
Teacher Performance Related Pay Policy For All Categories Of School

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1. INTRODUCTION

The purpose of this pay policy is to set out the principles for determining all decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with recognised trade unions. Arrangements for Centrally Employed Teachers are set out in a separate pay policy (HR071).

This policy should be read in conjunction with the Appraisal Policy and the DfE document "Making Data Work" and a common sense approach applied.

Aims and Objectives

- To identify the principles by which the salary decisions for all teaching staff will be made.
- To enable schools to recognise and reward teachers appropriately for their contribution.
- To clearly identify the proposed timetable for annual salary reviews, including the consideration of staff for performance related pay.
- To demonstrate to all staff that the Governing Body is managing its policy on pay in a fair and responsible way, and in line with the principles of public life: objectivity/openness/accountability.
- To show a commitment to involving all members of staff and their Professional Associations / Trade Unions in consultation on discretionary areas of pay and conditions of service.
- To ensure that job descriptions and person specifications are available for all vacant posts and that job descriptions are formally updated and agreed with existing staff on a yearly basis.
- To support the recruitment and retention of a high quality teacher workforce.

The Governing Body will identify to all staff the proposed timetable for annual salary reviews.

The Governing Body supports Equality of Opportunity in employment and will follow the schools' own equal opportunity policy and will not discriminate on the grounds of gender, ethnic origin, disability, religious belief, sexual orientation or age or other protected characteristic.

All pay related decisions will be taken in compliance with the Equality Act 2010, Employment Relations Act 1999, Part-time Workers Regulations (Preventions of less favourable Treatment) 2000 and Fixed Term Employees Regulations 2002.

Governors of Voluntary Aided schools are able to use religion as a criterion for appointment.

2. ANNUAL SALARY REVIEWS

- Headteachers need to ensure moderation of initial recommendations with a view to putting individual pay progression recommendations to a panel of governors for agreement and so as to account to them overall for the effective operation of links between pay and performance.
- Where the headteacher is the appraiser for all appraisals a member of the governing body should be the moderator. Where other senior employees are appraisers the headteacher may be able to moderate.
- The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. For example, a

teacher may be promoted due to the absence or departure of a colleague. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

- Where a pay determination leads or may lead to the start of a period of safeguarding, Governors will give the required notification as soon as possible and no later than one month after the date of the determination. Safeguarding arrangements will be in line with the STPCD 2020.
- There are no provisions with the STPCD to allow a teacher to step down from UPR to MPR

3. PAY PROGRESSION BASED ON PERFORMANCE

- Staff will be eligible to be considered for performance related pay up to the maxima of their pay range.
- Progression will not be automatic but will be subject to performance review and linked to the appraisal system.
- Subject to the employee meeting their objectives and where there are no known performance issues it is expected that the employee will move up the pay range
- Teachers will receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.
- Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain.
- It will be possible for a "no progression" determination to be made without recourse to the capability procedure.
- A classroom teacher will be awarded pay progression on the Main Pay Range following each successful performance management/appraisal review.
- Reviews will be deemed to be successful unless concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process, or where the teacher fails significantly to achieve their outcome targets.
- The school should manage the appraisal process so that there are no surprises at the end of the year.
- Schools should consider carefully the inappropriate use of evidence, and the need for targets and objectives that enable teachers to demonstrate *performance*, rather than simply results. Further information may be found in the DfE Guidance Document [Implementing your schools' approach to pay](#)
Page 18 and 56
- Teachers' appraisal reports will contain pay recommendations.
- Final decisions about whether or not to accept a pay recommendation will be made by the relevant sub-committee of Governors, having regard to the appraisal report and taking into account advice from the senior leadership team, as appropriate. Pay recommendations cannot be refused on the basis of financial resources.
- The government's expectation is that good classroom teachers should expect to reach the maximum of the main pay range within 5 years of starting their teaching career.
- Where appropriate teachers should be properly remunerated when they carry out duties which warrant the awarding of a TLR, payment of a SEN allowance or payment on the leadership or leading practitioner pay ranges.
- The relevant body should manage the appraisal and pay determination process so that there are no surprises at the end of the appraisal cycle, throughout the appraisal cycle both the appraiser and the appraisee should understand what objectives are in place, the evidence that will be used to assess performance against objectives and the criteria for a successful performance review.
- There is a clear expectation that good performance should lead to pay progression, in circumstances where teacher does not receive a pay progression, an important part of the feedback will be outline the evidence that was taken into account to support this decision, and to explain how any developmental issues can be addressed.

3.1. Accelerated Progression

It may be possible for a teacher to be set objectives during their appraisal that incorporate more than one level, where successful performance could result in acceleration through the pay range by the award of an additional point. The objectives for such acceleration should be both challenging, and planned and agreed in advance, under the arrangements of the Appraisal Policy.

3.2. NQTs

NQTs whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. If NQTs successfully pass their NQT year this would normally result in pay progression, except in exceptional circumstances e.g. where it is appropriate to extend the NQT year.

Where an NQT completes their induction period outside of the performance management cycle (September – August) the next opportunity for progression is at the following September in line with all teaching staff. The appraiser should ensure that objectives set part way through a year are carefully considered and relevant to the time period remaining within the performance management cycle.

4. PAY PROGRESSION PROCEDURE AND EVIDENCE

- Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain.
- In the case of NQTs pay decisions will be made by means of the statutory induction process.
- To be fair and transparent, assessments of performance will be properly rooted in evidence.
- Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
- Pay decisions must be clearly attributable to the sustained high quality performance of the individual.
- Where teachers have joined the school part way through an appraisal cycle, the headteacher will where necessary seek evidence from the previous schools to assist pay decisions.

4.1. Maternity Leavers & Absent Employees

Schools need to take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year. Schools should consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal and pay determination on the evidence of performance to date in that appraisal year.

Account could also be taken of performance in previous appraisal periods if there is very little to go on in the current year. In essence where an employee is absent due to maternity leave, decisions will be no less favourable than if the employee had not been absent due to reasons related to maternity.

Schools should not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal. Further information is contained within the DfE Guidance "Implementing your school's approach to pay" Revised 2019 page 42.

Schools should also ensure that their pay and appraisal policies incorporate any adjustments which can reasonably be made to give a teacher who is absent for a disability related reasons an equal opportunity to participate in appraisal and to access pay progression, schools should consider utilising the same range of options outlined on page 39-43 of the DfE revised 2019 guidance. Implementing your schools' approach to pay

Headteachers and governors may wish to further reference the DfE revised 2019 guidance regarding the Equality Act 2010 and should refer to page 38 for further information.

5. PROCEDURE

5.1. Governor role in determining pay

Governors are responsible for considering the recommendations of the head teacher regarding teachers' salaries. This is usually delegated to a sub-committee formally established in accordance with Regulation 57 of the Education (School Government) Regulations 2000, such as a Pay or Management Committee. Any appeals would be heard by a different panel of governors.

