

Model Pay Policy For Schools

SEPTEMBER 2019

*(Amended to reflect the changes
to the School Teachers' Pay and Conditions Document
effective from 1st September 2019)*

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INTRODUCTION TO THE MODEL POLICY

This model policy has been revised to reflect changes to the School Teachers' Pay and Conditions Document (STPCD) effective from 1st September 2019. Local authority maintained schools are required to follow the regulations contained within STPCD. Independent schools, including academies and free schools, have the option to depart from these regulations, while adhering to any arrangements made under TUPE.

It is essential for all schools, and for local authorities, to have a pay policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge to pay decisions. Governing bodies should monitor the operation of the policy and pay decisions resulting from it in order to ensure that it continues to meet these criteria in practice.

Schools and local authorities, when taking pay decisions, must have regard both to their pay policy and to the details of a teacher's particular post within the staffing structure. It is good practice to attach a copy of the staffing structure to the pay policy. The application of the school's pay policy, in particular any decisions on pay progression, should be informed by the arrangements for appraisal set out in the school's appraisal policy. Statutory regulations on appraisal were last revised for 1st September 2012. A model appraisal policy for schools, which reflects those regulations, is separately available from School HR / RoSIS. It is good practice to attach a copy of the school's appraisal policy to the pay policy.

This model pay policy has been the subject of discussion with the relevant trades unions and associations. It recommends a structure for schools to follow and covers all key areas of pay discretion that schools need to consider. Some items – such as the residential allowance – will clearly only apply to some establishments. All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability. Both pay and appraisal policies should make clear the school's compliance with current relevant legislation and employment law.

Headteachers, CEOs and governing boards should review their pay policy each year, or when other changes are made to regulation, to ensure that it reflects the latest legal position. They should consult staff and unions where there are any significant changes. In local authority maintained schools the pay policy must always remain compliant with the current School Teachers' Pay and Conditions Document and the accompanying statutory guidance. In the event of any inadvertent contradiction between school policy and the current STPCD and guidance, the latter will take precedence. Annual reviews of the pay policy should also take account of any changes to related legislation, particularly that covering teacher appraisal.

This model pay policy only covers staff whose statutory pay and conditions of service fall under the terms of the STPCD. It does not cover support staff, who have their own pay determination mechanism. However, relevant bodies are encouraged to

develop pay policies for support staff as appropriate.

Local Authorities in developing their own pay policies for unattached teachers may adapt this model as appropriate to fit their circumstances.

Guidance on the text

STPCD gives significant discretion to individual governing boards to determine the precise detail of their pay policy. However, in exercising this discretion, governing boards must ensure that the final text of their policy remains compliant with national regulation.

In this model policy the recommended text of the policy has been placed in the left hand column. Where recommended text is shown in *italics* this indicates that this is not a requirement of the revised STPCD (2019). Members of governing boards are advised, therefore, to consider these italicised passages in more detail, and may wish to seek further advice, before adopting or amending these.

Guidance notes intended to support schools in determining the final text of their policy have been placed in the right hand column. This column does **not** form part of the actual text of the policy and schools may, therefore, wish to remove it before publishing the final text of the policy.

[

] SCHOOL

POLICY ON SCHOOL TEACHERS' PAY FROM 1st SEPTEMBER 2019 TO 31st AUGUST 2020

1. PRINCIPLES

Recommended text	Notes and guidance
<p>1.1 Principles</p> <p><i>All teachers employed at [] school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time.</i></p> <p>Teachers and unions have been consulted on this policy. All pay related decisions will be taken in compliance with relevant legislation and employment law. All pay-related decisions are made taking full account of relevant school improvement plans.</p>	<p>Only local authority maintained schools are required to follow the regulations contained within the School Teachers' Pay and Conditions Document. Independent schools, including academies and free schools, have the option to depart from these regulations, while respecting any arrangements made under TUPE.</p>
<p>1.2 Pay reviews</p> <p>The Governing Board will ensure that every teacher's salary is reviewed with effect from 1st September each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Where applicable, the written statement will give information about the basis on which any pay determination was made as a result of the review.</p> <p>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.</p> <p>Where a pay determination leads 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 the determination.</p>	<p>A revised pay statement must also be given where there are any other changes in pay arrangements in the year.</p>

2. DETERMINATION OF PAY RANGES AND STARTING PAY POINTS ON APPOINTMENT

Recommended text	Notes and guidance
<p>2.1 Head teachers</p> <p>Decisions on setting or amending pay ranges for head teachers will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the school's head teacher group and head teacher pay range.</p> <p>The Governing Board will determine the pay range for a head teacher when they propose to make a new appointment or at any time if they consider this necessary to reflect a permanent and significant changes in the responsibilities of the post. Additional <u>temporary</u> responsibilities may be rewarded via an additional payment, not via an increase in the head teacher's pay range or an alteration to the pay point within the head teacher's existing pay range.</p> <p>School policy on the determination of the head teacher pay range on appointment, and on permanent changes to the pay range, is set out in section 2.2.1 and in Appendix 3 below. School policy on the use of temporary additional allowances is set out in sections 2.2.2 and 6.1 below.</p>	<p>Guidance should be sought from HR where a governing board wishes to determine the head teacher salary range on appointment.</p> <p>Guidance should also be sought from HR where a governing board is considering a change to the head teacher pay range on the basis of a permanent and significant change in the responsibilities of the post.</p>
<p>2.2 Head teachers accountable for more than one school</p> <p>Where the school joins, or has joined, one or more schools to form a permanent or temporary partnership under one single head teacher, governance arrangements will be established to oversee the pay and also the appraisal/performance management of the head teacher for the duration of the partnership.</p>	<p>Governance arrangements will differ between schools depending on the type of school and the nature of the partnership. Guidance should be sought from HR and from governor services on appropriate arrangements.</p>

2.2.1 Head teachers accountable for more than one school - permanent arrangement

Where the school enters into a permanent arrangement where a head teacher is appointed as head teacher of more than one school a new head teacher group will be determined by adding together the total pupil unit score of all of the schools.

