



**A Model Pay Policy
for Teaching Staff in Schools
and
Centrally Based / Unattached Teachers**

**Produced by
Tameside Council Human Resources**

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1. LEGAL CONTEXT

This Pay Policy describes how the Governing Body will apply the statutory provisions of the School Teachers' Pay and Conditions document (referred to as STPCD) to teachers working in the school. This can be accessed on-line at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1022624/School_teachers_pay_and_conditions_document_2021_and_guidance_on_school_teachers_pay_and_conditions.pdf

This Pay Policy should be read in conjunction with the STPCD and its statutory guidance. This policy cannot override the requirements of any of the National Pay and Conditions documents.

Governing Bodies are required to:

- develop, adopt and implement a policy;
- keep the policy under regular review;
- and make it available to all staff.

This model policy has been developed by the Council and is recommended to Governing Bodies for adoption.

Centrally Based and Unattached Teachers

This model pay policy will also govern centrally based or unattached teaching staff employed by Tameside Council. The following terms should be replaced throughout the policy:

Where it states:

*Governing Body
Pay Committee
Headteacher
Deputy Headteacher / Assistant Headteacher
School*

Read as:

*Executive Director
Assistant Director
Head of Service / Principal
Leadership posts
Service*

2. AIMS

The aims of this Policy are to:

- ensure that pay and staffing arrangements enable the current and future delivery of the curriculum and school improvement plans;
 - recruit, retain and motivate highly effective and high quality teachers and leaders; recognise the valuable contribution which teachers make to the school;
 - provide a framework that sets out how all pay decisions are made in accordance with the Equal Pay Statement set out in appendix 1;
 - recognise the financial constraints of the current staffing budget (based on a "whole school approach") for the school when reviewing and assessing the current staffing budget; and
- support the application of the school's adopted appraisal policy for teachers.

3. GENERAL PRINCIPLES AND APPLICATION

3.1 Roles and Responsibilities

The full Governing Body will determine the Pay Policy and pay ranges.

Implementation of the Pay Policy will be the responsibility of the Pay Committee (a Committee of the Governing Body). The constitution and terms of reference for this Committee are outlined in appendix 2.

The Pay Committee will not make judgements about the effectiveness of individual staff. Their role is to satisfy themselves that any recommendation has been made based on evidence and in accordance with the Appraisal and Pay Policies, and that the correct procedures have been followed.

The Pay Committee will monitor the effectiveness of the appraisal process and ensure that the allocation of pay is consistent with the standard of teaching of each individual, and with the outcomes for pupils.

In seeking to apply these aims, the Governors will consider advice issued by the Local Authority, the Department for Education, Local Government organisations and the Teachers Associations and Trade Unions.

The Pay Committee will be responsible for the decisions in respect of the Headteacher.

When determining pay progression, the Governing Body will take account of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine pay progression.

3.2 Timing

The Pay Committee will meet at least annually during the autumn term, and no later than 31 October (or 31 December for Headteachers). The Pay Committee will carry out an annual review of every teacher's salary for implementation from 1 September, or on appointment. Salary reviews can be undertaken at any other time of the year if required. For example, to reflect any changes in circumstances or job description that leads to a change in the basis for calculating an individual's pay, or to correct errors.

3.3 Records

The pay records of individual teachers will be confidential.

A written statement will be given to each employee setting out their salary and any other financial benefits to which they are entitled.

The Pay Committee will decide the pay of all teachers and consider appraisal review information in relation to pay decisions. The Headteacher will be responsible for providing evidence to the Pay Committee to enable members of the Committee to apply this policy, including decisions of the Pay Committee in respect of the Deputy Headteacher(s), Assistant Headteacher(s), Lead Practitioners, main and upper pay range Classroom Teachers and Unqualified Teachers, and for presenting reports and making recommendations as appropriate to the Pay Committee.

3.4 Confidential Minutes

The Pay Committee will maintain confidential minutes of all its meetings, recording its decisions and the reasons for them and report all its decisions to the full Governing Body.

Differences between jobs as described in job descriptions will be recognised by ensuring there are appropriate pay differentials.

All teachers will receive information about vacant posts, including temporary and acting posts and those with Teaching and Learning Responsibility payments. These will be advertised in line with the school's recruitment and selection policy having regard to advice and guidance from the Local Authority. The school's staffing structure shall be recorded in writing and be available to all staff.

The annual pay review will be carried out with regard to the staffing structure in school approved by the Governing Body.

The Pay Committee will ensure that all teachers are protected against unforeseen changes to their pay and conditions in accordance with safeguarding afforded within the School Teachers' Pay and Conditions document.

Job descriptions will be provided for all teaching staff on appointment to post. Any changes will be negotiated as necessary.

Complaints relating to pay should be dealt with in line with appendix 3 and in accordance with appendix 2 of this document.

3.5 Part-time Teachers

Teachers contracted to work part-time will be paid pro rata to the salary they would receive if full time, with the exception of TLR3 payments (see section 11.4).

Where a teacher works part time at more than one school, pay decisions at one school do not commit another school at which the teacher works to award increases in pay.

3.6 Short notice teachers engaged by the School

Teachers who work 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 pay calculated based on their appropriate annual salary, divided by 195 (194 days for the school year beginning in 2021) and multiplied by the number of days worked. Where a half day is worked, the calculation will be the appropriate annual salary, divided by 195 (194 for the school year beginning in 2021), divided by 2.

Teachers who work less than a full day will be paid an hourly rate. The hourly rate will be calculated taking the annual salary and then dividing by 1265 (1258.5 hours for the school year beginning in 2021). It is expected that engagement of short notice teachers would normally be on a full or half day basis and the use of hourly rates would only be in exceptional circumstances.

A short notice teacher who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more in respect of that period than s/he would have received had s/he been in regular employment throughout that period.

4. PAY ON APPOINTMENT

The Governing Body will determine the staffing structure and therefore pay ranges for a vacancy prior to advertising the post (see appendices 6 and 7).

The salary of newly appointed staff will be set within the range for the post as set out in the staffing structure and in accordance with the pay policy. In determining the starting salary for individual staff within the range, the Pay Committee may take into account a range of factors including:

- the skills, experience and relevant qualifications of the individual (including experience as described in appendix 5);
- market conditions;
- the school context and wider strategy, such as school improvement plans, financial situation, pupil and curriculum need;
- The employees' current salary level.

Newly qualified teachers in their first year will normally be paid on the minimum of the main pay range.

The school will endeavour to retain existing pay levels of teachers at appointment where they already fall within the pay range as advertised for the job, however there should be no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

5. PAY PROGRESSION BASED ON PERFORMANCE

Annual pay progression within the range is not automatic. Decisions regarding pay progression must be considered annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination, and if so, to what salary within the relevant pay ranges. Decisions must be made with reference to the individual employee's written appraisal report and the pay recommendation it contains. The Headteacher will be responsible for presenting appraisal review information for all teaching staff and for making recommendations to the Pay Committee, other than for themselves. In cases where there is an Executive Headteacher in post, the Executive Headteacher and/or the Headteacher could undertake this.

Decisions regarding pay progression will be based on an assessment of the typical performance of the teacher over time within the appraisal cycle. This will require decisions to be evidenced from a range of sources, including (but not exclusively) classroom observation, learning walks, work scrutiny and pupil progress information.

Teachers will be eligible for annual performance pay progression where throughout the assessment period they have demonstrated the required criteria, as outlined in each relevant section within this document (sections 6-10).

5.1 Discretion

Consideration of pay progression may be given where factors beyond the teachers' control have impacted on their ability to meet objectives. Discretion may be applied where not all performance management objectives have been met but significant progress can be evidenced.