The quorum for all meetings is at least three governors, none of whom are employed by the school, and a clerk must be appointed to the committee.

This sub-committee will be responsible for:-

- Applying fairly the discretionary areas of pay as identified in this policy
- Determining salary at the time of annual review for all staff, including the consideration of staff for performance related pay
- Determining salary at the time of first appointment for all staff
- Ensuring that all statutory and contractual requirements are complied with
- Ensuring that adequate records of decisions are kept

Decisions in relation to the pay of the Headteacher must be ratified by the full Governing Body before they can be implemented.

Decisions of this Committee will be reported to the full Governing Body each year.

The full governing body is required to ratify any decision made by the pay sub-committee regarding an amendment to the ISR. Staff governors should not be present during the ratification discussion.

5.2. Headteacher:

- A meeting should take place with the Headteacher, designated Governors and the External Advisor to consider progress towards agreed objectives for the previous year and overall performance. The Governors, Headteacher and External Adviser will also agree new objectives relating to school leadership and management and pupil progress for the current year.
- A review statement is produced by the designated Governors utilising advice of the External Adviser.
- The relevant sub-committee of Governors receives and considers review statement and recommends movement up the pay spine where appropriate.
- If good progress towards achieving performance objectives has been made and there has been sustained high quality performance overall with particular regard to leadership and management and pupil progress, the Governors may recommend an increase of not more than two points in the course of a year within the relevant range. This will be taken forward to the full Governing Body for formal ratification.
- Full Governing Body meets and ratifies the pay recommendations. Time will need to be allowed for any appeals against the pay decisions.
- Arrangements should be made so that pay rises can be backdated to the 1st September.

- Headteacher is advised in writing by the Chair of Governors of the outcome of the review, including details of the appeal procedure.

5.3. Deputy and Assistant Headteacher(s)

- The annual pay review for the Deputy and Assistant Headteacher(s) will be conducted by the relevant sub-committee of Governors based on the recommendation(s) of the Headteacher.
- If good progress towards achieving performance objectives has been made and there has been sustained high quality performance overall, taking account of school leadership and management and pupil progress, the Governors may recommend an increase of not more than two points in the course of a year within the relevant range. This will be taken forward to the full Governing Body for formal ratification.
- Arrangements should be made so that pay rises can be backdated to the 1st September.
- Deputy and Assistant Headteacher(s) advised in writing by the Headteacher of the outcome of the review, including details of the appeal procedure.

5.4. Teaching Staff

- Headteacher, plus any relevant members of management team, review salaries of all teaching staff.
- Recommendations are prepared in relation to progress up the appropriate pay scale.
- The relevant sub-committee of Governors meets and considers the Headteacher's recommendations.
- Full Governing Body meets and decisions of the Committee are reported.
- Written statements are produced for all teaching staff by the Headteacher indicating the outcome of the review.
- Time will need to be allowed for any appeals against the pay decisions.
- Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body via the Headteacher will give the required notification as soon as possible and no later than one month after the date of determination.
- Arrangements should be made so that pay rises can be backdated to the 1st September.

5.5. Main Pay Range

For qualified teachers who are not entitled to be paid on any other pay range. A teacher will be paid a salary within the minimum and maximum of the main pay range as detailed in the STPCD and determined by the relevant body. The detail in relation to all pay ranges for this school can be found in the guidance document.

The main pay range is as follows:

Minimum	£25,714
Maximum	£36,961

Appraisal objectives will become more challenging as the teacher progresses up the main pay range. Objectives will, however, be such that, if achieved, will meet the requirements of the appraisal regulations 2012.

- To move up the main pay range, one annual point at a time, teachers will need to have made good progress towards their objectives and have shown that they are competent in the teachers' standards.
- Teaching should be consistently "good" as defined by Ofsted. This does not mean that every lesson observation needs to be "good".

5.6. Upper Pay Range

A teacher on the upper pay range will be paid a salary within the minimum and maximum of the upper pay range as detailed in the STPCD and determined by the relevant body.

The upper pay range in this school will consist of 5 points within the minima and the maxima as follows:

Minimum	Point 1	£38,690
Maximum	Point 3	£41,604

A teacher will be paid on the upper pay range if:

- (a) the teacher was employed or defined as a post-Threshold teacher in this school under the 2012 or earlier STPCD; or
- (b) the teacher applied to be paid as a post-Threshold teacher in this school under the 2012 STPCD, that the application was successful and the teacher was due to move onto the upper pay scale on 1 September 2014; or
- (c) the teacher was a member of the leadership group or employed as an advanced skills teacher or an excellent teacher in his/her school under the 2012 STPCD and will not be paid on the pay range for leading practitioners or on the pay spine for the leadership group; or
- (d) the teacher applies to this school to be paid on the upper pay range and that application is successful.

In the case of teachers who are paid on the upper pay range by virtue of sub paragraphs a), c) and d), the Headteacher will determine where within the pay range the teacher's annual salary will be fixed.

In making such determinations, the Headteacher may take into account a range of factors as detailed in paragraph 19 and the criteria set out in 15.2 STPCD 2020 and will include:

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context
- The appraisal report
- The appraisal evidence, that the teacher is highly competent in all elements of the relevant standards and that achievements and contribution is substantial and sustained.

Progression through the UPR will be considered annually, in line with the STPCD.

In the STPCD 2020 there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school STPCD 15.4. However, in Herefordshire, HASH (Hereford Association of Secondary Headteachers) has agreed at a local level to maintain the pay for teachers currently employed within Herefordshire secondary schools where they transfer to another Herefordshire secondary school. Primary and Special schools within Herefordshire will also maintain the pay for teachers in these circumstances, except in exceptional circumstances or where locally agreed pay spines are not comparable between schools.

5.7. Leading Practitioners' Pay Range

For qualified teachers who are employed in posts that the Headteacher and Governors have determined have the primary purpose of modelling and leading improvement of teaching skills. The role will include developing, implementing and evaluating policies and practices that contribute to school improvement, improvement of teaching practices which impact significantly on pupil progress and improving the effectiveness of staff and colleagues.

Governors will take account of paragraph 16 and 49 of the STPCD when determining the role of leading practitioner in the school and may determine that different posts in the school may be paid on different individual post ranges within the overall pay range.

Where a school has determined that they have a role, or roles, specifically for the purpose of modelling and leading improvement of teaching skills, the Governors will determine an appropriate pay range in accordance with paragraph 16.3 of the STPCD 2020.

The governing body will determine pay with reference to the challenges and demands of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility. If a school creates more than one post, the individual post ranges should be determined separately for each post and need not be identical. Further information should be referenced in the DfE guidance "Implementing your school's approach to pay" 2019 pages 25-26. implementing your schools' approach to pay

The Leading Practitioners Pay Range minimum and maximum is:

Minimum	£42,402
Maximum	£64,461

There are currently no leading practitioners in this school.

