



Rawmarsh Ryecroft Infant School

Pay Policy

SEPTEMBER 2021

*(Amended to reflect the changes
to the School Teachers' Pay and Conditions Document
effective from 1st September 2021)*

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RAWMARSH RYECROFT INFANT SCHOOL

POLICY ON SCHOOL TEACHERS' PAY FROM 1st SEPTEMBER 2021 TO 31st AUGUST 2022

1. PRINCIPLES

1.1 Principles

All teachers employed at Rawmarsh Ryecroft Infant School are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time.

Teachers and unions have been consulted on this policy. All pay related decisions will be taken in compliance with relevant legislation and employment law. All pay-related decisions are made taking full account of relevant school improvement plans.

1.2 Pay reviews

The Governing Board will ensure that every teacher's salary is reviewed with effect from 1st September each year. Where applicable, a written statement will give information about the basis on which any pay determination was made as a result of the review.

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.

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

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

2.1 Headteachers

Decisions on setting or amending pay ranges for headteachers will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the school's headteacher group and headteacher pay range.

The Governing Board will determine the pay range for a headteacher when they propose to make a new appointment or at any time if they consider this necessary to reflect a permanent and significant change in the responsibilities of the post. Additional temporary responsibilities may be rewarded via an additional payment, not via an

increase in the headteacher's pay range or an alteration to the pay point within the headteacher's existing pay range.

School policy on the determination of the head pay range on appointment, and on permanent changes to the pay range, is set out in section 2.2.1 and in Appendix 3 below. School policy on the use of temporary additional allowances is set out in sections 2.2.2 and 6.1 below.

2.2 Headteachers accountable for more than one school

Where the school joins, or has joined, one or more schools to form a permanent or temporary partnership under one single headteacher, governance arrangements will be established to oversee the pay and also the appraisal/performance management of the headteacher for the duration of the partnership.

2.2.1 Headteachers accountable for more than one school - permanent arrangement

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

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

2.2.2 Headteachers accountable for more than one school - temporary arrangement

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

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

In wholly exceptional circumstances, additional payments may exceed the limit set

above, but only with the agreement of the governing board. The governing board must seek external independent advice and produce a business case, before seeking agreement.

Temporary arrangements will be limited to a maximum of two years while a permanent solution is being sought. The Governing Board will clarify how

- a) these arrangements will work in practice and
- b) how the arrangements will be brought to an end.

Where the arrangement for the head teacher is temporary, any adjustment to their pay and that of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease.

2.3 Deputy and assistant headteachers

Decisions on setting or amending pay ranges for deputy and assistant headteachers will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the pay ranges for those staff.

The Governing Board will determine the pay range for a deputy or assistant headteacher when they propose to make a new appointment, or at any time if they consider this necessary to reflect a permanent and significant changes in the responsibilities of the post (see section 2.4 for temporary changes)

School policy on the determination of pay ranges for deputy or assistant headteachers is set out in Appendix 3 below.

2.4 Temporary additional responsibilities for deputy or assistant headteachers resulting from a change in the role of the headteacher

Where the headteacher temporarily responsible for more than one school consideration will be given to the pay of deputy and assistant heads. An increase in pay will only be agreed where the post accrues additional extra responsibilities as a result of the headteacher's enlarged role. It should not be assumed that an increase to the deputy and assistant heads pay is a requirement in all cases.

The Governing Board may:

- Temporarily alter the pay point within the existing pay range
- Temporarily increase the pay range
- Consider the use of additional payments (see Section 6.1)

Where the arrangement for the 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.

Where an alteration in the responsibilities of a deputy or assistant headteacher becomes permanent, section 2.3 above will apply.

2.5 Leading practitioners

Where a post of leading practitioner is created within the staffing structure, the Governing Board will determine the individual pay range for that post (within the overall national pay range for leading practitioners).

2.6 Teachers on the upper pay range

Teachers who have previously been employed on the upper pay range will normally be appointed on a salary:

- at least commensurate with their current salary level
- take into account entitlement to performance related pay progression on the upper pay range (for September appointments) based on evidence from the previous employing school.

In making the determination of starting salary, the Governing Board may take into consideration a range of factors including:

- the requirement for, and value of, any relevant qualifications and experience, in relation to the post
- evidence of previous performance
- the wider school context

2.7 Teachers on the main pay range

Teachers will normally be appointed on a salary:

- at least commensurate with their current salary level, and
- taking into account entitlement to performance related pay progression on the main pay range (for September appointments) based on evidence from the previous employing school.