The head teacher's pay range will be a seven point range within that head teacher group. The governing board will determine the appropriate head teacher's pay range, and the starting pay point within this range. A new head teacher will be placed at any of the three bottom points of the head teacher's pay range allowing for a minimum of four points for progression in subsequent years.

2.2.2 Head teachers accountable for more than one school - temporary arrangement

Where the school enters into a temporary arrangement where a head teacher is temporarily responsible for one or more additional schools, as well as their continuing role as head teacher of their own school, the additional responsibility will be rewarded via an additional payment, not via an increase in the head teacher's pay range or an alteration to the pay point within the head teacher's existing pay range.

The total sum of additional payments to the head teacher in any school year must not exceed 25% of the annual salary payable to the head teacher, and the total sum of salary and other payments made to the head teacher must not exceed 25% above the maximum of the head teacher group. It should be noted that the 25% is the upper limit, it is not the expectation that discretionary payments will automatically

Guidance should be sought from HR where a governing board is considering the use of additional payments.

<p>be set at 25%.</p> <p>In wholly exceptional circumstances, additional payments may exceed the limit set above, but only with the agreement of the governing board. The governing board must seek <u>external independent advice</u> and produce a business case, before seeking agreement.</p> <p><i>Temporary arrangements will be limited to a maximum of two years while a permanent solution is being sought. The Governing Board will clarify how (a) these arrangements will work in practice and (b) how the arrangements will be brought to an end.</i></p> <p>Where the arrangement for the head teacher is temporary, any adjustment to their pay and that of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease.</p>	<p>Appropriate external independent advice might be that provided by HR, and by a consultant head teacher employed by the Local Authority.</p> <p>The limitation of any temporary arrangements to a maximum of two years is guidance, not regulation within STPCD.</p>
<p>2.3 Deputy and assistant head teachers</p> <p>Decisions on setting or amending pay ranges for deputy and assistant head teachers will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the pay ranges for those staff.</p> <p>The Governing Board will determine the pay range for a deputy or assistant head teacher when they propose to make a new appointment, or at any time if they consider this necessary to reflect a <u>permanent</u> and significant changes in the responsibilities of the post (see section 2.4 for <u>temporary</u> changes)</p> <p>School policy on the determination of pay ranges for deputy or assistant head teachers is set out in Appendix 3 below.</p>	<p>Guidance should be sought from HR where Governing Bodies wish to determine the pay range of deputy and assistant head teachers on appointment.</p> <p>Guidance should also be sought from HR where a governing board is considering a change to the pay range of deputy or assistant head teachers on the basis of a permanent and significant change in the responsibilities of the post</p>

<p>2.4 Temporary additional responsibilities for deputy or assistant head teachers resulting from a change in the role of the head teacher</p> <p>Where the head teacher temporarily responsible for more than one school consideration will be given to the pay of deputy and assistant heads. An increase in pay will only be agreed where the post accrues additional extra responsibilities as a result of the head teacher's enlarged role. It should not be assumed that an increase to the deputy and assistant heads pay is a requirement in all cases.</p> <p>The Governing Board may:</p> <ul style="list-style-type: none"> • Temporarily alter the pay point within the existing pay range • Temporarily increase the pay range • Consider the use of additional payments (see Section 6.1) <p>Where the arrangement for the head teacher is temporary, any adjustment to their pay and that of other teachers is also temporary and safeguarding provisions will not apply when the arrangements cease.</p> <p>Where an alteration in the responsibilities of a deputy or assistant head teacher becomes permanent, section 2.3 above will apply.</p>	<p>Guidance should also be sought from HR where a governing board is considering a change to the pay range of deputy or assistant head teachers on the basis of a significant change in the responsibilities of the post</p>
<p>2.5 Leading practitioners</p> <p>Where a post of leading practitioner is created within the staffing structure, the Governing Board will determine the individual pay range for that post (within the overall national pay range for leading practitioners).</p>	<p>The determination of the individual pay range should be made taking into account any recommendations from the head teacher.</p>
<p>2.6 Teachers on the upper pay range</p> <p><i>Teachers who have previously been</i></p>	<p>STPCD specifies that employment on the</p>

<p><i>employed on the upper pay range will normally be appointed on a salary:</i></p> <ul style="list-style-type: none"> - <i>at least commensurate with their current salary level, and</i> - <i>taking into account entitlement to performance related pay progression on the upper pay range (for September appointments) based on evidence from the previous employing school.</i> <p>In making the determination of starting salary, the Governing Board may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context 	<p>upper pay range (UPR), including the reference point at which they are employed, only remains permanent only while a teacher is employed in the same school. Where taking up appointment in a different school, a teacher previously employed on the upper pay range may be appointed to either a different reference point on UPR, or a reference point on MPR.</p> <p>In respect of progression on the upper pay range on appointment to a different school, a governing board is not obliged to accept evidence from the previous employing school which might justify further progression on the upper pay range at the point of appointment (for September appointments).</p>
<p>2.7 Teachers on the main pay range</p> <p><i>Teachers will normally be appointed on a salary:</i></p> <ul style="list-style-type: none"> - <i>at least commensurate with their current salary level, and</i> - <i>taking into account entitlement to performance related pay progression on the main pay range (for September appointments) based on evidence from the previous employing school.</i> <p>In making the determination of starting</p>	<p>STPCD specifies that progression up the main pay range (MPR) remains permanent only while a teacher is employed in the same school. Where taking up appointment in a different school, a teacher may be appointed to a different reference point on MPR.</p> <p>In respect of progression on the main pay range, a governing board is not obliged to accept evidence from the previous employing school which might justify further progression on the main pay range at the point of appointment (for September appointments).</p>

