
- Participating in arrangements for their own further training and professional

development

- Consulting and communicating with the governing board, staff members, pupils and parents
- Collaborating and working with colleagues and other relevant professionals within and beyond the school, including external agencies

The headteacher is responsible for, and cannot delegate, the following duties:

- Developing clear arrangements for linking appraisal to pay progression
- Advising the relevant body on pay recommendations for teachers, including in relation to teachers who have applied to be paid on the upper pay range

The deputy head is responsible for the following duties:

- Carrying out the professional duties of all teaching staff, as well as those duties particularly assigned by the headteacher
- Playing a major role under the direction of the headteacher in:
 - Formulating the aims and objectives of the school.
 - Establishing the policies through which the school's aims and objectives are to be achieved.
 - Managing staff and resources.
 - Monitoring progress towards achieving the school's aims and objectives.
- Undertaking any professional duties of the headteacher reasonably delegated by the headteacher
- Undertaking the professional duties of the headteacher in their absence

Teachers on the leading practitioner pay range are responsible for the following duties:

- Carrying out the professional duties of all teaching staff, other than the headteacher
- Undertaking any additional duties relevant to their role in modelling and leading the improvement of teaching skills, as specified in their individual job descriptions

The deputy or assistant headteacher and any teachers on the pay range for leading practitioners are entitled to:

- A break of reasonable length as near to the middle of each school day as is reasonably practicable.
- The same as all members of teaching staff, as outlined in Appendix B.

b) Professional Responsibilities and Rights of Teachers

All members of teaching staff are responsible for undertaking the following duties:

- Planning and teaching lessons within the context of the school's plans, curriculum and schemes of work to their assigned classes
- Assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils
- Preparing pupils for external examinations or accreditation
- Contributing to the development, implementation and evaluation of the school's policies and procedures, ensuring that the school's values and vision are supported
- Working with other members of staff and contributing towards curriculum and/or pupil development to secure co-ordinated outcomes
- Providing cover, as appropriate, where the person assigned to teach the class is not available to do so
- Promoting the safety and wellbeing of pupils
- Maintaining good order and discipline among pupils
- Directing and supervising support staff that are assigned to them
- Contributing to the recruitment process and professional development of other staff members
- Deploying resources delegated to them
- Participating in arrangements for the appraisal and review of their own performance, and where appropriate, that of other staff members

- Participating in arrangements for their own further training and professional development and, where appropriate, that of other staff members, including induction training
- Communicating with pupils and parents
- Collaborating and working with colleagues and other relevant professionals within and beyond the school

Members of teaching staff are entitled to:

- One break of reasonable length, either between lessons or between the hours of 12 noon and 2.00pm, if they are required to work for more than one lesson during any school day.
- Access to advice, training and developmental opportunities which are appropriate to their needs, including those identified in appraisal objectives.
- A reasonable amount of time during school sessions for discharging their duties, where the teacher has leadership or management responsibilities.
- Not being expected to provide cover for absent staff members, except on rare occasions and where the circumstances are not foreseeable.
- A reasonable amount of management time, where appropriate.
- Teaching no more than 90 percent of the time expected of a teacher at the school. This only applies if the teacher is serving an induction period under the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (as amended).
- Consideration being given to their need for a balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work.
- Reasonable periods of PPA time which amount to no less than 10 percent of their timetabled teaching time.
- Be paid, by the LA, any remuneration they may be eligible for by virtue of the STPCD, where the teacher is employed in a school which has a delegated budget.

Members of teaching staff will not:

- Be required to undertake work on any Saturday, Sunday or public holiday, unless specified in their employment contract.
- Routinely participate in any administrative or clerical tasks which do not call for a teacher's professional skills or judgement, including exam invigilation.
- Be required to undertake midday supervision under their contract.

c) Upper Pay Range Progression Criteria

To progress to the upper pay range, the teacher should be able to demonstrate all of the following criteria in their work.

Professional attributes
<p>The teacher will:</p> <ul style="list-style-type: none"> · Contribute significantly to implementing school policies and processes, where appropriate. · Promote collective responsibility for policy implementation.
Professional knowledge and understanding
<p>The teacher will:</p> <ul style="list-style-type: none"> • Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies. • Have a clear understanding of how to personalise learning to provide opportunities for pupils and maximise their learning potential. • Have an extensive knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications. • Have an up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs.

- Have a well-developed knowledge of their curriculum, subject areas and related pedagogy, including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Professional skills

The teacher will:

- Be flexible, creative and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of pupils.
- Integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences.
- Have teaching skills which lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners' nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

d) Upper Pay Range Application Form

This form is to be used when applying for the upper pay scale, as outlined in the school's Teachers' Pay Policy. Before completing this form, you should make yourself fully aware of the school's policy and procedures concerning pay and teachers' standards, and be certain you meet the relevant criteria for assessment.

A copy of the school's Teachers' Pay Policy can be obtained from the school office.

Declaration

Teacher's name:			
Teacher reference number:			
<p>I hereby certify that I understand that the decision on my progression will be based on my performance against the relevant teacher standards and whether my achievements and contribution to the school are substantial and sustained.</p> <p>I have provided a summary of the evidence from my teaching practice that I believe demonstrates I have met the required threshold standards.</p> <p>I have used evidence from past appraisals and reviews where possible to complete the relevant section of the application form.</p> <p>I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards.</p>			
Teacher's signature:		Date:	

When completing the form, you should consider carefully whether your statements satisfy the following:

- Relevant
- Concise
- Representative
- Supported by strong evidence
- Time-specific
- Demonstrating impact