5.2 Incomplete assessment period

Where a teacher has been absent for all or some of the assessment period, for example due to maternity leave or long term sickness absence, an assessment will be made based on performance during any periods of attendance within the current cycle, if sufficient evidence is available, or prior performance in the preceding assessment cycle otherwise. Governors and Headteachers are required to take account of protections afforded by Equality Legislation, and to seek advice from Human Resources in the event of queries.

For teachers who have not been at the school for all of the assessment period, applications should include appraisal review statements from their previous employment. The employee will be responsible for providing this evidence and the Headteacher must be satisfied that they are accurate.

5.3 Early Career Teachers (ECTs)

Early career teachers are subject to specific induction and performance processes in line with the statutory scheme. Any pay recommendation must be determined in accordance with the statutory induction process ensuring, 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.

5.4 Headteachers

In the case of Headteachers, assessment and consideration of performance related pay progression is the responsibility of the Appraisal Review Committee. The Appraisal Review Committee may be the Pay Committee for this purpose. The Chair of this Committee will present appraisal review information to members of the Pay Committee.

5.5 No progression

The Pay Committee may determine that no pay progression should be made. This decision will be made taking account of the assessment of performance. Any decision to not progress pay does not automatically invoke the capability procedure.

Where a decision is made to not progress pay, the teacher will be supported through the appraisal process to improve their performance in the first instance.

5.6 Accelerated Pay Progression

Where the pay range allows for it, it is possible for consistently outstanding teachers to progress more than one point within their pay range, should they be able to meet all the required criteria for pay progression, and have demonstrated exceptional performance throughout the assessment period, and have had their teaching assessed as consistently highly effective during the assessment period.

Such pay decisions need to be justified, equitable and consistent, giving due regard to the relevant equality legislation.

5.7 Appeals

Employees may make a formal appeal against a decision on pay. The appeals process is set out in appendix 3 and 4.

6. UNQUALIFIED TEACHERS

Unqualified teachers will be paid on the pay range for unqualified teachers. This is a 6-point salary range in accordance with the current STPCD and the agreed teaching staff structure for this school (appendix 7).

When determining on which point to place the unqualified teacher on appointment, the Pay Committee may take account of the relevant qualifications and experience as detailed, and in line with appendix 5.

6.1 Pay Progression Assessment

Annual pay progression within the range is not automatic. Unqualified teachers will be eligible for annual performance pay progression where throughout the assessment period they have consistently demonstrated the required criteria:

- Met all of the relevant teaching standards;
- Had their teaching assessed as at least effective overall during the assessment period;
- Met their most recent appraisal objectives;
- Met the requirements of their job description;
- Demonstrated a personal responsibility for identifying and meeting their CPD needs.

7. QUALIFIED TEACHERS – MAIN PAY RANGE

Qualified teachers, who have not applied to be paid on the upper pay range, will be paid on the main pay range for qualified teachers. This is a 6-point salary range in accordance with the agreed teaching staff structure (appendix 7).

7.1 Pay Progression Assessment

Annual pay progression within the range is not automatic. Qualified teachers will be eligible for annual performance pay progression where throughout the assessment period they have consistently demonstrated the required criteria below:

- Met all of the relevant teaching standards;
- Had their teaching assessed as at least effective overall during the assessment period;
- Met their most recent appraisal objectives;
- Met the requirements of their job description;
- Demonstrated a personal responsibility for identifying and meeting their CPD needs.

8. QUALIFIED TEACHERS – UPPER PAY RANGE

8.1 Movement to the Upper Pay Range

Qualified teachers may apply to be paid on the upper pay range at least once a year. Any qualified teacher being paid on the main pay range (not necessarily at the maximum of the range), subject to paragraph 5.6, may apply to be paid on the upper pay range (one application per academic year). The upper pay range is a 3-point salary range in accordance with the agreed teaching staff structure (appendix 7).

Teachers who wish to be assessed for progression to the Upper Pay Range must submit their request between 1 September and 31 October on the school's application form. Applications will be considered by 31 December, and a successful assessment will be implemented with pay backdated to 1 September.

Movement to the upper pay range is not automatic. Applications to move to the upper pay range will usually be based on two successful consecutive appraisal reviews, recommended to be over a two-year time period. The application should contain supporting evidence gathered from a variety of sources, as set out in the appraisal policy.

The Headteacher will assess applications and their recommendation will be considered by the Pay Committee. For an application to be successful the Pay Committee must be satisfied that the teacher:

- Is highly competent in all elements of the relevant teaching standards; and
- Has demonstrated achievements and contribution to school improvement, which are substantial and sustained.

For clarification, this would mean that over a sustained period the teacher has consistently:

- Demonstrated that they are highly competent in all of the teaching standards;
- Had their teaching assessed as at least effective overall during the assessment period, with elements of highly effective;
- Has met their most recent appraisal objectives;
- Met the requirements of their job description;
- Taken responsibility for identifying and meeting their own CPD needs and used their learning to improve their own practice.

Definitions:

Highly competent means performance good enough to provide coaching and mentoring to other teachers, which would enable them to improve their teaching practice

Substantial means make a distinctive contribution to the raising of pupil standards

Sustained means maintained continuously over 2 years

In the event of an unsuccessful application to progress to the upper pay range, the Headteacher will provide feedback including advice and support.

Only one application to upper pay range may be made per school, per academic year; notwithstanding the right to appeal an unsuccessful application. The appeals procedure is set out at appendix 3 and 4.

8.2 Progression within the Upper Pay Range

Annual pay progression within the range is not automatic. Teachers will be eligible for annual performance pay progression within the upper pay range where, throughout the assessment period, they have consistently demonstrated the required criteria below:

- Is highly competent in all of the relevant teaching standards;
- Had their teaching assessed as at least effective overall during the assessment period, with elements of highly effective;
- Has met their most recent appraisal objectives;
- Met the requirements of their job description;
- Has consistently taken responsibility for identifying and meeting their own CPD needs and used their learning to improve their own practice;
- Has demonstrated achievements and contribution to school improvement, which are substantial and sustained.

9. LEADING PRACTITIONERS

Where the Governing Body has determined that a lead practitioner post is to be included in the school staffing structure for the purpose of modelling and leading improvement of teaching skills, they will be paid on a 5-point salary range in accordance with the current STPCD and the agreed teaching staff structure for this school (appendix 6).

9.1 Pay Progression Assessment

Annual pay progression within the range is not automatic. Leading Practitioners will be eligible for annual performance pay progression where throughout the assessment period they have consistently demonstrated the required criteria below. In this school, the leading practitioner is required to:

- Be highly competent in all of the relevant teaching standards;
- Have had their teaching assessed as highly effective overall within the assessment period; Have met their most recent appraisal objectives;
- Met the requirements of their job description;
- Have consistently taken responsibility for identifying and meeting their own CPD needs and used their learning to improve their own teaching practice;
- Have coached and mentored colleagues to enable them to improve their teaching practice within the school;
- Have contributed to policy and practice which has improved teaching and learning across the school;
- Have demonstrated achievements and contribution to school improvement across the wider school.

Highly competent means performance good enough to provide coaching and mentoring to other teachers, which would enable them to improve their teaching practice.

10. LEADERSHIP GROUP

The Pay Committee will make recommendations to the Governing Body regarding:

The review and setting of the Leadership Pay Ranges upon recruitment;

The review and setting of Leadership Pay Ranges where the role of the Headteacher has substantially changed;

The setting of a temporary Headteacher Pay Range to accommodate a seconded or fixed term Headteacher;

The senior management structure appropriate for the school; and

The pay for the senior management team i.e. Headteacher, Deputy Headteacher(s) and

Assistant Headteacher(s), taking account of the responsibilities of the post, the background of the pupils, whether a post is difficult to fill and the performance of the post holder.