<p>salary, the Governing Board may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context 	
<p>2.8 Newly Qualified Teachers (NQTs)</p> <p><i>NQTs will normally be appointed on the minimum of the main pay range. The Governing Board may decide to appoint at a higher salary.</i></p> <p>In making the determination of starting salary, the Governing Board may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context 	
<p>2.9 Part-time teachers</p> <p>Teachers appointed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Governing Board will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the STPCD.</p>	<p>Part-time teachers are entitled to PPA time pro-rata to full-time teachers.</p> <p>Governing bodies are responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work.</p>
<p>2.10 Short notice/supply teachers</p> <p>Teachers appointed on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.</p> <p>Teachers who work less than a full day will be hourly paid and will also have</p>	<p>Teachers should be paid for all the hours they are required to be on the school premises. Consideration should be made for non-contact time.</p>

<p>their salary calculated as an annual amount which will then be divided by 195 then divided again by 6.5 to arrive at the hourly rate.</p>	
<p>2.11 Unqualified teachers</p> <p>In making the determination of starting salary within the pay range for unqualified teachers, the Governing Board may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context 	<p>Governing Boards may wish to consider relevant qualifications/experience from areas such as:</p> <ul style="list-style-type: none"> - teaching in the further or higher education - industrial or commercial training - instructional roles within the Armed Forces - overseas teaching which does not confer a QTS qualification recognised in the UK
<p>2.12 Unqualified teachers on employment-based routes into teaching</p> <p>In making the determination of starting salary within the pay range for unqualified teachers, the Governing Board will pay an unqualified teacher registered on an employment based training route to QTS at least the minimum within the pay range for unqualified teachers.</p> <p>In making the determination of starting salary within the pay range for unqualified teachers on employment-based routes into teaching, the Governing Board may take into consideration a range of factors including:</p> <ul style="list-style-type: none"> • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context 	

3. DETERMINATION OF ANNUAL PAY PROGRESSION

Recommended text	Notes and guidance
<p>3.1 Pay recommendations</p> <p>In making pay decisions the Governing Board will make reference to the pay recommendation contained within the appraisal report. The date by which the appraisal cycle will be completed, and the resulting appraisal report made available, is determined by the school and specified in the school's appraisal policy.</p> <p>In the case of NQTs, whose appraisal arrangements are different, pay decisions will make reference to the statutory induction process and the pay recommendation contained within the final assessment report.</p> <p>For any teacher, it will be possible for a no progression determination to be made without recourse to the capability procedure. <i>A no progression determination will be made where concerns about a teacher's performance arise which may be managed without recourse to capability.</i></p>	<p>All teachers subject to the 2012 Appraisal Regulations must have an annual appraisal, but schools are free to determine the start and finish dates for the cycle. Our recommendation is that the appraisal cycle for teachers should be completed annually by 31st October and for head teachers no later than 31st December.</p> <p>NQTs who are undertaking statutory induction are not in appraisal, but covered by a separate process leading to a final assessment report which should contain a recommendation on pay.</p> <p>Full criteria for pay progression are set out in Appendix 1.</p> <p>Reference should also be made to the Local Authority Capability Process</p>
<p>3.2 Determining pay progression</p> <p>The process for making decisions on the pay of teachers at the school is set out below. The criteria for pay progression are detailed in full in Appendix 1.</p> <p>1. The Governing Board will make decisions about pay for all teachers including the head teacher.</p>	<p>Continued good performance over a number of years should give a classroom teacher a reasonable expectation of progressing to the top of their respective pay range.</p> <p>It is recommended that the Governing Board establish a committee to make determinations of pay in accordance with the pay policy. The function might either be performed by a dedicated pay committee or be part of a more wide ranging staffing committee. It is recommended that the committee has fully delegated powers and if so must be established in accordance with the appropriate school governance</p>

<p>2. <i>The Governing Board agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Governing Board recognises that funding cannot be used as a criterion to determine progression.</i></p> <p>3. In accordance with the appraisal policy, where a recommendation on pay is required, it must be made in writing as part of the teacher's appraisal report. The Governing Board must have regard to this recommendation in making their decision.</p> <p>4. The appraiser may be the head teacher or a member of staff to whom the head teacher has delegated the role of the appraiser. <i>Where the role of appraiser is delegated, it is delegated in its entirety including the recommendation on pay.</i></p> <p>5. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and (with the exception of the pay progression of the head teacher) taking into account advice from the senior leadership team or the head teacher.</p>	<p>regulations.</p> <p>This is not a specific requirement of STPCD.</p> <p>The school's appraisal policy should set out the principles and the mechanics of how the Governing Board will access the contents of individual appraisal reports, e.g. whether in full or in summary from the head teacher.</p> <p>The requirement to delegate this role in its entirety is no longer specified in the national appraisal regulations or guidance.</p> <p>It is recommended that the basis upon which a pay decision is made is recorded and communicated to each member of staff by the head teacher, in writing (see section 1.2 above), and that decisions on the pay of the head teacher are communicated by the Chair of the Governing Board, in writing.</p>
<p>3.3 Pay appeals</p> <p>The arrangements for considering appeals with respect to pay are as follows:</p> <p><i>A teacher may seek a review of any determination in relation to his pay or any other decision taken by the Governing Board (or a committee acting with delegated authority) that affects his or her pay.</i></p> <p><i>The following list, which is not</i></p>	

exhaustive, includes the usual reasons for seeking a review of a pay determination:

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

- a) incorrectly applied any provision of the school's pay policy;*
- b) failed to have proper regard for statutory regulation or guidance;*
- c) failed to take proper account of relevant evidence;*
- d) took account of irrelevant or inaccurate evidence;*
- e) was biased, or*
- f) otherwise unlawfully discriminated against the teacher.*

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the committee.

3. Where this is not possible or where the teacher continues to be dissatisfied, he/she may make a formal representation to the committee.

4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the committee who made the determination.

5. The timescale for steps 1 – 4 in this process will be a period of 10 working days from the original decision. Where there is a delay in meeting the individual to discuss the rationale for the decision, the timescale will be extended as appropriate.

In this situation it will be more practical for the head teacher, who has been involved in the process, to discuss the rationale for the decision with the individual.