In making the determination of starting salary, the Governing Board may take into consideration a range of factors including:

- the requirement for, and value of, any relevant qualifications and experience, in relation to the post
- evidence of previous performance
- the wider school context

2.8 Early Career Teachers (ECTs)

ECTs will normally be appointed on the minimum of the main pay range. The Governing Board may decide to appoint at a higher salary.

In making the determination of starting salary, the Governing Board may take into consideration a range of factors including:

- the requirement for, and value of, any relevant qualifications and experience, in relation to the post
- evidence of previous performance
- the wider school context

2.9 Part-time teachers

Teachers appointed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Governing Board will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the STPCD.

2.10 Short notice/supply teachers

Teachers appointed on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by 6.5 to arrive at the hourly rate.

2.11 Unqualified teachers

In making the determination of starting salary within the pay range for unqualified teachers, the Governing Board may take into consideration a range of factors including:

- the requirement for, and value of, any relevant qualifications and experience, in relation to the post
- evidence of previous performance
- the wider school context

2.12 Unqualified teachers on employment-based routes into teaching

In making the determination of starting salary within the pay range for unqualified teachers, the Governing Board will pay an unqualified teacher registered on an employment-based training route to QTS at least the minimum within the pay range for unqualified teachers.

In making the determination of starting salary within the pay range for unqualified teachers on employment-based routes into teaching, the Governing Board may take into consideration a range of factors including:

- the requirement for, and value of, any relevant qualifications and experience, in relation to the post
- evidence of previous performance
- the wider school context

3. DETERMINATION OF ANNUAL PAY PROGRESSION

3.1 Pay recommendations

In making pay decisions the Governing Board will make reference to the pay recommendation contained within the appraisal report. The date by which the appraisal cycle will be completed, and the resulting appraisal report made available, is determined by the school and specified in the school's appraisal policy.

In the case of ECTs, whose appraisal arrangements are different, pay decisions will make reference to the statutory induction process and the pay recommendation contained within the most recent assessment report.

For any teacher, it will be possible for a no progression determination to be made without recourse to the capability procedure.

A no progression determination will be made where concerns about a teacher's performance arise which may be managed without recourse to capability.

3.2 Determining pay progression

The process for making decisions on the pay of teachers at the school is set out below. The criteria for pay progression are detailed in full in Appendix 1.

1. The Governing Board will make decisions about pay for all teachers including the head teacher.
2. The Governing Board agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Governing Board recognises that funding cannot be used as a criterion to determine progression.
3. In accordance with the appraisal policy, where a recommendation on pay is required, it must be made in writing as part of the teacher's appraisal report. The Governing Board must have regard to this recommendation in making their decision.
4. The appraiser may be the head teacher or a member of staff to whom the headteacher has delegated the role of the appraiser. Where the role of appraiser is delegated, it is delegated in its entirety including the

recommendation on pay.

5. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and (with the exception of the pay progression of the headteacher) taking into account advice from the senior leadership team or the headteacher.

3.3 Pay appeals

The arrangements for considering appeals with respect to pay are as follows:

- A teacher may seek a review of any determination in relation to his pay or any other decision taken by the Governing Board (or a committee acting with delegated authority) that affects his or her pay.
- The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:
 - That the person or committee by whom the decision was made:
 - a) incorrectly applied any provision of the school's pay policy
 - b) failed to have proper regard for statutory regulation or guidance
 - c) failed to take proper account of relevant evidence
 - d) took account of irrelevant or inaccurate evidence
 - e) was biased
 - f) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the committee.
3. Where this is not possible or where the teacher continues to be dissatisfied, he/she may make a formal representation to the committee.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the committee who made the determination.
5. The timescale for steps 1 - 4 in this process will be a period of 10 working days from the original decision. Where there is a delay in meeting the individual to discuss the rationale for the decision, the timescale will be extended as appropriate.
6. The committee or person who made the determination should provide a hearing, normally within ten working days of receipt of the written appeal, to consider the representations and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
7. Any appeal should be heard by a panel of three members of the governing board who were not involved in the original determination, normally within 20 working

days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

3.4 Headteacher

In making any determination on pay progression for the head teacher, the Governing Board must have regard to any recommendation on pay recorded in the head teacher's most recent appraisal report.