10.1 Determination of Leadership Pay Range

Changes to the determination of leadership group pay should only be applied to individuals upon appointment to a leadership post, or to an existing Headteacher whose responsibilities have significantly changed, in which case a three-step process applies for Headteachers and a two-step process for all other leadership posts.

Headteachers (and Executive Headteachers)

The relevant Body must determine a pay range by application of the following three-step process. In accordance with the agreed teaching staff structure, Headteachers (and Executive Headteachers) will be paid on a 7-point range.

Where an Executive Headteacher position exists, this post will be paid on a 7-point range and all other posts, including Headteachers, will be paid on a 5-point range. Only one post in the school structure will be paid on a 7-point range.

- 1) The appropriate pay range for a Headteacher will be determined by pupil numbers in line with the provisions of the 2021 STPCD. This will determine the appropriate Headteacher pay band.
- 2) The pay range for a Headteacher should not normally exceed the maximum of the Headteacher pay band. However, the Headteacher's pay range (where determined on or after 1 September 2014) may exceed the maximum where the relevant Body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant Body must ensure that the maximum of the Headteacher's pay range does not exceed the maximum of the Headteacher pay band by more than 25%, unless in wholly exceptional circumstances, and where supported by a robust business case, and after discussion with the Local Authority.
- 3) In the case of a new appointment, the relevant Body may wish to consider adjusting the pay range up to take account of how closely their preferred candidate meets the requirements of the post. In addition, the relevant Body may also decide to appoint on a salary that is higher than the bottom of the salary range, dependent upon the calibre of the candidate. However, the relevant Body must ensure that there is appropriate scope within the range to allow for performance related progress over time.

There is no requirement to ensure that the Headteacher's pay range exceeds the salary of the highest paid classroom teacher.

Deputy Headteachers and Assistant Headteachers (and Associate Headteachers where an Executive Headteacher arrangement exists)

In accordance with the agreed teaching staff structure, Deputy Headteachers and Assistant Headteachers (and Associate Headteachers where an Executive Headteacher arrangement exists) will be paid on a 5-point range.

In the case of a new appointment, the relevant Body may wish to consider adjusting the pay range up to take account of how closely their preferred candidate meets the requirements of the post. The relevant Body must ensure that there is appropriate scope within the range to allow for performance related progress over time.

The maximum of the Deputy or Assistant (or Associate) Headteacher pay range must not exceed the maximum of the Headteacher (or Executive Headteacher) band for the school. The pay range for Deputy or Assistant Headteacher (and Associate) should only overlap a Headteacher (or Executive Headteacher) pay range in exceptional circumstances, and where supported by a robust business case, and after discussion with the Local Authority.

There is no requirement that the Assistant or Deputy (or Associate) Headteacher's pay range exceeds the salary of the highest paid classroom teacher.

Multiple Headships / Executive Headteacher arrangements

Where an individual is appointed as headteacher of more than one school on a short-term basis (defined as a minimum of a school term), a formal collaboration can formalise the way the schools work together. Each school retains its own governing body with one or more joint committees being established.

There is an expectation that these temporary arrangements should be time-limited and subject to regular review and the maximum duration should be no longer than two years (School Teachers Pay and Conditions Document, (STPCD)).

Where an executive headteacher arrangement is permanent, it is expected that a formal partnership arrangement will be established, either through formal collaboration or federation. Federation is a shared governance structure whereby two or more maintained schools come together under a single governing body under the provisions of section 24 of the Education Act 2002.

The governance arrangements in place will determine who holds responsibility for the executive headteacher's performance management. Whilst it is expected that schools will form a formal partnership to manage an executive headship, where no formal partnership is established, the relevant body of the headteacher's original school must be responsible for the performance management of the headteacher. The relevant Body should review the Headteacher's pay in accordance with the STPCD, by aggregating the Headteacher pay band formula for the constituent school pupil numbers.

Formal Collaboration

As highlighted in the STPCD, under the Collaboration Regulations, governing bodies may arrange for a joint committee made up of governors from all the schools involved to be established to oversee the fixed-term arrangements. This joint committee should have delegated power to deal with the pay and performance management of the executive headteacher and other relevant staffing issues.

In line with the STPCD, it is expected that the executive headteacher will be managed by, and accountable to, a joint committee of governors made up of governors from each governing body.

This joint committee will manage the executive headteacher's employment with delegated powers so they can make decisions and report back to the separate governing bodies.

Formal Federation

The governing boards of federating schools cease to operate from the date of federation and a new single governing body is formed in their place.

Where an executive head is working across a federation, the single governing body is responsible for dealing with the pay and performance management of the executive headteacher.

10.2 Pay progression within the leadership group

Annual pay progression within the range is not automatic. Employees in leadership positions will be subject to an annual review of performance before any increase in pay is awarded. The relevant Body must decide how pay progression will be determined, and must be clearly attributable to the individual's performance, as assessed through the appraisal arrangements. The review will be carried out in the context of sustained high quality of performance taking account of appraisal objectives relating to school leadership and management and to pupil progress, which have been previously agreed at the beginning of the performance management cycle.

A recommendation on pay must be made in writing as part of the individual's appraisal report, and the relevant Body must have regard to this recommendation taking account of those objectives.

11. TEACHING & LEARNING RESPONSIBILITY PAYMENTS (TLR's)

11.1 Permanent TLR's: TLR1 and TLR2

A TLR1 or TLR2 may be awarded to a classroom teacher (paid on main or upper pay range) 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 he/she is made accountable. TLR's of this type are permanent whilst the post-holder remains in the same post in the staffing structure.

TLR1 and TLR2's may only be awarded on a temporary basis where the teacher is temporarily occupying a different post in the staffing structure to which a permanent TLR payment is attached (in cases such as covering for vacant posts created by absences such as secondments, maternity, sick leave; or vacancies pending permanent appointment). A teacher who holds a TLR awarded on a temporary basis, or who is on a fixed term contract, does not receive a safeguarded sum when the award comes to an end.

Before awarding a TLR1 or TLR2, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that it:

- 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;
- e) involves leading, developing and enhancing the teaching practice of other staff; and
- f) in respect of awarding a TLR1, that the teacher also has line management responsibility for a significant number of people.

A TLR1 and TLR2 is a payment integral to a post in the schools' staffing structure and therefore may only be held by two or more people when job sharing that post.

11.2 Temporary TLRs: TLR3

A TLR3 may be awarded to a classroom teacher for time limited school improvement projects or one-off externally driven responsibilities, the duration is to be established at the outset. The STPCD 2021 introduced flexibilities around TLR3 payments and this can now be used for temporary payments for catch-up tutoring which is part of the education catch up programme to address learning disruption as a result of the pandemic.

Before awarding a TLR3 the Governing Body must be satisfied that, the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that it:

- 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;
- e) involves leading, developing and enhancing the teaching practice of other staff.

11.3 Values

The values of TLRs must fall within the following ranges:

- a) the range of a TLR1 is from £8,291 to £14,030 per annum
- b) the range of a TLR2 is £2,873 to £7,017 per annum
- c) The range of a TLR3 is £571 - £2,833

The locally agreed spot points within the TLR ranges are detailed at Appendix 7.

11.4 Principles

A teacher may only hold either a TLR1 or a TLR2; you cannot have both at the same time. However, a TLR1 or TLR2 could be based on a job description that itemises several different areas of significant responsibility.

Holders of a TLR1 or a TLR2 will also be eligible to receive a TLR3.

A teacher may be awarded more than one TLR3 at any one time.

Where TLR1's and TLR2's are awarded to part time teachers, this must be paid pro-rata at the same proportion as the teachers' part time contract.