<p>6. <i>The committee or person who made the determination should provide a hearing, normally within ten working days of receipt of the written appeal, to consider the representations and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.</i></p> <p>7. <i>Any appeal should be heard by a panel of three members of the governing board who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.</i></p>	<p>For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or union representative (this would include both the hearing and the appeal in paragraphs 6 and 7 opposite). Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.</p>
<p>3.4 Head teacher</p> <p>In making any determination on pay progression for the head teacher, the Governing Board must have regard to any recommendation on pay recorded in the head teacher's most recent appraisal report.</p> <p>In agreeing movement up the pay scale, the Governing Board will consider whether the head teacher has demonstrated sustained high quality of performance, having regard to the results of the most recent appraisal carried out.</p> <p><i>Pay progression will normally be by one point in the course of one school year, but movement by two points may be considered where performance is assessed as exceptional.</i></p> <p><i>In making a determination on pay progression the Governing Board will apply the criteria contained within</i></p>	<p>STPCD does not specify a limit on annual progression for members of the leadership group within their pay range. The Governing Board, however, retains discretion in determining a limit on annual progression to be included within the pay policy.</p>

<p>Appendix 1.</p>	
<p>3.5 Deputy and assistant head teachers</p> <p>In making any determination on pay progression for the deputy or assistant head teacher, the Governing Board must have regard to any recommendation on pay recorded in the deputy or assistant head teacher's most recent appraisal report.</p> <p>In agreeing movement up the pay scale, the Governing Board will consider whether the deputy or assistant head teacher has demonstrated sustained high quality of performance, having regard to the results of the most recent appraisal carried out.</p> <p><i>Pay progression will normally be by one point in the course of one school year, but movement by two points may be considered where performance is assessed as exceptional.</i></p> <p><i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i></p>	<p>STPCD does not specify a limit on annual progression for members of the leadership group within their pay range. The Governing Board, however, retains discretion in determining a limit on annual progression to be included within the pay policy.</p>
<p>3.6 Progression to the upper pay range for main range teachers</p> <p>Any qualified teacher may apply to be paid on the upper pay range. <i>Applications to be paid on the upper pay range from 1st September must be made in writing to the head teacher before the final date of the appraisal cycle as specified within the school's appraisal policy.</i></p>	<p>Applications to progress to the upper pay range are no longer restricted to teachers on the maximum of the main pay range (MPR 6). However, the Governing Board of the school may consider it reasonable to expect applicants to have progressed to (or substantially towards) the maximum of the main pay range in order to be able to securely evidence criterion (b). See Appendix 1.</p> <p>An application letter is technically only an application to be assessed for</p>

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

- a) that the teacher is highly competent in all elements of the Teachers' Standards
- b) that the teacher's achievements and contribution to the school are substantial and sustained

In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.

The terms 'highly competent', 'substantial' and 'sustained' will be understood using the further exemplification provided by DfE which is set out in Appendix 1.

In making any determination on progression to the upper pay range Governing Board must have regard to *the two most recent appraisal reports and any recommendation on pay recorded in the teacher's most recent appraisal report.* In making the any determination on progression the Governing Board will take into account any advice from the head teacher or the senior leadership team.

In exceptional circumstances, where there is inadequate evidence within the appraisal reports, the Governing Board may specify further evidence to be separately provided by the applicant in support of the application.

progression. It does not need to contain any supporting evidence as this should be generated by the school's appraisal process and contained within the appraisal reports.

STPCD specifies that, in considering an application, the Governing Board shall have regard to the assessments and recommendations in the teacher's appraisal reports but does not specify the number of reports to be considered.

The Governing Board may delegate to the head teacher the initial assessment of the application and supporting evidence, but as the relevant body the Governing Board should retain the final determination of the outcome of any application as with all pay progression decisions.

This is not specified within STPCD.

<p><i>Following a successful application to progress to the upper pay range a teacher will normally be placed on the minimum of that range. The Governing Board may decide to place the successful applicant at a different pay point within the range having taken into consideration the value of any relevant qualifications and experience, and/or evidence of previous performance</i></p>	
<p>3.7 Teachers on the upper pay range</p> <p>The Governing Board must consider annually whether or not to increase the salary of teachers not at the maximum of the upper pay range and, if so, by how much within the upper pay range.</p> <p>In making any determination on pay progression the Governing Board must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report.</p> <p><i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i></p>	
<p>3.8 Teachers on the main pay range</p> <p>The Governing Board must consider annually whether or not to increase the salary of teachers and, if so, by how much within the main pay range.</p> <p>In making any determination on pay progression the Governing Board must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report..</p> <p><i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i></p>	

<p>3.9 Newly qualified teachers (NQTs)</p> <p><i>Upon successful completion of the induction year, where the NQTs contractual arrangement is continuing, the Governing Board will increase the salary of the NQT. The salary will normally be increased of one reference point.</i></p> <p>The Governing Board must have regard to the pay recommendation contained within the NQT’s final assessment report in making their decision.</p> <p><i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i></p>	<p>Upon successful completion of the induction year, where the NQTs contractual arrangement is continuing, the Governing Board must consider whether or not to increase the salary of an NQT and, if so, by how much within the main pay range.</p>
<p>3.10 Unqualified teachers</p> <p>The Governing Board must consider annually whether or not to increase the salary of unqualified teachers and, if so, by how much within the pay range for unqualified teachers.</p> <p>In making any determination on pay progression the Governing Board must have regard to any recommendation on pay recorded in the teacher’s most recent appraisal report.</p>	

4. SAFEGUARDING

Recommended text	Notes and guidance
<p>4.1 Safeguarding</p> <p>Decisions on safeguarding of pay will be taken in accordance with the relevant paragraphs of the current STPCD which deal with safeguarding.</p>	<p>For the specific provisions dealing with the issues of the amounts of safeguarding and the formal timescales involved see Part 5 of STPCD.</p>