5.8. Unqualified Teachers' Pay Range

An unqualified teacher will be paid a salary within the minimum and maximum of the unqualified teacher pay range as determined by the Governing Body and with reference to paragraph 17 STPCD 2020. Upon obtaining qualified teacher status, an unqualified teacher will be transferred to a salary within the main pay range for teachers which is the same as or higher than the sum of the salary payable for an unqualified teacher and any allowance payable under paragraph 22 of the 2020 STPCD. For a newly appointed unqualified teacher the pay committee will determine where they enter the scale paying due regard to any qualifications or experience s/he may have, which they consider to be of value.

In order to progress up the unqualified teacher range, one point annually, unqualified teachers will need to show that they have made good progress towards their objectives.

The unqualified teachers' pay range minima and maxima are as follows:

Minimum	Point 1	£18,169
Maximum	Point 6	£28,735

5.9. Part-time Teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the schools' timetabled teaching week for a full-time teacher in an equivalent post. As stated in section 40-41 in the STPCD. Any additional hours worked by agreement from time to time will be paid at the same rate.

5.10. Short Notice/Supply Teachers

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

A supply/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 by way or remuneration in respect of that period than would have been paid had the teacher been in regular employment throughout the period.

6. MOVEMENT TO THE UPPER PAY RANGE

- Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy.**
- It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.
- Applications may be made at least once a year and must be submitted by 31st October.
- If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools.
- This school will not be bound by any pay decision made by another school.
- All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria).
- Applications should contain evidence from a minimum of one year performance management review, student progress data, quality of teaching, wider school contribution and any other relevant information.
- Applications should be made in writing to the individual's line manager, with a copy provided to the assistant headteacher for personnel.
- Teachers will normally be expected to have been alerted in writing if there are concerns about performance which may impact on their progression at the time of an issue arising.
An example application form can be found in appendix 5
- Teachers should usually indicate their intention to progress two years before they are eligible. Although this is not a requirement it would allow for objectives to be set that enable a teacher to demonstrate eligibility and would negate the need for additional documentary evidence other than that included in the appraisal paperwork.

6.1. Movement to the Upper Pay Range – Consideration for those on maternity leave, long term absence/disability

Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application, from this school and other schools, in support of their application to demonstrate that the applicant has met the assessment criteria.

Adjustments will be made to take account of special circumstances e.g. absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by case basis according to the circumstances.

6.2. The Assessment

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

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution are substantial and sustained.

For the purposes of this pay policy the following definitions apply:

‘highly competent’

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

‘substantial’

Of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning;

‘sustained’

In relation to UPR only, the teacher must have had two consecutive successful appraisal reports (if the school refers to a 3 point range) and have made good progress towards their objectives during this period.

(E.g. maintained continuously over a long period e.g. X number of school year(s)).

Teachers are not obliged to apply for the upper pay range. If they choose not to do so, they will continue to be set performance targets as part of the appraisal process to ensure that they continue to develop as a professional teacher. The Headteacher will assess any application and make a recommendation in line with the Pay Policy.

During the appraisal process, the reviewee will have been made aware of the criteria for success in the above areas. The performance criteria will have indicated what success would look like at the end of the cycle. If the reviewee is successful and is eligible for performance progression then this will be awarded. Section 15.1 STPCD 2020.

Teachers will not be expected to produce a portfolio of evidence but it may be helpful to the process if the teacher was given the opportunity to contribute towards the review process by also providing evidence.

Reviews will be deemed to be successful unless concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process, or where the teacher fails significantly to achieve their objectives.

Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school’s general appeals arrangements (Appendix 4)

6.3. For schools with Leading Practitioner Role

Teachers employed as Leading Practitioners will undergo the normal appraisal process to determine whether they have met their performance objectives and should progress within the pay band. The headteacher will make a recommendation to the governors, who will make the final decision.

6.4. Notification of Outcomes for all staff

Staff who have been awarded pay progression will be informed in writing of the outcome and given details of the pay award.

Staff who have not been successful will be given the reasons for the decisions, in writing and advised of their right to appeal. An important part of the feedback will be to outline the evidence that was taken into account to support this decision, and to explain how any development issues can be addressed.

7. APPEALS

Where a school has six or more Governors who are not employed by the school the Appeals Committee will consist of three Governors none of whom are employees of the School or have been previously involved in making pay decisions.

Staff will be able to appeal to the Appeals Committee if they have not been successful and they wish to advance their case for consideration

The arrangements for considering appeals are as follows:

A teacher may appeal against any determination in relation to his/her pay or any other decision taken by the Governing Body that affects his/her pay if they feel that a pay decision is incorrect or unjust especially if there is new evidence to consider.

The grounds for appeal are that the person or sub-committee by whom the decision was made:

- incorrectly applied any provision of the identified document/pay policy;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

The appeal should be made in writing to the headteacher or governing body in the case of the headteacher including sufficient details of its basis. Employees have a statutory right to be accompanied at any stage of an appeal hearing by a work colleague or trade union representative.

The governing body has an appeals procedure which is set out in appendix 4 to this pay policy. It is the intention that the appeals procedure will be dealt with promptly, thoroughly and impartially.

8. TIMESCALES

Where pay progression is awarded this will be effective from 1st September. Where pay decisions are taken after this date, or where the STPCD is delayed, pay will be backdated to 1st September.

The majority of turnover in schools takes place at the end of the academic year. Where a teacher is moving schools he/she is eligible to be considered by the new school for a performance point (e.g. movement to point MPR 2 from MPR 1).

In these circumstances the Headteacher can consider evidence of performance from the previous school provided by the teacher and where necessary liaise with the Headteacher of the teacher's previous school.

It is recommended that the relevant sub-committee of Governors completes the process by the end of the Summer Term and no later than 31st October each year.

9. ALLOWANCES

9.1. Teaching and Learning Responsibility Payments

TLR1 and TLR2 will be awarded to various posts according to the published school structure to reflect the undertaking of a sustained additional responsibility and ensure continued delivery of high quality teaching and learning, for which a teacher is made accountable.

The current values of the payments for this school are:

TLR1 - £8,291 minima	£14,029 maxima
TLR2 - £3,193 minima	£7,017 maxima

TLR1 and TLR2 payments will be awarded where the Governing Body is satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

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

The Governing Body will only award a TLR1 payment where it is satisfied that the significant responsibility referred to in para. 20.1 of the STPCD 202020 includes line management responsibility for a significant number of people.

The award may be while the teacher remains in the same post or occupies another post in the absence of the post holder.

Where a TLR1 or 2 is awarded to a part time teacher it will be paid on a pro rata basis.