In agreeing movement up the pay scale, the Governing Board will consider whether the head teacher has demonstrated sustained high quality of performance, having regard to the results of the most recent appraisal carried out.

Pay progression will normally be by one point in the course of one school year, but movement by two points may be considered where performance is assessed as exceptional.

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

3.5 Deputy and assistant headteachers

In making any determination on pay progression for the deputy or assistant headteacher, the Governing Board must have regard to any recommendation on pay recorded in the deputy or assistant head teacher's most recent appraisal report.

In agreeing movement up the pay scale, the Governing Board will consider whether the deputy or assistant headteacher has demonstrated sustained high quality of performance, having regard to the results of the most recent appraisal carried out.

Pay progression will normally be by one point in the course of one school year, but movement by two points may be considered where performance is assessed as exceptional.

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

3.6 Progression to the upper pay range for main range teachers

Any qualified teacher may apply to be paid on the upper pay range. Applications to be paid on the upper pay range from 1st September must be made in writing to the headteacher before the final date of the appraisal cycle as specified within the school's appraisal policy.

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

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

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

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

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

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

Following a successful application to progress to the upper pay range a teacher will normally be placed on the minimum of that range. The Governing Board may decide to place the successful applicant at a different pay point within the range having taken into consideration the value of any relevant qualifications and experience, and/or evidence of previous performance.

3.7 Teachers on the upper pay range

The Governing Board must consider annually whether or not to increase the salary of teachers not at the maximum of the upper pay range and, if so, by how much within the upper pay range.

In making any determination on pay progression the Governing Board must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report.

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

3.8 Teachers on the main pay range

The Governing Board must consider annually whether or not to increase the salary of

teachers and, if so, by how much within the main pay range.

3.9 Early career teachers (ECTs)

Upon successful completion of the first year of the induction period, and again upon successful completion of the second and final year of the induction period (including any extension to that period), where the ECTs contractual arrangement is continuing, the Governing Board will increase the salary of the ECT. The salary will **normally** be increased of one reference point on each occasion.

The Governing Board must have regard to the pay recommendation contained within the ECT's most recent assessment report in making their decision.

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

In making any determination on pay progression the Governing Board must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report.

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

3.10 Unqualified teachers

The Governing Board must consider annually whether or not to increase the salary of unqualified teachers and, if so, by how much within the pay range for unqualified teachers.

In making any determination on pay progression the Governing Board must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report.

4. SAFEGUARDING

4.1 Safeguarding

Decisions on safeguarding of pay will be taken in accordance with the relevant paragraphs of the current STPCD which deal with safeguarding.

5. ALLOWANCES

5.1 Teaching and Learning Responsibility Payments (TLRs)

TLR responsibility payments will be awarded in accordance with the provisions of the STPCD.

A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher for undertaking a sustained additional responsibility, in the context of the school's staffing structure, for the purpose of ensuring the continued delivery of high-quality teaching and learning for which the teacher is made accountable. Unqualified teachers may not be awarded a TLR.

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

5.1.1 Criteria for the award of TLR 1 and 2

Before awarding a TLR 1 or 2, the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:

- 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

Before awarding a TLR1 the Governing Board must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

A teacher cannot hold a TLR 1 and 2 concurrently, but a teacher in receipt of a TLR 1 or 2 may hold a concurrent TLR 3.

5.1.2 Criteria for the award of TLR 3

Where appropriate, the school will make use of the provision for fixed term TLRs (TLR 3). A TLR 3 may be awarded for time-limited school improvement projects or one-off externally driven responsibilities. A TLR 3 will be time-limited (with the duration of the fixed term determined at the outset), with payment made on a monthly basis for the duration of the fixed term.

Before awarding a TLR 3, the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:

- a) is focused on teaching and learning
- b) requires the exercise of a teacher's professional skills and judgement
- c) has an impact on the educational progress of pupils other than the teacher's

assigned classes or groups of pupils

Safeguarding does not apply to the cessation of a TLR3.

A teacher cannot hold a TLR 1 and 2 concurrently, but a teacher in receipt of a TLR 1 or 2 may hold a concurrent TLR 3.

5.2 Special educational needs allowances

SEN allowances will be awarded in accordance with the provisions of the STPCD.