5. ALLOWANCES

Recommended text	Notes and guidance
<p>5.1 Teaching and Learning Responsibility Payments (TLRs)</p> <p>TLR responsibility payments will be awarded in accordance with the provisions of the STPCD.</p> <p>A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher for undertaking a sustained additional responsibility, in the context of the school's staffing structure, for the purpose of ensuring the continued delivery of high-quality teaching and learning for which the teacher is made accountable. Unqualified teachers may <u>not</u> be awarded a TLR.</p> <p>The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.</p>	<p>TLRs may only be awarded in the context of the school's staffing structure and pay policy.</p>
<p>5.1.1 Criteria for the award of TLR 1 and 2</p> <p>Before awarding a TLR 1 or 2, the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:</p> <ul style="list-style-type: none"> 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 	<p>All TLR roles should have an agreed job description which clearly defines the additional responsibilities. For each TLR, an assessment should be made of the level of responsibility in order to establish the value of that TLR within the parameters of the appropriate TLR range</p>

<p>e) involves leading, developing and enhancing the teaching practice of other staff</p> <p>Before awarding a TLR1 the Governing Board must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.</p> <p>A teacher cannot hold a TLR 1 and 2 concurrently, but a teacher in receipt of a TLR 1 or 2 may hold a concurrent TLR 3.</p>	
<p>5.1.2 Criteria for the award of TLR 3</p> <p>Where appropriate, the school will make use of the provision for fixed term TLRs (TLR 3). A TLR 3 may be awarded for time-limited school improvement projects or one-off externally driven responsibilities. A TLR 3 will be time-limited (with the duration of the fixed term determined at the outset), with payment made on a monthly basis for the duration of the fixed term.</p> <p>Before awarding a TLR 3, the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:</p> <ul style="list-style-type: none"> a) is focused on teaching and learning; b) requires the exercise of a teacher's professional skills and judgement; d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and <p>Safeguarding does not apply to the cessation of a TLR3.</p> <p>A teacher cannot hold a TLR 1 and 2 concurrently, but a teacher in receipt of a</p>	<p>Criteria (c) and (e) for the award of a TLR 1 or 2 do <u>not</u> apply to the award of a TLR 3.</p>

TLR 1 or 2 may hold a concurrent TLR 3.	
<p>5.2 Special educational needs allowances</p> <p>SEN allowances will be awarded in accordance with the provisions of the STPCD.</p> <p>The Governing Board must award a SEN allowance to a classroom teacher:</p> <p>(a) in any SEN post that requires a mandatory SEN qualification;</p> <p>(b) in a special school;</p> <p>(c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;</p> <p>(d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post:</p> <ul style="list-style-type: none"> (i) involves a substantial element of working directly with children with special educational needs; (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service. 	<p>Where a SEN allowance is to be paid, the Governing Board must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:</p> <p>(a) whether any mandatory qualifications are required for the post;</p> <p>(b) the qualifications or expertise of the teacher relevant to the post; and</p> <p>(c) the relative demands of the post</p>
<p>5.3 Additional allowance payable to unqualified teachers</p> <p>The Governing Board may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in</p>	

<p>the context of its staffing structure and pay policy, that the teacher has:</p> <p>a) taken on a sustained additional responsibility which:</p> <ul style="list-style-type: none"> i) is focused on teaching and learning; and ii) requires the exercise of a teacher’s professional skills and judgment; or <p>b) qualifications or experience which bring added value to the role being undertaken.</p>	
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6. ADDITIONAL PAYMENTS

Recommended text	Notes and guidance
<p>6.1 Additional payments</p> <p>The Governing Board may make such payments as they see fit to a teacher, including a head teacher (see note opposite), in respect of:</p> <ul style="list-style-type: none"> (a) continuing professional development undertaken outside the school day; (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school; (c) participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body; (d) additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools (also see Section 2.2 above) <p>The total sum of additional payments to the head teacher in any school year must not exceed 25% of the annual salary payable to the head teacher, and the total sum of salary and other payments</p>	<p>Additional payments may only be made to reward head teachers for <u>temporary</u> or time-limited activity. The permanent responsibilities of a head teacher must be taken into account when determining the head teacher’s salary range (see Appendix 3)</p> <p>See Section 2.2 for arrangements where a head teacher becomes temporarily responsible for more than one school</p>

<p>made to the head teacher must not exceed 25% above the maximum of the head teacher group. It should be noted that the 25% is the upper limit, it is not the expectation that discretionary payments will automatically be set at 25%.</p> <p>In wholly exceptional circumstances, additional payments may exceed the limit set above, but only with the agreement of the governing board. The governing board must seek external independent advice and produce a business case, before seeking agreement.</p>	<p>Appropriate external independent advice might be that provided by HR, and by a consultant head teacher employed by the Local Authority.</p>
<p>6.2 Recruitment and retention incentives and benefits</p> <p>The Governing Board may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers being necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.</p>	<p>Where the Governing Board is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, it must conduct a regular formal review of all such awards. The Governing Board should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.</p> <p>Head teachers may not be awarded recruitment and retention payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a head teacher must be taken into account when determining the head teacher's salary range (see Appendix 3)</p>
<p>6.3 Residential duties</p> <p>Any payment to teachers for residential duties must be determined by the Governing Board.</p>	

PAY POLICY APPENDICES

7. APPENDIX 1 - PAY PROGRESSION BASED ON PERFORMANCE

Recommended text	Notes and guidance
<p>7.1 Pay progression based on performance</p> <p><i>In this school all teachers are subject to annual appraisal. Appraisal is a supportive and developmental process that recognises teachers' strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in full in the school's appraisal policy.</i></p> <p><i>Teachers' appraisal reports will contain a pay recommendation. Final decisions about whether or not to accept the pay recommendation contained within the appraisal report will be made by the Governing Board, taking into account advice from the senior leadership team or the head teacher based upon their knowledge of the teacher's performance in the wider context of the school, and drawing upon any relevant additional information available to the leadership team beyond the content of the appraisal report.</i></p> <p><i>In this school the recommendation on pay contained within the appraisal report will indicate:</i></p> <p><i>a) in respect of the <u>objectives</u> set for the appraisal cycle:</i></p> <ul style="list-style-type: none"> <i>- the extent to which teachers have met the performance criteria specified within their objectives</i> <p><i>b) in respect of <u>overall performance</u>:</i></p> <ul style="list-style-type: none"> <i>- the extent to which teachers have fulfilled their job description and any leadership role</i> <i>- The extent to which teachers have met the relevant standards at a level appropriate to their career stage</i> 	