A teacher cannot be paid a TLR1 and 2 concurrently and cannot hold two TLR1's or two TLR2's at the same time

A TLR may not be paid to an unqualified teacher, a member of the leadership group or a staff member on the pay range for leading practitioners

The Governing Body may also award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one off externally driven responsibilities. The Governing Body must not award consecutive TLR3's for the same responsibility and must establish the duration at the outset. The annual value of a TLR3 will be between £571 and £2,833 (as set out in the STPCD 202020 20.3) and will be established at the outset of the project. Payment will be made on a monthly basis for the duration of the fixed term.

Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply.

TLR3's are not subject to safeguarding.

A teacher may be in receipt of a TLR3 concurrently with either a TLR1 or 2.

9.2. Recruitment and Retention Incentives and Benefits

The Governing Body and where it is the teacher's employer, the authority, may make payments or provide other financial assistance, support or benefits to a teacher as considered necessary as an incentive for the recruitment of new teachers and the retention of existing teachers. The governing body will, nevertheless, conduct an annual formal review of all such awards.

No new awards of recruitment and retention incentive benefits will be made to headteachers, deputy headteachers or assistant headteachers with effect from 1 September 2014, other than as reimbursement of reasonably incurred housing or relocation costs. If the governing body is already paying such an incentive or benefit, determined under a previous document, subject to review, it may continue with it, at its existing value, until such time as the leadership group member moves to new leadership group pay arrangements, as set out in 27.3 STPCD 202020.

At that point, all recruitment and retention considerations in relation to a leadership group member will be taken into account when determining the pay range.

The governing body may make a payment or provide other financial assistance, support or benefits to a teacher as considered necessary as an incentive for the recruitment of new teachers and the retention in their school of existing teachers.

The Governing Body should make clear at the outset the expected duration of the awards and the review date after which they may be withdrawn.

9.3. Special Educational Needs Allowance

9.3.1. Payment of mandatory allowances

SEN allowances may be held at the same time as a TLR

The Governing Body will award a SEN allowance of no less than £2,270 and no more than £4,479 per annum. The relevant body must determine the award of an SEN allowance in accordance with the criteria in paragraphs 21.2 of the STPCD 202020.

9.3.2. Assessment of appropriate allowance values

This policy sets out the basis for rational, transparent and fair decisions on levels of payment for SEN allowances. This will reflect the school's organisation of or provision for SEN or, for unattached teachers employed in the local authority's central services, the organisation of provision in the particular service.

The value of allowances will be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post. This will require schools (and local authorities) to make a judgement about the nature and challenge of a teacher's work with pupils with SEN compared and related to that of other teachers in the school or service.

In establishing appropriate values for their SEN allowances, this school will ensure that

- It has considered the full range of payments available
- That the values chosen are properly positioned between the minimum and maximum established in the national framework.

For example, a teacher who is teaching a special class for which a mandatory qualification is required and who has considerable relevant experience (and who is therefore seen as one of the school's leading professionals in this area) would be more likely to be paid towards the top end of the national range.

- Differential values relating to SEN roles in the school will be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.
- This school will take account of the way in which SEN provision is organised and delivered locally and may want to consult the local authority for the advice on establishing appropriate payments.

The Governors have determined to follow:-

- The school must consider whether individuals who work 51% or more of their working week where the teacher works solely and alone with statemented pupils/pupils with an EHCP should receive the allowance.

This would include where the teacher is teaching a small group of pupils where most, but not all, of the pupils have a statement of SEN/ EHCP. Such staff would be entitled to the mandatory point. This will ensure that part timers are not discriminated against.

- SENCO carrying out teaching duties in support of statemented pupils/pupils with an EHCP

This rarely occurs sufficiently to justify the payment of the mandatory allowance. However, if a SENCO was teaching 51% or more of his/her time as per the definition above then he/she should be paid the mandatory allowance. The SENCO management role is recognised with the payment of the appropriate level of TLR, not the SEN teaching allowance.

- SEN allowances may be held at the same time as TLRs however governing bodies should review structure and ensure:
- Holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff
- Teachers who have responsibilities that meet the principles for the award of TLR payments are not placed on a lower value discretionary SEN instead of the TLR
- SEN payment are not offered solely as a way to retain staff
- Any SEN responsibilities are clearly defined in the individuals job description

9.4. Additional Payments

In accordance with the STPCD 202020 section 26 the Governors may make such payments as they see fit to a teacher, other than a headteacher, in respect of:

- 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 headteacher or, in the case of the head teacher between the headteacher and the relevant body;
- d) additional responsibilities and activities due, to, or in respect of, the provision of services by the teacher relating to the raising of educational standards to one or more additional schools.

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

The governors will reimburse teachers for expenses incurred where these have been agreed prior to the trip. Teachers should, wherever possible, retain receipts/tickets etc. so that they can be properly reimbursed via school expenses.

9.5. Honoraria Payments and TLR 3

The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances. However, TLR 3 may be awarded to a classroom teacher for clearly time-limited school improvement projects, or one off externally driven responsibilities. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. If the time period of the TLR3 spans a new academic year and/or the release of a revised STPCD document the value of the existing TLR3 will not be affected by any pay award and will continue until the end of the fixed term period on the original terms.

9.6. Service Provision

Where a Headteacher in one school is providing a service to another school, for example as a National Leader of Education (NLE), the person providing that service is not ultimately accountable for the outcomes in the school, but for the quality of the service being provided. The relevant body whose Headteacher is providing the service should determine how much, if any, additional payment is due to the individual concerned in line with the provisions of the STPCD and this policy.

9.7. Acting Allowances

Where any teacher is required to act as headteacher, deputy headteacher or assistant headteacher for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to a pro-rata calculation of a pay point within the appropriate range for the role. Payments will be backdated to the day on which the teacher assumed those duties.

Performance payments to seconded teachers where:

- a teacher is temporarily seconded to a post as headteacher in a school causing concern which is not the teachers normal place of work; and
- the governing body of that school considers that the teacher merits additional payment to reflect the sustained high quality of performance throughout the secondment, the relevant body may pay a lump sum payment accordingly. The total value of the payment along with any annual salary during the secondment must not exceed 25% above the maximum of the headteacher group for the school to which the teacher is seconded
- see STPCD section 23 and 24 guidance for information on payment recognition for services to other schools and the type of agreement for taking up such work

9.8. Headteacher's Discretionary Payments

Any discretionary payments in addition to the salary arising from the Headteacher's salary in the group should only be made in accordance with paragraph 10.1 to 10.4 and 9.3 of the STPCD 202020 document. The total of all discretionary payments made to a Headteacher in respect of any school year must not exceed 25% of the amount which corresponds to that individual's salary for that year. All discretionary payments received in relation to their role as a Headteacher count towards the limit.

Discretionary payments can only be awarded in specific circumstances including where the headteacher is appointed as a temporary headteacher of one or more additional schools.