A TLR3 awarded to a part time teacher will not be paid pro-rata and the whole of the value specified for a TLR3 must be paid to the teacher.

12. SPECIAL EDUCATIONAL NEEDS (SEN) ALLOWANCE

The Pay Committee **must** award a SEN allowance to a classroom teacher (paid on main/upper pay range) when:

- working in any SEN post that requires a mandatory SEN qualification;
- working in a special school;

- teaching pupils in one or more designated special classes in a school or, in the case of an unattached teacher, in a local authority service;
- working in any non-designated setting (including any PRS) that is similar to a designated special class or unit, where the post:
 - (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.

SEN allowances of this type are permanent whilst the post-holder continues to meet the criteria stated above.

SEN allowances may only be awarded on a temporary basis where the teacher is temporarily occupying a role that meets the criteria above (in cases such as covering for vacant posts created by absences such as secondments, maternity, sick leave or vacancies pending permanent appointment). A teacher who holds a SEN allowance awarded on a temporary basis, or who is on a fixed term contract, does not receive a safeguarded sum when the allowance comes to an end.

12.1 Values

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

- (i) whether any mandatory qualifications are required for the post;
- (ii) the qualifications or expertise of the teacher relevant to the post; and
- (iii) the relative demands of the post.

Where a teacher is in receipt of a SEN allowance awarded under an earlier Pay Policy, the Pay Committee must:

- (a) determine whether the teacher remains entitled to a SEN allowance; and,
- (b) if so, determine the amount of that allowance, within the framework provided:

Special Educational Needs Allowance	£ p.a.
SEN 1	£2,270
SEN 2	£3,374
SEN 3	£4,479

12.2 Principles

SEN allowances may be held at the same time as TLRs. However, the Governing Body should, when reviewing their staffing structures and keeping them under review:

ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;

consider if teachers have responsibilities that meet the principles for the award of TLR payments, whether it would be more appropriate to award a TLR payment instead of a SEN allowance of a lower value.

Where the teacher is no longer entitled to a SEN allowance following the review by the Pay Committee, or where the value of the SEN allowance payable following the review is lower than the value of the SEN allowance to which the teacher was entitled, the Pay Committee must pay the teacher a safeguarded sum outlined in the STPCD. The standard appeals process will apply where an SEN allowance is reduced or removed, as outlined in appendix 3 and 4.

13. ADDITIONAL PAYMENTS

The following additional payments may be allocated in accordance with the staffing/allowance structure in the school as approved by the Governing Body following recommendations from the Pay Committee (and/or Independent Advisor, where applicable).

There is no provision within the STPCD for the payment of honoraria. Any such award to a teacher for their teaching work would be unlawful. The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

Headteachers

The total sum of any temporary payment made to a Headteacher in any school year must not exceed 25% of the annual salary, which is otherwise payable to the Headteacher.

The total sum of salary and other payments made to a Headteacher must not exceed 25% above the maximum of the Headteacher band, except as set out in paragraph 10.4 of the STPCD which, provides other than in wholly exceptional circumstances, with the agreement of the Governing Body, and having taken external independent advice and where supported by a robust business case and after discussion with the Local Authority.

13.1 Temporary additional responsibilities

The relevant Body may determine that additional, temporary payments be made to a Headteacher for temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case, the relevant Body must not have previously taken such reason or circumstance into account when determining the Headteacher's pay range.

13.2 Provision of external services by the Headteacher

The Governing Body has discretion to make payments to a Headteacher who provides an external service to one or more additional schools as for example:

- External Advisor for Headteacher appraisal;
- Leadership Trainer; or
- Local / National leader of Education

The Pay Committee should record their decision and inform the relevant service providers i.e. Human Resources, Payroll etc. of the payment details to ensure the correct contractual amendment and payment is made

Payments may also be made to any of the school's teachers whose post acquires additional responsibility as a result of the Headteachers activities. Payments are not automatic.

13.3 Performance Payments to Seconded Teachers

Where a teacher is seconded to a post as Headteacher in a school causing concern which is not the teachers normal place of work, the relevant Body of the recipient school may award additional point(s) to reflect sustained high quality performance, within the Headteacher Pay Range for that school.

Other Leadership Posts

13.4 Acting allowances

Where a teacher, Leading Practitioner, Assistant or Deputy Headteacher takes on the higher responsibility of a colleague who is absent, s/he will be paid the appropriate salary for that post from the start of the absence period, for the duration of the absence.

Where a teacher carries out the duties of a Headteacher, Deputy Headteacher or Assistant Headteacher on a temporary basis, the Pay Committee must consider within four weeks whether the teacher shall be paid an acting allowance as a separate addition to their normal pay. It is recognised that classroom teachers and Lead Practitioners cannot be compelled to assume the professional duties of a Headteacher, Deputy Headteacher or Assistant Headteacher, but can agree to do so.

Where a Headteacher has been given a temporary Headteacher range because they have been seconded to turn round a failing school, the Governing Body may award them performance pay for one year as a lump sum if their return to their main school would otherwise prevent them from receiving the award. The lump sum is not pensionable.

13.5 Recruitment and retention incentives and benefits

The ability to award recruitment and retention incentives to teachers paid on the leadership pay ranges was removed in 2014. There is no ability to award such incentives other than as reimbursement of reasonably incurred housing or relocation costs, which would only be agreed in very exceptional circumstances and where supported by a robust business case and after discussion with the Local Authority.

All other recruitment and retention considerations in relation to leadership positions must be taken into account when determining the salary range at appointment.

Classroom Teachers

13.6 Recruitment and retention incentives and benefits

The Pay Committee may make such payments or provide other financial assistance, support or benefits, as they consider necessary as an incentive for the recruitment or retention of classroom teachers.

The Governing Body should specify clearly the basis on which such incentives may be paid (e.g. to all teachers; to those in shortage subjects as defined by the school; or after one/two advertisements have failed to produce a suitable candidate for appointment).

Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities, or to supplement pay for other reasons.

When awarding such incentives and benefits, the Pay Committee will have regard to other payments and allowances in place in school and 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.

Such payments shall be paid at appropriate intervals to be determined by the school. The Governing Body will review the level of payments/benefits annually.

13.7 Payments to teachers as a result of Executive Headship arrangements or Headteachers undertaking additional responsibilities

Where the Headteacher becomes responsible for more than one school (either permanent or temporary), in all cases, consideration needs to be given to the remuneration of other teachers who as a result of the Headteacher's role are taking on additional responsibilities. An increase in remuneration should only be agreed where the post accrues additional extra responsibilities as a result of the Headteacher's enlarged role; it is not automatic.

13.8 Continuing professional development and out of school learning activities

No member of staff will be obliged or be put under pressure to participate in continuing professional development or out of school learning activities outside of their normal working week/year.

Agreement to make a payment is entirely at the discretion of the Governing Body. At their discretion, the Governing Body may make additional payments to teachers who undertake continuing professional development outside the school day i.e. outside a teachers directed time that is outside of the 195 days on which the STPCD requires a teacher to be available for specified work. Any agreement to participate will be documented to clarify the details of the work expected and the entitlement to payment.

The daily rate of payment will be 1/195 of the teachers' salary based on the point they are on within MPR or UPR, excluding TLR / SEN payments or other allowances. For unqualified teachers delivering out of hours learning activity, the daily rate of payment will be 1/195 of their salary based on the actual point of the unqualified teacher pay range they are on, excluding any allowances.

Payment for duties undertaken which are not fully within the scope of teachers professional responsibilities, is, not within the remit of the Model Pay Policy for teachers and must be paid accordingly following job evaluation.