<p><i>The rate of progression for all teachers will be differentiated according to an individual teacher's performance. In this school differentiation will lead to the award of 'standard', 'enhanced/ faster', or 'no' progression. The criteria for each award are set out below.</i></p>	
<p>7.2 Additional criteria for progression to the upper pay range</p> <p><i>Where a teacher is applying for progression to the upper pay range, the recommendation on pay contained within the appraisal report should additionally indicate the extent to which the teacher meets the criteria for progression (a) and (b) below:</i></p> <p>a) <i>the teacher continues to be highly competent in all elements of the Teachers' Standards</i></p> <p>b) <i>the teacher's achievements and contribution to the school continue to be substantial and sustained</i></p> <p><i>For the purposes of this policy:</i> 'Highly competent' means: <i>Performance which is not only good but also good enough to provide coaching and mentoring to other teachers, to give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.</i></p> <p>'Substantial' means: <i>Of real importance, validity or value to the school; playing a critical role in the life of the school; providing a role model for teaching and learning; making a distinctive contribution to the raising of pupil standards; taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning.</i></p>	<p>There is currently no additional statutory exemplification of the criteria for progression to the Upper Pay Range. Schools may determine additional exemplification but this should remain consistent with the criteria as defined in STPCD..</p> <p>The exemplification here is taken from the document 'Implementing your school's approach to pay: Departmental advice for maintained schools and local authorities' (DfE, revised September 2016).</p>

<p>‘Sustained’ means: <i>Maintained continuously over a long period</i></p> <p><i>In making any determination on progression to the upper pay range Governing Board must have regard to the two most recent appraisal reports and any recommendation on pay recorded in the teacher’s most recent appraisal report (see Section 3.6 above)</i></p> <p><i>The Governing Board of this school will normally expect applicants to have progressed to (or substantially towards) the maximum of the main pay range in order to be able to securely evidence criteria (a) and (b) for progression to the upper pay range.</i></p>	<p>STPCD specifies that, in considering an application for progression to the upper pay range, the relevant body shall have regard to the assessments and recommendations in the teacher's appraisal reports but does not specify the number of reports to be considered.</p>
<p>7.3 Progression criteria for NQTs on successful completion of Induction</p> <p><u>Standard progression</u></p> <p><i>On successful completion of induction NQTs may be eligible for a pay increase of one reference point (within the pay range specified) if:</i></p> <ul style="list-style-type: none"> - <i>they are assessed as fully meeting the relevant standards at a level appropriate to their career stage</i> <p><u>Enhanced progression</u></p> <p><i>On successful completion of induction NQTs may be eligible for a pay increase of two reference points (within the pay range specified) if:</i></p> <ul style="list-style-type: none"> - <i>they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage</i> 	

7.4 Progression criteria for teachers on the main pay range and lead practitioner range

Standard progression

Teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as having fully met the performance criteria specified in their objectives, or as having made good progress against (but not fully achieved) very challenging objectives

and

- they are assessed as fully meeting the relevant standards at a level appropriate to their career stage

Enhanced progression

Teachers may be eligible for a pay increase of **two reference points** (within the pay range specified) if:

- they are assessed as having significantly exceeded the performance criteria specified within their objectives

and

- they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage

No progression

A **no progression** determination may be made if teachers:

- are assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives

and/or

<ul style="list-style-type: none"> - they are assessed as <u>not</u> meeting the relevant standards at a level appropriate to their career stage <p>A no progression determination may be made where concerns about a teacher's performance arise which may be managed without recourse to the capability procedure.</p>	
<p>7.5 Progression criteria for teachers on the upper pay range</p> <p><u>Standard progression</u></p> <p>After each period of two years on UPR, teachers may be eligible for a pay increase of one reference point (within the pay range specified) if:</p> <ul style="list-style-type: none"> - they are assessed as having fully met the performance criteria specified in their objectives, or as having made good progress against (but not fully achieved) very challenging objectives for two consecutive years <p>and</p> <ul style="list-style-type: none"> - they are assessed as fully meeting the relevant standards at a level appropriate to their career stage for two consecutive years <p>and</p> <ul style="list-style-type: none"> - they are assessed as having additionally continued to meet criteria (a) and (b) for two consecutive years <p><u>Faster progression</u></p> <p>After a period of one year on UPR teachers may be eligible for a pay increase of one reference point (within the pay range specified) if:</p> <ul style="list-style-type: none"> - they are assessed as having significantly exceeded the performance criteria specified within their objectives for one year <p>and</p>	

<ul style="list-style-type: none"> - they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage for one year <p>and</p> <ul style="list-style-type: none"> - they are assessed as having additionally continued to meet criteria (a) and (b) for one year <p><u>No progression</u></p> <p>A no progression determination may be made if teachers on UPR:</p> <ul style="list-style-type: none"> - are assessed as <u>not</u> having fully met the performance criteria specified in their objectives, or as <u>not</u> having made good progress against very challenging objectives <p>and/or</p> <ul style="list-style-type: none"> - they are assessed as <u>not</u> meeting the relevant standards at a level appropriate to their career stage <p>and/or</p> <ul style="list-style-type: none"> - they are assessed as not having additionally continued to meet criteria (a) and (b) for two consecutive years <p>A no progression determination will be made where concerns about a teacher's performance arise at the level expected of a teacher on UPR which may be managed without recourse to the capability procedure.</p>	
<p>7.6 Progression criteria for leadership group (head teachers, deputy and assistant head teachers)</p> <p><u>Standard progression</u></p> <p>Members of leadership group may be eligible for a pay increase of one point (within the pay range specified) if:</p> <ul style="list-style-type: none"> - He/she is assessed as having fully met the performance criteria specified in his/her objectives, or 	