10. SAFEGUARDING

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the STPCD 202020. Part 5 section 31 sets these out in more detail, however, in summary:

- a) If the safeguarded sums exceed £500 in total, the relevant body must review the teacher's assigned duties and allocate such additional duties to the teacher as they reasonably consider are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid the safeguarded sum. The teacher must not be paid the safeguarded sum if the teacher unreasonably refuses to carry out such additional duties (one month's notice will be given to the teacher when the payment is to cease in these circumstances).
- b) For the purpose of safeguarding TLRs, unqualified teacher allowance, and those in the leadership group, advanced skills teachers, excellent teachers and those on the leading practitioner range, the safeguarding period ends on the third anniversary of the relevant date (dates are included in para. 33.1, or if they are employed on a fixed term contract the date on which the contract ends).
- c) Teachers who were formerly employed as advanced skills teachers and excellent teachers whose salaries were subject to safeguarding under the 2012 or 2013 Document continue to have their salaries safeguarded in accordance with that Document.

11. ANNUAL PAY STATEMENTS

All teaching staff should receive an annual pay statement at the earliest opportunity and by no later than 31st October in the same calendar year.

12. BASIC PAY DETERMINATION ON APPOINTMENT

- Governors determine the pay range for a vacancy prior to advertising the post.
- On appointment the Headteacher will determine the starting salary within one of the four pay ranges for teachers to be offered to the successful candidate.

Unqualified Teachers

- On appointment the governing body will consider which point to place an unqualified teacher on taking into consideration any relevant qualifications and experience.
- Unqualified teachers will normally be appointed on the minimum salary point unless the relevant body determines that they have other relevant experience in which a discretionary point or points may be awarded.
- Upon obtaining QTS under regulations made under section 132 of the Act and unqualified teacher must be transferred to the main salary range
- Where the teacher continues to be employed in the same school, the salary must be the same or higher than unqualified teacher pay range and any unqualified teacher allowance

When determining the leadership pay range, the relevant body will review the pay range in accordance with the STPCD document and will also review the headteacher group for headteachers.

12.1. Headteacher's Pay on appointment

- The pay committee will review the school's headteacher group and the head's pay range in accordance with paragraphs 4,5,6 and 8 (ordinary school) or paragraphs 4,5,7 and 8 (special schools).
- If the headteacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of the paragraph 6.6 or 7.9, as the case may be.
- For appointments on or after 1 September 2014, the pay committee will determine a pay range, taking account of the full role of the headteacher (part seven- Contractual Framework for Teachers), all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), including recruitment issues. The pay committee will take into account the factors set out in the STPCD when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.
- The pay committee will consider using its discretion, in exceptional circumstances only, to exceed the 25% limit beyond the maximum of the group range when setting the pay range for the headteacher, as

set out in paragraph 9.3. However before doing so it will make a fully documented business case and seek external independent advice.

- The pay committee may use reference points within the pay range.

The annual pay review for the Headteacher will be conducted by the relevant sub-committee of Governors following a performance review by the designated Governors advised by an External Adviser. The decisions of this group will be reported to the full Governing Body for ratification.

The Headteacher is paid within the group and the individual pay range for the school as identified. The STPCD 2020 sets out the pay arrangements for Headteachers in more detail. When determining the individual salary range, schools should take into account the challenge and demands of an individual post and be mindful of internal pay relativities.

Executive headship

Where the headteacher is appointed as a headteacher of more than one school, the Governing Body must determine the headteacher group and individual pay range by the application of the total unit score for all of the schools calculated in accordance with the STPCD document section 6.6 or 7.9.

12.2. Deputy/Assistant headteacher pay on appointment

- For appointments on or after 1 September 2014, the pay committee will determine a pay range, taking account the full role of the deputy/assistant headteacher (part seven- Contractual Framework for Teachers), all indefinite responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), including recruitment issues.
- The pay committee will take into account the factors set out in the STPCD when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.
- The pay committee may use reference points within the pay range
- At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure appropriate scope of reference points, for performance related pay progression.
- The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the document and paragraphs 60 to 73 of section three.
- The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school, calculated in accordance with 9.2 – 9.4 of the STPCD 2020.
- The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances.
- The relevant body must ensure that there is appropriate scope within the range to allow for performance related progress over time.
- In the case of a deputy headteacher post the governors must be satisfied that the responsibility features a job weight which exceeds that expected of an assistant headteacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the headteacher.

12.3. Three stage process for new appointments (Leadership)

The three-stage process should be followed when setting the pay for new appointments to headship or the wider leadership team (appendix 6).

There is no need to reassess the pay or allowances of existing headteachers or leadership teams. This includes those who were appointed to a leadership post prior to 1 September 2014 but who did not take up post until on or after that date. The pay of those in post will only need to be reviewed when there are significant changes to responsibilities.

The leadership pay range is as follows:

Minimum	Point 1	£42,195
Maximum	Point 43	£117,197

13. EQUALITIES LEGISLATION

The governing body will comply with relevant equalities legislation:

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The part time workers (prevention of less favorable treatment) regulations 2000
- The fixed term employees(prevention of less favorable treatment) regulations 2002
- The agency workers regulations 2010

The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising posts, appointing, promoting and paying staff, training and staff development.

13.1. Equalities and Performance Related Pay

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified and minutes of any decisions, and the reasons for them will be kept. Adjustments will be made on a case by case basis to account of special circumstances, E.g. an absence on maternity or disability related sick leave. The governing body will monitor the outcomes and impact of this policy including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Schools are encouraged to take note of "Making Data Work" when considering performance management. <https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response>

14. ANNUAL REVIEW OF POLICY

This policy will be reviewed and updated by the Governing Body on an annual basis.

APPENDIX 1 – DEFINITIONS

The meaning of some key words and phrases, for the purposes of this policy, are explained below:

Work Colleague. A current employee from the individual's workplace or by mutual agreement, a current employee from another workplace.

Headteacher. The person responsible for leading and managing the school, and has delegated powers to ensure capability issues are appropriately managed. References to the Headteacher shall include any nominated Deputy Headteacher acting on his / her behalf.

Appraiser. The person or panel who sets and monitors objectives and undertakes the appraisal.

Trade Union representative. Lay or permanent official of the Trade Union to which the employee belongs, who has been reasonably certified in writing by their union as having experience of, or having received training in, acting as a worker's companion at capability hearings.

Working days. Any designated term-time or Teacher Education Training Day or any other contractual working day, but excluding the day of any capability meeting and the day on which the notification of the meeting is sent to the employee.

LA - Local Authority

STPCD – School Teachers' Pay and Conditions Document

SMARTID - Principles of setting objectives. **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound, **I**mpactful and **D**ifferentiated.

QTLS - Qualified Teacher Learning and Skills.

QTS - Qualified Teacher Status.

CPD - Continuous Professional Development.