The Governing Board must award a SEN allowance to a classroom teacher:

- a) in any SEN post that requires a mandatory SEN qualification
- b) in a special school
- c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service
- d) in any non-designated setting (including any PRU) that is analogous 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
 - (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.

5.3 Additional allowance payable to unqualified teachers

The Governing Board may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:

- a) taken on a sustained additional responsibility which:
 - (i) is focused on teaching and learning
 - (ii) requires the exercise of a teacher's professional skills and judgment
- b) qualifications or experience which bring added value to the role being undertaken.

6. ADDITIONAL PAYMENTS

6.1 Additional payments

The Governing Board may make such payments as they see fit to a teacher, including a

head teacher (see note opposite), in respect of:

- continuing professional development undertaken outside the school day
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school
- participation in out-of-school hours learning activity agreed between the teacher and the headteacher or, in the case of the headteacher, between the headteacher and the relevant body
- additional responsibilities and activities due to, or in respect of, the provision of services by the headteacher relating to the raising of educational standards to one or more additional schools (also see Section 2.2 above)

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

In wholly exceptional circumstances, additional payments may exceed the limit set above, but only with the agreement of the governing board. The governing board must seek external independent advice and produce a business case, before seeking agreement.

6.2 Recruitment and retention incentives and benefits

The Governing Board may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers being necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.

6.3 Residential duties

Any payment to teachers for residential duties must be determined by the Governing Board.

PAY POLICY APPENDICES

7. APPENDIX 1 - PAY PROGRESSION BASED ON PERFORMANCE

7.1 Pay progression based on performance

In this school all teachers are subject to annual appraisal. Appraisal is a supportive and developmental process that recognises teachers' strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in full in the school's appraisal policy.

Teachers' appraisal reports will contain a pay recommendation. Final decisions about whether or not to accept the pay recommendation contained within the appraisal report will be made by the Governing Board, taking into account advice from the senior leadership team or the headteacher based upon their knowledge of the teacher's performance in the wider context of the school, and drawing upon any relevant additional information available to the leadership team beyond the content of the appraisal report.

In this school the recommendation on pay contained within the appraisal report will indicate in respect of the objectives set for the appraisal cycle:

- the extent to which teachers have met the performance criteria specified within their objectives

In respect of overall performance:

- the extent to which teachers have fulfilled their job description and any leadership role
- the extent to which teachers have met the relevant standards at a level appropriate to their career stage

The rate of progression for all teachers will be differentiated according to an individual teacher's performance. In this school differentiation will lead to the award of 'standard', 'enhanced/faster', or 'no' progression. The criteria for each award are set out below.

7.2 Additional criteria for progression to the upper pay range

Where a teacher is applying for progression to the upper pay range, the recommendation on pay contained within the appraisal report should additionally indicate the extent to which the teacher meets the criteria for progression (a) and (b) below:

- a) the teacher continues to be highly competent in all elements of the Teachers'

Standards

- b) the teacher's achievements and contribution to the school continue to be substantial and sustained

For the purposes of this policy:

'Highly competent' means:

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

'Substantial' means:

Of real importance, validity or value to the school; playing a critical role in the life of the school; providing a role model for teaching and learning; making a distinctive contribution to the raising of pupil standards; taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning.

'Sustained' means:

Maintained continuously over a long period

In making any determination on progression to the upper pay range Governing Board must have regard to the two most recent appraisal reports and any recommendation on pay recorded in the teacher's most recent appraisal report (see Section 3.6 above)

The Governing Board of this school will normally expect applicants to have progressed to (or substantially towards) the maximum of the main pay range in order to be able to securely evidence criteria (a) and (b) for progression to the upper pay range.

7.3 Progression criteria for ECTs

Standard progression

On successful completion of the first year of the induction period, and again on successful completion of the second and final year of the induction period (including any extension to that period) ECTs may be eligible for a pay increase of **one reference point** (within the pay range specified) if they are assessed as fully meeting the relevant standards at a level appropriate to their career stage

Enhanced progression

On successful completion of the first year of the induction period, and again on successful completion of the second and final year of the induction period (including any extension to

that period) ECTs may be eligible for a pay increase of **two reference points** (within the pay range specified) if they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage

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

Standard progression

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

- they are assessed as having fully met the performance criteria specified in their objectives, or as having made good progress against (but not fully achieved) very challenging objectives
- they are assessed as fully meeting the relevant standards at a level appropriate to their career stage

Enhanced progression

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

- they are assessed as having significantly exceeded the performance criteria specified within their objectives
- they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage

No progression

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

- are assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives
- they are assessed as not meeting the relevant standards at a level appropriate to their career stage

A no progression determination may be made where concerns about a teacher's performance arise which may be managed without recourse to the capability procedure.