<p><i>as having made good progress against (but not fully achieved) very challenging objectives</i></p> <p><i>and</i></p> <ul style="list-style-type: none"> - <i>He/she is assessed as fully meeting the relevant standards at a level appropriate to their career stage</i> <p><u><i>Enhanced progression</i></u></p> <p><i>Members of leadership group may be eligible for a pay increase of two points (within the pay range specified) if:</i></p> <ul style="list-style-type: none"> - <i>He/she is assessed as having significantly exceeded the performance criteria specified within their objectives</i> <p><i>and</i></p> <ul style="list-style-type: none"> - <i>He/she is assessed as significantly exceeding the relevant standards at a level appropriate to their career stage</i> <p><u><i>No progression</i></u></p> <p><i>A no progression determination may be made if the member of leadership group:</i></p> <ul style="list-style-type: none"> - <i>Is assessed as <u>not</u> having fully met the performance criteria specified in their objectives, or as <u>not</u> having made good progress against very challenging objectives</i> <p><i>and/or</i></p> <ul style="list-style-type: none"> - <i>is assessed as <u>not</u> meeting the relevant standards at a level appropriate to their career stage</i> <p><i>A no progression determination may be made where concerns about a member of leadership group's performance arise which may be managed without recourse to the capability procedure.</i></p>	
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8. APPENDIX 2 - DETERMINATION OF LEADERSHIP PAY RANGE ON APPOINTMENT

8.1 DETERMINING THE HEAD TEACHER PAY RANGE FOR NEW HEAD TEACHER APPOINTMENTS

The process for determining the head teacher pay range for new head teacher appointments is set out below. This process is based on guidance provided by the School Teacher Review Board

Where the Governing Board is considering a permanent change to the pay range of the head teacher it will follow the steps set out in Stage 1 (excluding (e) and (f)).

Recommended text	Notes and guidance
<p>a) Set head teacher group Determine which head teacher pay group is appropriate for the school using the total unit score (for all schools if permanent responsibility for more than one school)</p>	<p>STPCD continues to specify eight head teacher groups calculated by reference to total unit scores. Each of the eight groups has a defined pay range.</p> <p>Schools should take advice from HR in determining the appropriate head teacher group.</p>
<p>b) Context Make an assessment of the school's context and the complexity of the head teacher role.</p>	
<p>c) Set indicative head teacher pay range Define a narrower head teacher pay range (within the broader head teacher group) that is appropriate for the head teacher's role in the school.</p> <p><i>The Governing Board will use reference points in setting the maximum and minimum of the head teacher pay range and progression points within the pay range.</i></p> <p><i>The Governing Board will set a head teacher pay range consisting of seven</i></p>	<p>STPCD specifies that the maximum of the head teacher pay range should not <u>normally</u> exceed the maximum of the head teacher pay group applicable to the school (see 1 above).</p> <p>In wholly <u>exceptional</u> circumstances, the head teacher's pay range may exceed the maximum of the head teacher group by no more than 25%, but only with the agreement of the governing board. The governing board must seek <u>external independent advice</u> and produce a business case, before seeking agreement.</p> <p>STPCD does not require the use of reference points from the leadership range to set either the maximum or minimum of the head teacher pay range or progression points within the head teacher pay range.</p> <p>STPCD does not require that the head</p>

<p><i>consecutive points.</i></p> <p>The Governing Board will ensure that the <u>minimum</u> of the head teacher's pay range is:</p> <ul style="list-style-type: none"> - At least the next point higher on the leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school - At least the next point higher on the leadership range than the salary of the highest paid classroom teacher in the school 	<p>teacher pay range consists of seven consecutive points.</p> <p>STPCD specifies that the pay range for a deputy or assistant head teacher should only overlap the head teacher's pay range in exceptional circumstances.</p>
<p>d) Review Benchmarks</p> <p>Refer to available benchmark data to ensure that the assessment of context is accurate.</p>	<p>No national information is currently available to support school in benchmarking the head teacher salary range.</p> <p>Information on the head teacher ranges currently being used in Rotherham schools will be available from HR. <u>However, this will be general in nature and will not give information about specific schools.</u></p>
<p>e) Advertise</p> <p>Publish an advert for the head teacher position which details responsibilities, accountabilities and expected outcomes along with the person specification.</p>	
<p>f) Select</p> <p>Undertake the selection process.</p>	
<p>g) Assess</p> <p>Assess the candidate against the skills and competencies required.</p>	
<p>h) Decide starting salary</p> <p>Set head teacher pay range and starting salary for the head teacher taking into account decisions made above, but also considering candidate specific factors. Allow scope for performance related progression over time.</p> <p><i>The Governing Board will ensure that, in deciding the starting salary within the head teacher pay range determined, there are a minimum of four points available for subsequent performance related pay progression linked to the annual appraisal process.</i></p>	<p>STPCD specifies that, in the case the case of a new appointment, the Governing Board may wish to consider adjusting the head teacher pay range (decided at Stage 2 above) to take account of how closely their preferred candidate meets the requirements of the post.</p> <p>STPCD specifies that in determining the starting salary in relation to the head teacher pay range, the Governing Board must seek to ensure that there is appropriate scope within the range to allow for performance related progress over time</p>

8.2 DETERMINING THE PAY RANGE FOR NEW DEPUTY OR ASSISTANT HEAD TEACHER APPOINTMENTS

The process for determining the head teacher pay range for new head teacher appointments is set out below. This process is based on guidance provided by the School Teacher Review Board

Where the Governing Board is considering a temporary or permanent change to the pay range of the deputy or assistant head teacher it will follow the steps set out in Stage 1 (excluding (d) and (e))