APPENDIX 2 – ROLE OF THE GOVERNING BODY/SUBCOMMITTEE

- The full Governing Body has delegated pay decisions to a relevant sub-committee of Governors of a minimum of three Governors, none of whom are employees of the school.
- There will be a further three independent Governors, who have not had involvement in the pay decision to date, should there be an appeal
- Where schools have less than six governors who are not employed by the school, the relevant sub and appeal committees may each consist of two governors.
- This Committee will have fully delegated powers to decide awards without further reference to the Governing Body.
- A summary of the decisions will be provided to the full Governing Body. This may be in the format of minutes as long as they do not identify individual teachers in line with Data Protection.
- The relevant sub-committee of Governors will assess the pay progression of the Headteacher based on previously determined criteria and receive from the Headteacher recommendations about all other eligible staff.
- The Headteacher will present his/her recommendations and, where required, the relevant sub-committee of Governors can have access to individual Performance Review Statements. However, the relevant sub-committee of Governors would not normally become involved with the detailed evidence supporting the assessments.
- If there are insufficient funds to support all the recommendations the relevant sub-committee of Governors will halt the process and inform the Finance Sub-Committee for it to identify additional funding.

The Governing Body must ratify any financial decisions to transfer funds within the school's budget

APPENDIX 3 – OTHER SOURCES OF INFORMATION

In producing this pay policy these documents were referred to and may be useful reference documents for headteachers and governors.

NAHT Model Pay Policy

(this includes example definitions of 'highly competent', 'substantial' and 'sustained'.

Department for Education – Departmental Advice – Implementing your school's approach to pay 2020.

(This also includes example definitions of 'highly competent', 'substantial' and 'sustained'

Herefordshire Association of Secondary Headteachers (H.A.S.H.) Agreed Career Stage Expectations

APPENDIX 4 – APPEAL PROCESS OUTLINE

The order of proceedings is as follows:

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

If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker (i.e. the Headteacher) within 10 working days of the decision.

Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

The teacher should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the relevant sub-committee of Governors who made the determination, within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

The committee who made the determination should provide a hearing within 10 working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the representation hearing, the employee should be informed in writing of the hearing's decision and the right to appeal immediately. A teacher is entitled to be accompanied by a work colleague or union representative at any formal appeal hearing.

A written appeal should be submitted within 5 working days of the decision. Any appeal should be heard by a panel of three Governors (in schools where there are six or more governors who are not employed by the school) and who were not involved in the original determination. The appeal hearing would normally take place within 20 working days of the receipt of the written appeal notification and give the teacher the opportunity to make representation in person. The teacher must be given a minimum of 5 working days' notice of the appeal hearing, unless this it is mutually agreed to hear it sooner. 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. The decision is final and there is no recourse to the staff grievance procedure.

EXAMPLE AGENDA – REPRESENTATION AND APPEAL

Attendees:

- Panel of 3 governors who are not employed by the school. (In schools where there are fewer than six governors not employed by the school the panel may consist of two).
- HR Adviser to the panel (as appropriate)
- Note-taker
- Headteacher – to provide information on the pay determination and the basis for their decision
- *In the case of an appeal hearing – the Chair of the sub-committee panel, as appropriate.*
- Teacher
- Trade Union/Professional Association representative or work colleague

1. The Chair of the panel will introduce those present, and their role, and check that everyone has the necessary documentation.
2. The Chair will confirm the teacher's grounds of appeal, i.e. which of the following (teacher can appeal on one, or more grounds): That the decision
 - i. Incorrectly applied any provision of the identified document/pay policy;

- ii. Failed to have proper regard for statutory guidance;
 - iii. Failed to take proper account of relevant evidence;
 - iv. Took account of irrelevant or inaccurate evidence;
 - v. Was biased; or
 - vi. Otherwise unlawfully discriminated against the teacher.
3. The Teacher and/or their representative will set out the reasons why they believe the recommendation / decision of the headteacher (*or Sub-Committee*) is not correct.
- a. The Headteacher (*and/or Chair of Sub-Committee*) can ask questions of the teacher
 - b. The panel and HR Adviser can ask questions of the teacher
4. The headteacher (*or in the case of an appeal hearing this may also be the Chair of the Sub-Committee*) will set out the reasons for the pay determination made.
- a. The teacher and/or their representative can ask questions of the headteacher (*or Chair of Sub-Committee*)
 - b. The panel and HR Adviser can ask questions of the headteacher (*and/or Chair of Sub-Committee*)
5. The teacher and/or their representative will sum up their case.
6. The headteacher (*and/or Chair of Sub-Committee*) will sum up their case.
7. The panel will adjourn to consider their decision.

The meeting will reconvene and the panel will communicate their decision, wherever possible, on the day of the meeting. The decision will be confirmed in writing to the teacher, within five working days of the meeting, and will set out how the teacher can appeal against the decision, if they wish.

APPENDIX 5 – EXAMPLE FORM – UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name:

Post:

PM/Appraisal Details:

Years covered by planning/review statements

Schools covered by planning/review statements

Declaration:

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

This application is to be submitted by 31st October of the academic year in which the application relates.

Applicant's signature:

Date:

APPENDIX 6 – THREE STAGE PROCESS FOR NEW APPOINTMENTS

The three stage process is:

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

The governing body has substantial flexibility to set pay at the level needed to attract headteachers and other member of the leadership team by considering the circumstances of the role before advertising the post.

All decisions and the reasons for them should be well documented at every stage.

All pay decisions must be made on objective criteria so there is no discriminatory effect on any individual teacher or group of teachers with a particular protected characteristic under the Equality Act 2010.

Stage 1 Defining the role and determining the headteacher group.

The governing body should define and set out the responsibilities, accountabilities, skills and competences required. For headteacher posts the school should be assigned to a headteacher group which will determine the broad pay range. This should be done by calculating the total unit score for the school in accordance with paragraphs 5-8 of the STPCD 2020.

Stage 2 Setting the indicative pay range

Governing bodies should consider the complexity and challenge of the role in the context of the school and make a judgement on pay in light of this. Current discretionary payments such as allowances for recruitment and retention, permanent additional responsibilities (e.g. provision of initial teacher training (ITT)), and long term provision to other schools, should be captured at this stage. For headteacher posts it is expected that normally the total unit score fully captures the complexity of the headteacher role and that the relevant broad pay range accommodates appropriate levels of reward however the governing body may consider whether the indicative pay range should start at the minimum of the headteacher group or whether it should start at a higher level due to the level of challenge of the post.

There may be circumstances where additional factors suggest indicative pay should be higher than what would be provided by the basic calculation in stage 1.

The following represent examples of some additional factors that may be considered, these are for guidance and are not exhaustive.

- o The context and challenge arising from pupil needs e.g. if there is a high level of deprivation in the community (free school meals, English as additional language) high number of looked after children, children with special educational needs or if there is a high level of in-year mobility and this affects the challenge in relation to improving outcomes;
- o A high degree of complexity and challenge e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any headteacher of similar sized school(s) and is not already reflected in the total unit score at stage 1;
- o Additional accountability not reflected in stage 1 e.g. leading a teaching school alliance
- o Factors that may impede the schools ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. London; specialism, level of support from wider leadership team.