For the purpose of payment for inset days at weekends and out of term time, the length of a school/council organised inset day will not exceed six working hours. Payments for work undertaken for less than a full day will be paid on a pro rata basis.

13.9 Initial teacher training activities (ITT)

Teachers who voluntarily undertake school-based initial teacher training (ITT) activities may be allocated an additional payment to be determined by the Governing Body. ITT activities include supervising and observing teaching practice, giving feedback to students on their performance, acting as professional mentors, and formally assessing student's competencies.

Teachers who undertake ITT activities, which are not seen as part of the ordinary running of the school, will be given separate non-teaching contracts of employment to cover areas of work that are not part of the teaching job.

Any agreement to participate will be documented to clarify the details of the work expected and the entitlement to payment.

The Headteacher will need to notify the Payroll provider of the additional hours to ensure the correct payment is made.

13.10 Raising of educational standards at an additional school(s)

Teachers who voluntarily undertake additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools, may be allocated an additional payment to be determined by the Governing Body.

Unqualified Teachers

13.11 Unqualified Teachers Allowance

The Governing Body may pay an unqualified teachers allowance to unqualified teachers when it is considered that the basic salary is not adequate having regard to the responsibilities of the role, or qualifications and experience of the employee. Such allowances will be paid having regard to salary levels within the schools and in accordance with appropriate pay differentials.

An unqualified teacher may be awarded an allowance, where the teacher has:

- (a) Taken on sustained additional responsibility which is:
 - (ii) focused on teaching and learning
 - (iii) requires the exercise of a teacher's professional skills and judgement;

Or has:

- (b) Qualifications or experience which bring added value to the role s/he is undertaking.

The value of the allowance will be determined by the post held in the school's structure and the ability to recruit and retain in that post.

14. SALARY SAFEGUARDING

The Governing Body will ensure appropriate salary safeguarding for teachers in accordance with the School Teachers' Pay and Conditions Document, including where relevant, within the terms of the STPCD, the expectation to undertake commensurate work during the period that salary safeguarding applies.

APPENDIX 1 - EQUAL PAY STATEMENT

The Governing Body strives to be an equal opportunities employer and as such, opposes all forms of unlawful or unfair discrimination and believes as part of that principle that all teachers should receive equal pay or the same or broadly similar work, for work related as equivalent and for work of equal value. All employees will be recruited, trained and rewarded on the basis of their ability and the requirements of the job.

The Governing Body believes that it is the interest of the school that pay is awarded fairly and equitably and that in order to achieve equal opportunities for teachers, the pay system will be transparent, based on objective criteria and free from bias. When making decisions about pay, the Governors will have regard to:

- The Equality Act 2010
- The Employment Rights Acts 1996
- The Employment Relations Act 1999
- The Employment Act 2002
- The Education Act 2002
- The Education & Skills Act 2008
- The Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2002

In order to put this commitment to equal pay into practice the Governing Body will:

- examine existing and future pay policies for teachers (including those working part time hours and those who are absent on pregnancy and maternity leave);
- carry out regular monitoring of the impact of practices; and
- inform staff of how these practices work and how their pay is determined;
- provide access to training and guidance for senior staff and governors involved in decisions about pay and benefits.

The Governing Body intends through the above action to avoid unfair discrimination, to reward fairly the skills, experience and potential of all teachers and thereby to increase the efficiency and harmony of the school.

APPENDIX 2 - PAY COMMITTEE CONSTITUTION AND TERMS OF REFERENCE

1. CONSTITUTION

The Pay Committee will comprise of a minimum of three Governors none of whom has a pecuniary interest, or is an employee at the school.

When discussing the salary of other teachers the Pay Committee will normally be advised by the Headteacher.

The appraisal review for the Headteacher will be carried out by the Appraisal Review Panel, supported by a suitably skilled and/or experienced external advisor. This Panel may be the Pay Committee. When the Pay Committee makes decisions about the Headteacher's salary the Headteacher will withdraw from the meeting. He/she may be invited to make a presentation to the Committee prior to withdrawal.

2. TERMS OF REFERENCE

The Pay Committee will have full delegated powers to make decisions within the pay policy determined by the full Governing Body. The Pay Committee will meet as required but must hold an annual meeting.

The purpose of the annual meeting will be:

- to review the changes in pay and conditions arrangements for all teaching staff;
- to receive from the Headteacher and the Council such recommendations as appropriate to the exercise of the governors functions;
- to prepare recommendations for the full Governing Body in respect of changes to the school pay policy and pay ranges. In undertaking this responsibility the Pay Committee will consult with the teaching staff, school representatives and secretaries of the recognised teacher associations;
- to undertake pay assessment for all teaching staff and prepare their annual pay statements (forms for this purpose are provided);
- to consider, (following withdrawal of the Headteacher from the meeting), the payment of the Headteacher in the forthcoming year; and
- to liaise as necessary with the school's Human Resources provider, for example, in relation to reviewing the Pay Ranges.

The Pay Committee must:

- minute clearly the reasons for all decisions.
- report all decisions to the full Governing Body.
- inform the Governing Body of the financial requirement of the decisions made.
 - send a copy of the annual pay statement to each member of staff including their right to appeal;
 - ensure that a copy of the annual pay statement is placed on the employee file and that any change in pay is communicated to the school's payroll provider for action.

APPENDIX 3 – APPEALS PROCEDURE

A teacher may seek a review of any decision in relation to his/her pay. The following list includes the reasons for seeking a review of a pay decision.

Where it is alleged that the pay committee have:

- a) incorrectly applied any provision of the STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) taken account of irrelevant or inaccurate evidence; or
- e) unlawfully discriminated against the teacher.

Appeals Procedure

Where a teacher is dissatisfied with a pay decision made by the pay committee, he/she may appeal the decision and request a review of the salary assessment decision made in accordance with the Model Pay Policy.

Teachers should set down in writing the grounds for questioning the pay decision, including what they are hoping to achieve as a result of their appeal, within 10 working days of the notification of the pay decision being received. Teachers in schools should send their appeal to the Clerk to the Governing Body. Centrally based / unattached teachers should send their appeal to the Director, Children's.

For teachers in schools, the appeal will be heard by the appeal committee which will normally consist of a panel of 3 Governors excluding those with a pecuniary interest and those who were involved in the original decision.

For centrally based/unattached teachers, the appeal will be heard by a Director. Where the Director has a pecuniary interest or was involved in the original determination, an alternative Director will be identified.

Wherever possible, the appeal meeting will normally be held within 20 working days of receipt of the written appeal notification.

The teacher will be given the opportunity to make representations in person. The teacher is entitled to be accompanied by a work colleague or professional association/trade union representative at the appeal meeting.

The decision of the appeal panel will be given in writing. Where the appeal is rejected, the written decision will include details of the evidence considered and the reasons for the decision.

The appeal decision is final and there is no further right of appeal.

The outline process to be followed during the appeal meeting is detailed below.

APPENDIX 4 – PAY APPEAL MEETING OUTLINE PROCESS TO BE FOLLOWED

Chair of Pay Appeal Meeting:

Welcomes all to the meeting and allows all present to introduce themselves

Confirms that the pay appeal meeting has been convened under the school's Model Pay Policy, in respect of a pay decision made by the Pay Committee

confirms the appeal points being considered

confirms the employee has received the information pack

checks if employee is happy with their representation

checks if anyone has other information that they wish to be considered – if so, an adjournment may be required for all parties to read

provides an explanation of the process:

- Appeal meeting is to try and establish the facts of the case
- to reach a decision on what action, if any, is necessary
- explains the order of events, as detailed below

The Process:

1. The representative from the Pay Committee will present information for their decision and reference any supporting information.
2. Teacher (or their representative) may question the Pay Committee representative.
3. Appeal Committee may question the Pay Committee representative.
4. The teacher (or their representative) will present information to the Appeal Committee and reference any supporting information.
5. The representative from the Pay Committee may question the teacher.
6. Appeal Committee may question the teacher.
7. Final statements may be made by both the Pay Committee representative and the teacher.