Recommended text	Notes and guidance
<p>STAGE 1: DEFINE THE JOB Set out the responsibilities, accountabilities and expected outcomes for the job as well as the skills and competence required</p>	
<p>a) Consider the specific role</p> <ul style="list-style-type: none"> • Make an assessment of whether the role and its responsibilities and accountabilities are significant, distinct from other leadership posts and have whole school responsibilities. • Consider how the role fits within the wider leadership structure of the school. 	
<p>b) Consider fit with pay ranges for other posts After considering the significance of the role and the responsibilities and accountabilities, assess where pay should sit relative to other posts.</p>	
<p>c) Set indicative pay range Define a pay range that is appropriate for the DHT / AHT role in your school.</p> <p><i>The Governing Board will use reference points in setting the maximum and minimum of the pay range and progression points within the pay range for DHT / AHT appointments.</i></p> <p><i>The Governing Board will set a pay range consisting of five consecutive points for DHT / AHT appointments.</i></p> <p>The Governing Board will ensure that the</p>	<p>STPCD does not require the use of reference points from the leadership range to set either the maximum or minimum of the pay range for DHT / AHT appointments or progression points within the pay range.</p> <p>STPCD does not require the pay range for DHT / AHT appointments to consist of five consecutive points.</p> <p>STPCD specifies that the pay range for a deputy or assistant head teacher should only overlap the head</p>

<p><u>minimum</u> of the head teacher's pay range is at least the next point higher on the leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school.</p> <p><i>The Governing Board will ensure that the <u>minimum</u> of the deputy head teacher's pay range is not less than the next leadership point above the salary of the highest paid classroom teacher (excluding Leading Practitioners) and the minimum of the assistant head teacher's pay range of the highest paid assistant head teacher.</i></p> <p><i>The Governing Board will ensure that the <u>minimum</u> of the assistant head teacher's pay range is not less than the next leadership reference point above the salary of the highest paid classroom teacher (excluding Leading Practitioners).</i></p>	<p>teacher's pay range in exceptional circumstances.</p> <p>STPCD no longer specifies a minimum differential between the minimum of the deputy head teacher's pay range and the salary of the highest paid assistant head teacher or the highest paid classroom teacher.</p> <p>STPCD does not require a minimum differential between the minimum of the assistant head teacher's pay range and the salary of the highest paid classroom teacher.</p>
<p>d) Advertise Publish and advert for the post (if appropriate) which details responsibilities and accountabilities along with the person specification.</p>	
<p>e) Select Undertake the selection process.</p>	
<p>f) Assess Assess the candidate against the skills and competencies required.</p>	
<p>g) Decide starting salary Set pay range and starting salary for the DHT / AHT taking into account decisions made above but also considering candidate specific factors. Allow scope for performance related progression over time.</p> <p><i>The Governing Board will ensure that, in deciding the starting salary, there are a minimum of two points available for subsequent performance related pay progression linked to the annual appraisal process.</i></p>	<p>STPCD specifies that, in the case of a new appointment, the Governing Board may wish to consider adjusting the pay range for DHT / AHT appointments (decided at Stage 2 above) to take account of how closely their preferred candidate meets the requirements of the post.</p> <p>STPCD specifies that in deciding the starting salary in relation to the pay range for DHT / AHT appointments, the Governing Board must seek to ensure that there is appropriate scope within the range to allow for performance related progress over time.</p>

9. APPENDIX 3 - PAY RANGES INCLUDING REFERENCE POINTS FROM 1ST SEPTEMBER 2019 TO 31ST AUGUST 2020

9.1 Unqualified teachers - pay range including reference points from 1st September 2019

Scale Point	Annual Salary England and Wales (excluding the London Area)
1	£17,682
2	£19,739
3	£21,794
4	£23,851
5	£25,909
6	£27,965

9.2 Qualified teachers - main pay range including reference points from 1st September 2019

Scale Point	Annual Salary England and Wales (excluding the London Area)
1	£24,373
2	£26,298
3	£28,413
4	£30,599
5	£33,010
6	£35,971

9.3 Upper pay range from 1st September 2019

Scale Point	Annual Salary England and Wales (excluding the London Area)
U1	£37,654
U2	£39,050
U3	£40,490

9.4 SEN and TLR Allowances

Values must fall within the following ranges:

Type	Minimum	Maximum
SEN	£2,209	£4,359
TLR 1	£8,069	£13,654
TLR 2	£2,796	£6,829
TLR 3	£555	£2,757

9.5 Pay range for leading practitioners from 1st September 2019

Scale Point	Annual Salary England and Wales (excluding the London Area)
Minimum	£41,267
Maximum	£62,735

9.6 Head teachers' groups from 1st September 2019

Group	Range of reference Points	Salary range
1	L6 - L18	£46,457- £61,808
2	L8 - L21	£48,808- £66,517
3	L11 - L24	£52,643- £71,590
4	L14 - L27	£56,579- £77,048
5	L18 – L31	£62,426- £84,976
6	L21 – L35	£67,183- £93,732
7	L24 – L39	£72,306- £103,334
8	L28 – L43	£79,748- £114,060

9.7 Leadership pay range from 1st September 2019

***N.B.** Points 18*, 21*, 24*, 27*, 31*, 35* and 39* are the salary figures for head teachers at, or moving to, the top of their head teacher range where this coincides with the top of the head teacher group only. These figures remain lowered as an outcome of STPCD (2015).

Reference Point	Annual Salary England and Wales (excluding the London Area)		
		Top of HT group *see note above	
L1	£41,065		
L2	£42,093		
L3	£43,144		
L4	£44,218		
L5	£45,319		
L6	£46,457		
L7	£47,707		
L8	£48,808		
L9	£50,026		
L10	£51,311		
L11	£52,643		
L12	£53,856		
L13	£55,202		
L14	£56,579		
L15	£57,986		
L16	£59,528		
L17	£60,895		
L18	£62,426	L18*	£61,808
L19	£63,975		
L20	£65,561		
L21	£67,183	L21*	£66,517
L22	£68,851		
L23	£70,556		
L24	£72,306	L24*	£71,589
L25	£74,103		
L26	£75,936		
L27	£77,818	L27*	£77,048
L28	£79,748		
L29	£81,723		
L30	£83,757		
L31	£85,826	L31*	£84,976
L32	£87,960		
L33	£90,145		
L34	£92,373		
L35	£94,669	L35*	£93,732
L36	£97,013		
L37	£99,424		
L38	£101,885		
L39	£104,368	L39*	£103,334
L40	£106,972		
L41	£109,644		