If the governing body warrant it, the indicative pay range can be set with a maximum of up to 25% above the top of the relevant headteachers group range. Above this external advice should be sought, should the advice be that an additional payment is appropriate, a business case must be made and agreed by the full governing body.

Base pay should not increase nor should the school pay an additional allowance for regular local collaboration which is part of the role of all headteachers.

The governing body will adopt a similar approach for other leadership roles and will consider how the other leadership roles should be set in accordance with the level set for the headteacher ensure that there is sufficient scope for progression.

Further to this the governing body should decide where in the broad range to position the indicative pay range and set this out clearly when the job is advertised, making **overall judgement** on the position and

breadth of range, allowing appropriate scope for performance-related progression over time, clearly linked to school improvement priorities and outcomes.

There should be a clear audit trail for all decisions made and the reasoning behind them.

Stage 3 – Deciding the starting salary and individual pay range

The first two stages provide the means for determining the appropriate pay range. The third stage is essentially deciding on the starting salary for the individual who is to be offered the post.

At this stage the governing body will have a preferred candidate for the role and will wish to set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post.

The governing body should ensure that there is scope for performance-related progression over time

Using the three-stage process – illustrative examples

1. A school with 200 pupils on roll has a vacancy for a head. Its last inspection 18 months previously judged it a good school with only minor issues to address. Under stage 1 it is assigned to headteacher group 2 - the broad pay range for the head's post is £45,421-£62,521. Under stage 2 the governing body considers that there are no additional factors that need to be taken into account and decides to set the indicative pay range at £45,450-£54,000. Having selected a candidate who met all the requirements of the job specification, the governing body decides to set the salary on appointment at £47,000.
2. A school with 200 pupils on roll has a vacancy for a head. It is a challenging school with a much higher than average proportion of pupils on Free School Meals and it has recently been rated by Ofsted as requiring significant improvement. Under stage 1 it is assigned to headteacher group 2 – the broad pay range for the head's post is £45,421-£62,521. Under stage 2 the governing body considers that, because of the particular challenges that the school is facing, it needs to recruit an experienced school leader who has the skills and competences to take the school forward. It decides to set the indicative pay range towards the top of the broad range, i.e. £54,500-£62,500. Having selected a candidate who met all the requirements of the job specification, the governing body decides to set the salary on appointment at £55,500.
2. A school with 200 pupils on roll is in a federation with a similar school of the same size. One school is performing well, but the other has recently been placed in special measures. The vacancy is for a headteacher who will be accountable for the federation's schools' outcomes. Under stage 1 the post is assigned to headteacher group 3 – the broad pay range is £48,991-£67,290. Under stage 2 the governing body considers that, due to the complexity of the role and the challenges involved in managing more than one school (one of which requires a real focus on improvement), it needs to recruit an experienced head with a very particular skillset. It decides that, because there may be difficulty in appointing, it may be necessary to consider extending the indicative pay range beyond the maximum of the group 3 pay range. It decides to set the indicative pay range at £61,600-£73,700. Having selected an appropriate candidate, the governing body decides to set the salary on appointment at £64,600.
4. A secondary school with 600 pupils on roll in a challenging area with a much higher than average proportion of pupils on Free School Meals has a vacancy for a head. Under stage 1 the head's post is assigned to headteacher group 5 – the broad pay range is £58,096-£79,872. Under stage 2 the governing body considers that, due to the challenge of the role and the fact that the school is a teaching school, it requires an experienced high-performing headteacher. It sets an indicative pay range at £61,600-£70,700. Following some difficulty in recruiting, it has selected a candidate with a very 41 strong track record in headship and decides that it would be appropriate to revise the pay range for the post. It sets the salary on appointment at £69,500 with scope to progress to £79,500 over time, subject to performance.

5. A large secondary school with 2,000 pupils on roll is in a federation with another school with 1,000 pupils. Under stage 1 the post is assigned to headteacher group 8 – the broad pay range is £74,215-£107,210. Under stage 2 the governing body considers that, due to the accountability for two schools with a very large total number of pupils, it would be appropriate to extend the indicative pay range beyond the maximum of group 8. Using its discretion to extend by up to 25%, it decides to set the indicative pay range at £107,000-£123,000. Having selected a candidate, the governing body decides to set the salary on appointment at £107,000.
6. The governors of three separate, small rural schools wish to appoint an executive head. Under stage 1 the total unit score for the three schools assigns the post to headteacher group 1 – the broad pay range is £43,232-£58,096. Under stage 2 an appointing committee representing the three governing bodies considers that, because of the challenges of such a post involving three schools and three budgets, they need to recruit an experienced school leader and decide to extend the indicative pay range beyond the maximum of group 1. Using its discretion to extend by up to 25%, it decides to set the indicative pay range at £55,500-£65,600. Having selected a candidate, the salary on appointment is set at £55,500.

APPENDIX 7 – HASH CAREER STAGE EXPECTATION

Name: _____ Date: _____ Completed by Appraisee / Appraiser (delete as appropriate)

Teaching Standards and HASH Agreed Career Stage Expectations

Each of the standards is underpinned by further detail, which is linked below to Professional: Practice, Outcomes, Relationships, Professional Development and Conduct. The Professional standards for post-threshold teachers, excellent teachers and ASTs are incorporated in the CSE indicated as P1 to P10 and given in full overleaf.

Preamble

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students

Part 1 Teaching

A teacher must:

- 1.1. Set high expectations, which inspire, motivate and challenge students
- 1.2. Promote good progress and outcomes by students
- 1.3. Demonstrate good subject and curriculum knowledge
- 1.4. Plan and teach well-structured lessons
- 1.5. Adapt teaching to respond to the strengths and needs of all students
- 1.6. Make accurate and productive use of assessment
- 1.7. Manage behaviour effectively to ensure a good and safe learning environment
- 1.8. Fulfill wider professional responsibilities

Part 2 Personal and Professional Conduct

The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career

- 2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school,
- 2.2. Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality
- 2.3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Exemplification of the teaching standards as applied to NQTs are available in the Herefordshire NQT Guidance documents.