7.5 Progression criteria for teachers on the upper pay range

Standard progression

After each period of **two years** on UPR, teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as having fully met the performance criteria specified in their objectives, or as having made good progress against (but not fully achieved) very challenging objectives for two consecutive years
- they are assessed as fully meeting the relevant standards at a level appropriate to their career stage for two consecutive years
- they are assessed as having additionally continued to meet criteria (a) and (b) for two consecutive years

Faster progression

After a period of **one year** on UPR teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as having significantly exceeded the performance criteria specified within their objectives for one year
- they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage for one year
- they are assessed as having additionally continued to meet criteria (a) and (b) for one year

No progression

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

- are assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives
- they are assessed as not meeting the relevant standards at a level appropriate to their career stage
- they are assessed as not having additionally continued to meet criteria (a) and (b) for two consecutive years

A no progression determination will be made where concerns about a teacher's performance arise at the level expected of a teacher on UPR which may be managed without recourse to the capability procedure.

7.6 Progression criteria for leadership group (head teachers, deputy and assistant head teachers)

Standard progression

Members of leadership group may be eligible for a pay increase of **one point** (within the

pay range specified) if:

- He/she is assessed as having fully met the performance criteria specified in his/her objectives, or as having made good progress against (but not fully achieved) very challenging objectives
- He/she is assessed as fully meeting the relevant standards at a level appropriate to their career stage

Enhanced progression

Members of leadership group may be eligible for a pay increase of **two points** (within the pay range specified) if:

- He/she is assessed as having significantly exceeded the performance criteria specified within their objectives
- He/she is assessed as significantly exceeding the relevant standards at a level appropriate to their career stage

No progression

A **no progression** determination may be made if the member of leadership group:

- Is assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives
- is assessed as not meeting the relevant standards at a level appropriate to their career stage

A no progression determination may be made where concerns about a member of leadership group's performance arise which may be managed without recourse to the capability procedure.

8. APPENDIX 2 - DETERMINATION OF LEADERSHIP PAY RANGE ON APPOINTMENT

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

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

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

a) Set headteacher group

Determine which head teacher pay group is appropriate for the school using the total unit score (for all schools if permanent responsibility for more than one school)

b) Context

Make an assessment of the school's context and the complexity of the head teacher role.

c) Set indicative head teacher pay range

Define a narrower head teacher pay range (within the broader head teacher group) that is appropriate for the head teacher's role in the school.

The Governing Board will use reference points in setting the maximum and minimum of the head teacher pay range and progression points within the pay range.

The Governing Board will set a headteacher pay range consisting of seven consecutive points.

The Governing Board will ensure that the minimum of the headteacher's pay range is:

- At least the next point higher on the leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school
- At least the next point higher on the leadership range than the salary of the highest paid classroom teacher in the school

d) Review Benchmarks

Refer to available benchmark data to ensure that the assessment of context is accurate.

e) Advertise

Publish an advert for the head teacher position which details responsibilities, accountabilities and expected outcomes along with the person specification.

f) Select

Undertake the selection process.

g) Assess

Assess the candidate against the skills and competencies required.

h) Decide starting salary

Set headteacher pay range and starting salary for the headteacher taking into account decisions made above, but also considering candidate specific factors. Allow scope for performance related progression over time.

The Governing Board will ensure that, in deciding the starting salary within the headteacher pay range determined, there are a minimum of four points available for subsequent performance related pay progression linked to the annual appraisal process.

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

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

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

STAGE 1: DEFINE THE JOB

Set out the responsibilities, accountabilities and expected outcomes for the job as well as the skills and competence required

a) Consider the specific role

- Make an assessment of whether the role and its responsibilities and accountabilities are significant, distinct from other leadership posts and have whole school responsibilities.
- Consider how the role fits within the wider leadership structure of the school.

b) Consider fit with pay ranges for other posts

After considering the significance of the role and the responsibilities and accountabilities, assess where pay should sit relative to other posts.

c) Set indicative pay range

Define a pay range that is appropriate for the DHT/AHT role in your school.