ADJOURN

Meeting adjourned and all parties withdraw whilst the Appeal Committee consider the matter and deliberate their response.

RECONVENE

8. All parties are recalled and the decision is conveyed.
9. Confirm that the appeal decision is final and there is no further right to appeal.
10. The decision will be confirmed in writing.

APPENDIX 5 - EXERCISE OF DISCRETION RELATING TO EXPERIENCE

In reference to Section 4, determining salary upon appointment, the Governing Body is permitted to apply discretion relating to teaching and other relevant work experience.

Examples of relevant work experience may include:

a) teaching experience either qualified or unqualified:

- a Ministry of Defence (MOD)
school an Independent school
- An Academy
- a City Technology College
- an overseas school outside the European Economic Area or Switzerland in the
maintained sector of the country concerned
- further education, including sixth form
- colleges higher education

b) relevant experience outside teaching:

- supervisory duties involving children;
- full time study following qualification as a teacher;
- voluntary service following qualification as a teacher;
- employment in the industrial commercial or service sector at a level commensurate
with that of a teacher and in a directly related field to the subject taught or
responsibility to be held; and
- family responsibilities

APPENDIX 6 - PAY SPINE FOR THE LEADERSHIP GROUP (ENGLAND) 2021

Leadership Pay Range

Annual Pay Ranges for Headteachers

Pay spine	£ p.a.
L1	£42,195
L2	£43,251
L3	£44,331
L4	£45,434
L5	£46,566
L6	£47,735
L7	£49,019
L8	£50,151
L9	£51,402
L10	£52,723
L11	£54,091
L12	£55,338
L13	£56,721
L14	£58,135
L15	£59,581
L16	£61,166
L17	£63,508
L18	£64,143
L19	£65,735
L20	£68,347
L21	£69,031
L22	£70,745
L23	£73,559
L24	£74,295
L25	£76,141
L26	£79,167
L27	£79,958
L28	£81,942
L29	£83,971
L30	£87,313
L31	£88,187
L32	£90,379
L33	£92,624
L34	£96,310
L35	£97,273
L36	£99,681
L37	£102,159
L38	£106,176
L39	£107,239
L40	£109,915
L41	£112,660
L42	£115,483
L43	£117,197

Group	Range of local discretionary points	Annual Salary Range (England) £ pa 2021/22
1	L6 - L17	47,735 - 63,508
2	L8 - L20	50,151 - 68,347
3	L11 - L23	54,091 - 73,559
4	L14 - L26	58,135 - 79,167
5	L18 - L30	64,143 - 87,313
6	L21 - L34	69,031 - 96,310
7	L24 - L38	74,295 - 106,176
8	L28 - L43	81,942 - 117,197

**APPENDIX 7 - PAY SPINE FOR OTHER TEACHERS (ENGLAND) 2021
(Including TMBC discretionary points)**

Qualified Teachers Upper Pay Range		
	UPR	£ p.a.
Minimum	UPR1	£38,690
	UPR2	£40,124
Maximum	UPR3	£41,604

Qualified Teachers Main Pay Range		
	MPR	£ p.a.
Minimum	MPR1	£25,714
	MPR2	£27,600
	MPR3	£29,664
	MPR4	£31,778
	MPR5	£34,100
Maximum	MPR6	£36,961

Unqualified Teacher Pay Range		
	UNQ	£ p.a.
Minimum	UNQ1	£18,419
	UNQ2	£20,532
	UNQ3	£22,644
	UNQ4	£24,507
	UNQ5	£26,622
Maximum	UNQ6	£28,735

Lead Practitioner's Pay Range		
	Lead Practitioner Range	£ p.a.
Minimum	LP1	£42,402
	LP2	£43,465
	LP 3	£44,550
	LP 4	£45,658
	LP 5	£46,796
	LP 6	£47,969
	LP 7	£49,261
	LP 8	£50,397
	LP 9	£51,656
	LP 10	£52,983
	LP 11	£54,357
	LP 12	£55,610
	LP 13	£57,000
	LP 14	£58,421
	LP 15	£59,875
	LP 16	£61,467
	LP 17	£62,878
Maximum	LP 18	£64,461

Teaching and Learning Responsibility Payments		
	TLR	£ p.a.
TLR 1	1a	£8,291
	1b	£10,203
	1c	£12,115
	1d	£14,030
TLR 2	2a	£2,873
	2b	£4,785
	2c	£7,017
TLR 3	3a	£571
	3b	£1,699
	3c	£2,833

Special Educational Needs Allowance		
	SEN	£ p.a.
	SEN1	£2,270
	SEN2	£3,374
	SEN3	£4,479

APPENDIX 8 - ANNUAL ASSESSMENT OF PAY STATEMENT

NAME:		DATE OF APPRAISAL:	
JOB TITLE:		SCHOOL:	

Please complete the form below detailing the employees current pay details and the pay outcome following the annual assessment.

Where the employee has a live warning on file, issued in line with an employment procedure that provides increments are to be withheld until the warning has expired, please ensure this is reflected in the pay recommendation and also detail in the rationale section if this is a reason for no movement within the pay range.

BASIC PAY	Pay range		Current Point	Point after appraisal	Annual Amount (£)
QUALIFIED TEACHER MAIN PAY RANGE	M1–M6				
QUALIFIED TEACHER UPPER PAY RANGE	UPR1–UPR3				
UNQUALIFIED TEACHER PAY RANGE	UNQ1-UNQ6				
LEADING PRACTITIONER	LP[x] – LP[x]				
LEADERSHIP Executive / Headteacher	Group: [x] Range: L[x] – L[x]				
LEADERSHIP other Leadership posts	Range: L[x] – L[x]				
ALLOWANCES	Level	Point	Date Effective from	Expiry Date	Annual Amount (£)
PERMANENT TLR PAYMENT (TLR 1 or 2)					
TEMPORARY APPOINTMENT TO A TLR 1 or 2 ROLE (specify expiry date)					
TLR 3 (specify expiry date)					
SPECIAL EDUCATION NEEDS (SEN) ALLOWANCE					
UNQUALIFIED TEACHER ALLOWANCE (specify expiry date if temporary)					
ADDITIONAL PAYMENTS	Reason		Date Effective from	Expiry Date	Annual Amount (£)
<i>(Detail other additional payments and the expiry date if temporary e.g. Recruitment and Retention)</i>					
SAFEGUARDING	Reason		Date Effective from	Expiry Date	Annual Amount (£)
<i>(Detail any cash safeguarding payments and the expiry date)</i>					

RATIONALE

(PLEASE DETAIL THE RATIONALE FOR THE ANNUAL ASSESSMENT OUTCOME:

Signed by Chair of Pay Committee on behalf of the Governing Body:

Signature: _____ **Date:** _____

Notified to full Governing Body on: _____

One copy to be retained by the teacher and one copy to be retained by the Headteacher/Governing Body. The teacher/headteacher may request the Pay Committee to review a salary assessment decision made in accordance with the Model Pay Policy.

ONLY where there is a change, the Headteacher / Governing Body Representative will need to notify the School's HR/Payroll service providers of the change to ensure the correct contractual amendment and payment is made.

For those using Tameside Council payroll services please forward a copy by email to your link Recruitment, Pensions and Payroll Officer.