Post-threshold teachers

(1) Professional Attributes

Frameworks

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

(2) Professional knowledge and understanding

Teaching and learning

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

Assessment and monitoring

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

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

Subjects and curriculum

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

Health and well-being

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

(3) Professional skills

Planning

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

Teaching

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

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

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

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

Professional Area	NQT → MPR Ref point 2 (M2)	MPR Ref point 4 (M4) →	MPR Ref point 6 (M6)	UPR Ref point 1 (UPS1) →	UPR Ref point 5 (UPS3)
PROFESSIONAL PRACTICE	Typically all teaching still developing, much good or better	Typically most teaching good or better	Typically all teaching good; some outstanding	Typically all teaching good; some outstanding	Typically all teaching good; much outstanding

Relevant Standards	<p>1.1a Establish a safe and stimulating environment for students, rooted in mutual respect</p> <p>1.2b Plan teaching to build on students' capabilities and prior knowledge (P2, P7)</p> <p>1.2c Guide students to reflect on the progress they have made and their emerging needs</p> <p>1.2e Encourage students to take a responsible and conscientious attitude to their own work and study</p> <p>1.3aai Foster and maintain pupils' interest in the subject and address misunderstandings (P7)</p> <p>1.3c Demonstrate an understanding of and take responsibility for promoting highest standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</p> <p>1.4a Impart knowledge and develop understanding through effective use of lesson time (P2)</p> <p>1.4b Promote a love of learning and children's intellectual curiosity</p> <p>1.4c Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding students' have acquired</p> <p>1.5a Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively (P2)</p> <p>1.5c Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development</p> <p>1.6b Make use of formative and summative assessment to secure students' progress (P3)</p> <p>1.6c Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>1.6d Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback</p> <p>1.7a Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy (P2)</p> <p>1.7b Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly (P2)</p> <p>1.7c Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them</p> <p>1.8 c Deploy support staff effectively</p>
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	NQT → MPR Ref Point 2 (M2)	MPR Ref Point 4 (M4) →	MPR Ref Point 6 (M6)	UPR Ref point 1 (UPS1) →	UPR Ref Point 5 (UPS3)
PROFESSIONAL OUTCOMES	Most Students achieve in line with school expectations	Almost all students achieve in line with school expectations	Almost all students achieve in line with school expectations and some exceed them	Almost all students achieve in line with school expectations; some exceed them	Almost all students achieve in line with school expectations; many exceed them

Relevant Standards	1.1b Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
	1.2a Be accountable for students' attainment, progress and outcomes

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

	NQT → MPR Ref Point 2 (M2)	MPR Ref Point 4 (M4) →	MPR Ref Point 6 (M6)	UPR Ref Point 1 (UPS1) →	UPR Ref Point 5 (UPS3)
PROFESSIONAL RELATIONSHIPS	Positive working relationships with students, colleagues and parents	These relationships are securely focussed on improving provision for students	Professional relationships with students, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes

Relevant Standards	1.7d Maintain good relationships with students, exercise appropriate authority and act decisively where necessary
	1.8b Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
	1.8e Communicate effectively with parents with regard to students' achievements and well-being
	2.1a Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

	NQT → MPR Ref Point 2 (M2)	MPR Ref Point 4 (M4) →	MPR Ref Point 6 (M6)	UPR Ref Point 1 (UPS1) →	UPR Ref Point 5 (UPS3)
PROFESSIONAL DEVELOPMENT	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Plays a proactive role in supporting the professional development of key stage or departmental colleagues	Plays a proactive role in enabling the professional development of colleagues across the school

P9 Promote collaboration and work effectively as a team member.

Relevant Standards	<p>1.2d Demonstrate knowledge and understanding of how students learn and how this impacts on teaching (P5)</p> <p>1.3ai Have a secure knowledge of the relevant subject(s) and curriculum areas (P5)</p> <p>1.3b Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship (P5, P7)</p> <p>1.4d Reflect systematically on the effectiveness of lesson and approaches to teaching</p> <p>1.4e Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p> <p>1.5b Have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these</p> <p>1.5d Have a clear understanding of the needs of all students', including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</p> <p>1.6a Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements (P4)</p> <p>1.8d Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p>
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P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

	NQT→ MPR Ref Point 2 (M2)	MPR Ref Point 4 (M4) →	MPR Ref Point 6 (M6)	UPR Ref Point 1 (UPS1) →	UPR Ref Point 5 (UPS3)
PROFESSIONAL CONDUCT	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards

Relevant Standards	<p>1.1c Demonstrate consistently the positive attitudes, values and <u>behaviour</u> which are expected of students</p> <p>1.8a Make a positive contribution to the wider life and ethos of the school</p> <p>2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and <u>behaviour</u>, within and outside school, by:</p> <ul style="list-style-type: none"> b. Having regard to the need to safeguard students' well-being, in accordance with statutory provisions c. Showing tolerance of and respect for the rights of others d. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs e. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality (P1)</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p> <p><i>Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.</i></p>
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APPENDIX 8 – CONSULTATION LOG

<i>Date sent for consultation</i>	<i>Consultees</i>
	<p><u>Herefordshire Council</u></p> <p>Ceri Morgan – Assistant Director –Education Development & Skills – Herefordshire Council</p> <p><u>Schools/Academies</u></p> <p>Julie Rees – Headteacher – Ledbury Primary School Lisa Appleton – Headteacher -Barrs Court Special School Sue Gaston - Headteacher – Fairfield High School Tim Mamak – Headteacher – Leominster Primary School Tracey Kneale – Executive Headteacher – Marlbrook Primary School, St Martins Primary School, , Little Dewchurch Primary School Kristian Phillips – Assistant Headteacher – John Kyrle High School and Sixth Form College Martin Henton – Headteacher – The Bishop of Hereford Bluecoat School Steve Kendrick – Headteacher – Ashfield Park Primary School</p> <p><u>Hoople Ltd (HR Services)</u></p> <p>Julie Davies - HR Services Manager Julie Bridgewater- Senior HR Advisor - Schools</p> <p><u>Trade Unions</u></p> <p>Chris Lewandowski (NASUWT) Paul Deneen (NEU) Noel Glover (NAHT) Carol Rushton (ASCL) Stephen Baker (NEU) Dick Colligan (VOICE)</p>

Version log

Version	Status	Date	Description of change	Reason for change	Pages affected
0.09	Draft	01/09/2016	Amendments in line with STCPT 2016. Policy transferred into new format	Annual review to reflect STPCD update	All
0.10	Draft	13/09/2017	Amendments in line in STPCD 2017 and additional points added for clarity under NQT, movement to UPR, TLR's, SEN allowances, removal of salary portability across schools, sections reordered within the policy for easier reading.	Annual review to reflect STPCD revision	All
0.11	Draft	23/10/2017	Additions to maternity/long term absences	Further to queries from schools	P5 & 10
0.12	Draft	25/10/2018	Inserted 4 bullet points to section 3	Union request at PRP meeting	P4
0.12	Draft	30/10/2018	Checked references to page number and policy sections of 2018 STPCD. Amended minima's and maxima's	Annual review	All
0.12	Draft	30/10/2018	Added clarity regarding TLR payments and the Leading Practitioner Range	Further to queries from schools	P13
0.13	Draft	17/09/2019	Added clarity to TLR3, amended references to page numbers in the new STPCD, amended minima and maxima to all ranges	Annual update	All
0.14	Draft	10/09/2020	Amended pay ranges, amended references to page number in new STPCD, added union comments as discussed	Annual update	All