The Governing Board will use reference points in setting the maximum and minimum of the pay range and progression points within the pay range for DHT / AHT appointments.

The Governing Board will set a pay range consisting of five consecutive points for DHT/AHT appointments.

The Governing Board will ensure that the minimum of the head teacher's pay range is at least the next point higher on the leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school.

The Governing Board will ensure that the minimum of the deputy head teacher's pay range is not less than the next leadership point above the salary of the highest paid classroom teacher (excluding Leading Practitioners) and the minimum of the assistant head teacher's pay range of the highest paid assistant head teacher.

The Governing Board will ensure that the minimum of the assistant head teacher's pay range is not less than the next leadership reference point above the salary of the highest paid classroom teacher (excluding Leading Practitioners).

d) Advertise

Publish and advert for the post (if appropriate) which details responsibilities and accountabilities along with the person specification.

e) Select

Undertake the selection process.

f) Decide starting salary

Set pay range and starting salary for the DHT/AHT taking into account decisions made above but also considering candidate specific factors. Allow scope for performance related progression over time.

The Governing Board will ensure that, in deciding the starting salary, there are a

minimum of two points available for subsequent performance related pay progression linked to the annual appraisal process.

APPENDIX 3 - PAY RANGES INCLUDING REFERENCE POINTS FROM 1ST SEPTEMBER 2022 TO 31ST AUGUST 2023

9.1 Unqualified teachers - pay range including reference points from 1st September 2022

Scale Point	Annual Salary England and Wales (excluding the London Area)
1	£19,340
2	£21,559
3	£23,777
4	£25,733
5	£27,954
6	£30,172

9.2 Qualified teachers - main pay range including reference points from 1st September 2022

Scale Point	Annual Salary England and Wales (excluding the London Area)
1	£28,000
2	£29,800
3	£31,750
4	£33,850
5	£35,990
6	£38,810

9.3 Upper pay range from 1st September 2022

Scale Point	Annual Salary England and Wales (excluding the London Area)
U1	£40,625
U2	£42,131
U3	£43,685

9.4 SEN and TLR Allowances

Values must fall within the following ranges:

Type	Minimum	Maximum
SEN	£2,384	£4,703
TLR 1	£8,706	£14,732
TLR 2	£3,017	£7,368
TLR 3	£600	£2,975

9.5 Pay range for leading practitioners from 1st September 2022

Scale Point	Annual Salary England and Wales (excluding the London Area)
Minimum	£44,523
Maximum	£67,685

9.6 Head teachers' groups from 1st September 2022

Group	Range of reference Points	Salary range
1	L6 - L18	£50,122 - £66,684
2	L8 - L21	£52,659 - £71,765
3	L11 - L24	£56,796 - £77,237
4	L14 - L27	£61,042 - £83,126
5	L18 - L31	£67,351 - £91,679
6	L21 - L35	£72,483 - £101,126
7	L24 - L39	£78,010 - £111,485
8	L28 - L43	£86,040 - £123,057

9.7 Leadership pay range from 1st September 2022

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

Reference Point	Annual Salary England and Wales (excluding the London Area)		
		Top of HT group *see note above	
L1	£43,461		
L2	£44,549		
L3	£45,661		
L4	£46,797		
L5	£47,963		
L6	£49,167		
L7	£50,490		
L8	£51,656		
L9	£52,944		
L10	£54,305		
L11	£55,714		
L12	£56,998		
L13	£58,423		
L14	£59,879		
L15	£61,368		

L16	£63,001		
L17	£64,447		
L18	£66,067	L18*	£66,067
L19	£67,707		
L20	£69,385		
L21	£71,102	L21*	£71,102
L22	£72,867		
L23	£74,672		
L24	£76,524	L24*	£76,524
L25	£78,425		
L26	£80,366		
L27	£82,357	L27*	£82,357
L28	£84,400		
L29	£86,490		
L30	£88,643		
L31	£90,833	L31*	£90,833
L32	£93,090		
L33	£95,403		
L34	£97,761		
L35	£100,191	L35*	£100,191
L36	£102,671		
L37	£105,224		
L38	£107,828		
L39	£110,456	L39*	£110,456
L40	£113,211		
L41	£116,040		
L42	£118,947		
L43	£120,713		