APPENDIX 9 - ANNUAL ASSESSMENT PAY COMMITTEE OUTCOME LETTER

Dear

Re: Annual Pay Assessment

The Pay Committee met on <insert date> to consider your pay progression for the period September [year] to August [year]. It was agreed at the Pay Committee meeting that your salary with effect from 1 September [year] is as follows:

Pay	Amount (£)
<insert pay range i.e. UQR / MPR / UPR / Leadership>	<insert amount>
<insert TLR / Allowances>	<insert amount>
<insert additional payments>	<insert amount>
<insert safeguarding payment>	<insert amount>
Total	<insert total amount>

**add/delete rows in the table as required*

The performance review for [academic year] was successful / unsuccessful as you met / did not meet the following objectives:

<insert objectives>

- detail objectives that have/have not been met
- detail where applicable, any live warnings that result in the withholding of an increment

**please delete the following paragraph if additional payment(s) is not applicable*

In determining your salary the Pay Committee has awarded an <insert payment name i.e. additional payment / unqualified teacher allowance / Recruitment and Retention allowance>. This payment is for the period <insert period from and to / permanent> and is awarded for <insert rationale for payment>.

Include the following UPR outcome where a teacher has requested to move from MPR to UPR:

UPR Outcome: [detail outcome decision]

The decision was based on the following ground(s):

The performance review for [academic year] was successful and you have maintained to meet the required criteria and standards in the following areas:

- detail areas where the required criteria and standards have been met / maintained

OR

The performance review for [academic year] was not successful because the following objectives were not met:

- detail objectives not met
- detail where applicable any live warnings that result in the withholding of an increment

In addition, you have not maintained the required criteria and standards in the following areas:

- detail areas where the required criteria and standards have not been met / maintained

Appeal

In the event that you are not satisfied with the outcome of the annual assessment you can appeal against this decision. To do this, you should set out your reasons for appeal in writing within 10 working days of the written outcome sent to you on <insert date>, this being no later than Date.

Teachers in schools should send their appeal to the Clerk to the Governing Body, <Insert address>. Centrally based / unattached teachers should send their appeal to the Director, Children's Services.

Yours sincerely,

NAME
Pay Committee Representative

APPENDIX 10 – Executive Headteacher Role Profile

The Executive Headteacher role profile below is in addition to the Contractual framework for teachers and the overriding requirements of Headteachers as contained in School Teachers' Pay and Conditions document and guidance on School Teachers' Pay and Conditions.

Summary of Role

The role of the Executive Headteacher will be responsible to the Governors of each school, the Director of Children's Services and the Assistant Director Education Services. The Executive Headteacher role is to provide strategic leadership and professional management to a number of schools to ensure they meet local and national objectives. This will include overall responsibility of the Schools, including all statutory duties of the Headteacher

The role of Executive Headteacher will usually be supported by a Head of School/Associate Headteacher.

The role of Executive Headteacher (IEHT) has three key priorities:

1. maintaining school improvement,
2. organisational expansion (e.g. increasing management capacity and efficiency), and
3. sharing good practice including safeguarding and promoting the welfare of children.

Responsibilities

The Executive Headteacher has responsibility for maintaining school improvement, although the day to day responsibility for the delivery of the curriculum rests with the Head of School / Associate Headteacher of each school.

Through strategic thinking, the Executive Headteacher will assist the Governing Board in each school to develop a structure that ensure the leadership team and whole school staffing structure is effective, sustainable, reflects the schools values, and enables the management systems, structures and processes to work effectively in line with statutory requirements.

By coaching the Head of School / Associate Headteacher, the Executive Headteacher will ensure each School has capacity to be led in an efficient manner and enables the leadership teams to be empowered and able to support the effective and safe learning environment of each school.

The Executive Headteacher role has a key function of being outward facing, representing the school and sharing good practice.

One key aspect of the sharing of good practice is the financial overview of each School budget, ensuring the range, quality and use of resources is monitored, evaluated and reviewed to improve the quality of education for all pupils, provide value for money and ensuring each school manages and optimises the use of financial and human resources to achieve the schools' educational goals and priorities. Where required, the financial overview should ensure that a deficit budget position is resolved. However, the day to day expenditure of that budget will remain with the Head of School / Associate Headteacher.

The Executive Headteacher will report regularly to Governing Board meetings as part of a coordinated 'Head teachers report' providing clear, evidence-based improvement plans and policies for the development of the schools and their facilities.

APPENDIX 11 – Headteacher Role Profile

The Headteacher role profile below is in accordance with the Contractual framework for teachers and the overriding requirements of Headteachers as contained in School Teachers' Pay and Conditions document and guidance on School Teachers' Pay and Conditions.

A headteacher's professional duties must be carried out in accordance with and subject to:

- a) the provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 199 and the Act;
- b) the instrument of government of the headteacher's school;
- c) any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the headteacher's employers;
- d) where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
- e) any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998;
- f) the terms of their appointment.

A headteacher may be required to undertake the following duties:

Whole school organisation, strategy and development

Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.

Develop, implement and evaluate the school's policies, practices and procedures.

Teaching

Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:

- a) in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and,
- b) in the preliminary stages.

Teach.

Health, safety and discipline

Promote the safety and well-being of pupils and staff.

Ensure good order and discipline amongst pupils and staff.

Management of staff and resources

Lead, manage and develop the staff, including appraising and managing performance.

Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.

Organise and deploy resources within the school.

Promote harmonious working relationships within the school.

Maintain relationships with organisations representing teachers and other members of the staff.

Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Professional development

Promote the participation of staff in relevant continuing professional development.

Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

Consult and communicate with the governing body, staff, pupils, parents and carers.

Work with colleagues and other relevant professionals

Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

APPENDIX 12 – Deputy Headteacher, Assistant Headteacher Role Profile

The Deputy Headteacher and Assistant Headteacher role profile below is in accordance with the Contractual framework for teachers and the overriding requirements of Deputy Headteachers and Assistant Headteachers as contained in School Teachers' Pay and Conditions document and guidance on School Teachers' Pay and Conditions.

Deputy headteachers and assistant headteachers

A person appointed as a deputy or assistant headteacher in a school, in addition to carrying out the professional duties of a teacher other than a headteacher detailed in Appendix 13 of the Model Pay Policy document, also including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in:

- a) formulating the aims and objectives of the school;
- b) establishing the policies through which they are to be achieved;
- c) managing staff and resources to that end;
- d) monitoring progress towards their achievement;

and undertake any professional duties of the headteacher reasonably delegated by the headteacher.

If the headteacher is absent from the school a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.

APPENDIX 13 – Teacher other than a Headteacher Role Profile

The teacher other than a Headteacher role profile below is in accordance with the Contractual framework for teachers and the overriding requirements of Teachers as contained in School Teachers' Pay and Conditions document and guidance on School Teachers' Pay and Conditions.

Teachers on the leading practitioner pay range

Except where otherwise provided for in the School Teachers' Pay and Conditions Document, teachers on the leading practitioner pay range have the same professional responsibilities and benefit from the same rights conferred as all other teachers, other than a headteacher.

However, additional duties relevant to their role in modelling and leading improvement of teaching skills may be included in the individual job descriptions of such teachers.

Teachers other than a headteacher

A teacher may be required to undertake the following duties:

Teaching

Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

Promote the safety and well-being of pupils.

Maintain good order and discipline among pupils.

Management of staff and resources

Direct and supervise support staff assigned to them and, where appropriate, other teachers.

Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

Deploy resources delegated to them.

Professional development

Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

Communicate with pupils, parents and carers.

Working with colleagues and other relevant professionals

Collaborate and work with colleagues and other relevant professionals within and beyond the school.

APPENDIX 14 - Executive Headteacher Protocols

This document outlines the protocols schools should follow when appointing an Executive Headteacher as part of a partnership arrangement (collaboration or federation).

TEMPORARY EXECUTIVE HEADTEACHER

In a situation where a headteacher post cannot be filled and there are no employees who can take on the role of acting headteacher, a headteacher from another school may be appointed accountable and responsible for that school, in addition to their own school. This role should be regarded as an acting headship on a temporary basis for as long as arrangements are being made for a permanent headteacher to be recruited, or to make alternative permanent arrangements, such as amalgamating the schools or creating a hard federation.

Arrangements

There is an expectation that these temporary arrangements should be time-limited and subject to regular review and the maximum duration should be no longer than two years (School Teachers Pay and Conditions Document, (STPCD)).

In such temporary arrangements, a fixed-term variation of contract must be issued. This will specify that the headteacher, in addition to their substantive post, is for a fixed period employed additionally as headteacher of the additional school(s). At the end of the fixed-term variation, the executive headteacher will revert to their substantive post.

Any workload issues for the executive headteacher and additional responsibilities for other employees as a consequence of this temporary arrangement, should be addressed as part of the overall considerations by the relevant body in agreeing to the headteacher undertaking the temporary additional role (STPCD).

Formal Collaboration

Where an individual is appointed as headteacher of more than one school on a short-term basis, a formal collaboration can formalise the way the schools work together. Each school retains its own governing body with one or more joint committees being established.

Collaboration is when schools work together without a single over-arching governance structure. Maintained schools may collaborate formally with other maintained schools, hold joint board meetings and form joint committees. The School Governance (Collaboration) (England) Regulations 2003 leave much of the detailed arrangements to the schools concerned.

Under the Collaboration Regulations, the governing bodies may arrange for a joint committee made up of governors from all the schools involved to be established, to oversee the fixed-term arrangements. This joint committee should have delegated power to deal with the pay and performance management of the executive headteacher and other relevant staffing issues. Maintained schools may also enter into collaborative arrangements with further education (FE) colleges using joint committees (The Collaboration Arrangements (Maintained Schools and Further Education Bodies) (England) Regulations 2007).

The Collaboration Regulations do not permit maintained schools to share governance arrangements and form formal joint committees with academies, however, they may collaborate informally. For example, a joint working group may be established which is purely advisory in nature, making recommendations to the boards of both schools who retain decision-making powers.

Pay

As stipulated in the STPCD, where a headteacher is temporarily accountable for more than one school, this role should be regarded as an acting headship. The Department for Education's document 'Implementing your school's approach to pay' provides advice for maintained schools and local authorities. Within this, it is stated that for those factors which are not expected to persist, such as temporary responsibility for an additional school, these should be reflected through an allowance, rather than consolidated into the indicative pay range.

Payments can be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case, the relevant body must not have previously taken such reason or circumstance into account when determining the headteacher's pay range. Any temporary payments made should take account of the full responsibilities of the post (STPCD).

The total sum of the temporary payments made to a headteacher in any school year must not exceed 25% of the annual salary, which is otherwise payable to the headteacher, and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group.

The relevant body may determine that additional payments be made to a headteacher which exceed the limit in wholly exceptional circumstances and with the agreement of the governing body. The governing body must seek external independent advice before producing a business case, seeking such agreement.

Where the arrangement for the executive headteacher 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.

Impact on Other Employees

In line with the STPCD, the joint committee should take account of the circumstances of each school and the workload implications, including the extent to which the executive headteacher is likely to be absent from the individual schools. Where there is a deputy headteacher in the school, it may be more appropriate to increase their pay range temporarily to take account of the increased responsibilities in the absence of the executive headteacher. The joint committee should ensure that any payment for additional responsibilities is in line with the provisions of the Document (STPCD) and the school's pay policy.

The joint committee overseeing the arrangements across two or more schools, should have delegated power regarding the financial arrangements which will apply during the collaboration period. For example, the joint committee should determine any payment on the basis of temporary additional responsibility for teachers, other than the executive headteacher, in each school, and the arrangements for reviewing and ending those payments. This will ensure a coordinated approach for remunerating employees affected by the arrangement.

PERMANENT EXECUTIVE HEADTEACHER

Arrangements

Where an executive headteacher arrangement is permanent, it is expected that a formal partnership arrangement will be established, either through formal collaboration (see above) or federation.

Federation

Federation is a shared governance structure whereby two or more maintained schools come together under a single governing body under the provisions of section 24 of the Education Act 2002.

The School Governance (Federations) (England) Regulations 2012 states that the total membership of the governing body of a federation must be no fewer than seven governors.

Pay

The STPCD, states that where a headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations, the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

The relevant body should re-determine the headteacher's pay range if it becomes necessary to change the headteacher group, including where the headteacher becomes responsible and accountable for more than one school in a federation on a permanent basis.

Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the headteacher's pay range and any additional payments does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case.

Impact on Other Employees

Consideration also needs to be given to the remuneration of other teachers who, as a result of the executive headteacher's role, are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the executive headteacher's enlarged role; it is not automatic. As additional responsibilities are permanent, where an increase in pay is agreed, the pay for this post would need to be changed on a permanent basis.

MEMORANDUM OF UNDERSTANDING

A memorandum of understanding should sit alongside a contract of employment for an Executive Headteacher. An example can be found below.

MEMORANDUM OF UNDERSTANDING

The following governing bodies **[insert names]** have agreed this memorandum of understanding. It relates to the arrangements for a temporary/permanent shared headship between **[insert names of schools]**.

Duration	This arrangement will be in place from [Start date] to [End date] .
Appointment	The governing bodies have appointed [Headteacher's name] as Executive Headteacher.
Arrangement	The Executive Headteacher will be deployed for [Number of days] days at [School name] and [Number of days] days at [School name] .
Payment	<p>The headteacher's current salary range and salary is [Salary range and Salary]</p> <p>As this is a temporary arrangement, a temporary payment of [% of annual salary] will be made. OR As this is a permanent arrangement, the headteacher group has been calculated by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.</p> <p>The salary (range) to be paid for the duration of this arrangement is [Salary range]. The salary level on appointment is [Salary].</p> <p>The proportion of salary paid to the Executive Headteacher will be [%] from [School name] and [%] from [School name].</p>
Contract	The Executive Headteacher will have a fixed term variation of contract, which will last for [Duration] and be reviewed regularly [Review timescale] by both separate governing bodies. At the end of that period, the post holder will revert to their substantive post and commensurate salary.
Management	The Executive Headteacher will be managed by, and accountable to, a joint committee of governors made up of [List names of governors from each governing body] representing each governing body. The joint committee will manage the Executive Headteacher's employment (without delegated powers, which would then refer back to the separate governing bodies) or (with delegated powers so they could make decisions and report back to the separate governing bodies). The joint committee will meet every [Number of weeks/months] . It will be responsible for discussing [the time deployment, financial arrangements, key tasks, performance management objectives and work-life balance] of the Executive Headteacher during the period of shared headship.
Accountability	In addition to their accountability to governors, as headteacher of [Names of Schools] , [Name of Executive Headteacher] will hold the accountability associated with the role of headteacher in all the schools involved in this partnership. This includes being accountable to external parties such as Ofsted.

Changes	If the Executive Headteacher gives notice during the period of shared headship, the governing bodies will consider whether to appoint another Executive Headteacher or to revert back to the original substantive arrangements in each school. If appointing another Executive Headteacher, the selection panel will consist of three governors taken from any of the collaborating governing bodies. They will make a recommendation to all of the full governing bodies, which must be approved; if it is not then the selection process must be repeated. (Optional paragraph)
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This memorandum of understanding was agreed on **[Date]**

Signatures:

Executive Headteacher

Chair of Governors at [First school name]:

Chair of Governors at [Second school name]:
