

## APPENDIX 1

### A MODEL PAY POLICY

*The items in grey boxes refer to areas where the Governors need to input the specifics for their school.*

#### 1 GENERAL STATEMENT

The Governors aim to relate their Pay Policy:

- (i) to the educational needs of all children in their care;
- (ii) to the performance of teaching staff in line with the schools Teacher Appraisal Policy, the Teacher Standards and any other standards that are applicable to a teacher's role;
- (ii) to the professional development of all teaching and support staff;
- (iii) to recognise the individual contribution staff make to the work of the school.

Annual pay awards will be applied in line with the recommendations made by the School Teachers' Review Body (STRB) to all points within all pay ranges and allowances separate to pay progression decision.

Schools should ensure that their pay policies do not discriminate on grounds of disability or pregnancy/maternity status. When a teacher returns to work from maternity leave, the school must give her any pay increase that she would have received, following appraisal, had she not been on maternity leave.

When a teacher returns to work following a disability related absence, the school must not refuse a pay increase that the teacher would have received, following appraisal, had he or she not been absent for a reason related to disability, if the reason for the refusal is the teacher's disability or the refusal cannot be objectively justified.

All matters relating to this policy will be dealt with by a Committee. The terms of reference of the Committee can be found under paragraph 13.

#### 2 AIMS OF THE POLICY

To show all staff that the Governing Body is managing its Pay Policy in a fair and responsible way.

To maintain and improve the quality of education provided for pupils in the school by having a whole school Pay Policy which supports the school's determined philosophies and future developments as outlined in the school

development plan.

### **3 REVISION OF POLICY**

The school's Pay Policy will normally be revised when the Committee so advises the Governing Body, or when the school development plan is being revised, or when changes to relevant terms and conditions determine a revision is required. Whenever a revision is undertaken, an open consultative approach will be adopted by the Governing Body.

### **4 EQUALITIES**

The Governing Body seeks to provide equal opportunities for all staff regardless of matters relating to age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

An equality impact assessment of this policy will be undertaken to ensure that no groups or individuals with protected characteristics are unintentionally disadvantaged by the policy or practice.

### **5 VACANT POSTS AND ALLOWANCES**

All staff will be informed of vacant posts, including temporary and acting posts within the school. Vacancies will be advertised as appropriate.

### **6 JOB DESCRIPTIONS**

Job descriptions will be provided for all staff. Consultation over content will take place when they are drawn up and at the time of any proposed review with a view to reaching agreement with individual post holders.

### **7 PERFORMANCE MANAGEMENT**

Performance management is a shared commitment to high performance. It helps to focus attention on more effective coaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

Certain aspects of pay progression are subject to provisions within the school's appraisal policy i.e. any teachers applying to move from the Main Pay Range to the Upper Pay Range.

### **8 STAFFING STRUCTURE**

The Governing Body will calculate the unit total for the school annually and assign the school to a group in accordance with the School Teachers' Pay and Conditions Document from the beginning of the financial year.

The teaching and support staff complement, the number of teachers to be paid on the leadership range and the number of teaching posts attracting additional allowances will be reviewed annually having regard to the number of pupils on roll, the curricular requirements of the pupils, any constraints imposed by the School Teachers' Pay and Conditions Document and the budgetary position of the school. Any proposed changes to the school staffing structure will be managed in line with the school's Managing Change policy. **A copy of the current approved staffing structure is attached as an appendix to this policy.**

## **9 DISCRETIONS APPLICABLE TO TEACHERS PAY**

The Governing Body will ensure that the discretionary elements of pay are dealt with in a fair and equitable manner and in accordance with the requirements and guidance of the School Teachers' Pay and Conditions Document.

### **(i) Leadership Group**

#### Head Teacher

The Governing Body will determine a pay range for the Head Teacher which will take account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations and in accordance with Section 9 of the School Teachers' Pay and Conditions document. This should not normally exceed the maximum of the Head Teacher Group, unless the Governing Body determines that exceptional circumstances specific to the role or candidate warrant a higher than normal payment. Advice from your HR adviser should be sought in such circumstances and any implementation should be in line with the process outlined in the School Teachers Pay and Conditions Document. The Governing Body may change the pay range at any time in order to attract or retain the Head Teacher.

The Head Teacher must demonstrate sustained high quality of performance, with particular regard to a successful annual appraisal, in line with leadership, management and pupil progress at the school. They should expect to receive annual pay progression within the maximum of their pay range unless they are subject to capability procedures.

#### Deputy Head Teacher and Assistant Head Teacher

The maximum of the deputy or assistant Head Teacher's pay range must not exceed the maximum of the Head Teacher Group for the school and should only overlap the Head Teacher's pay range in exceptional circumstances. When determining their level of pay, the Governing Body will normally seek the professional advice of the Head Teacher. Consideration should be given to the scale of differential between the various members of the Leadership Group, and between those members and other staff within the school.

Deputy Head Teachers and assistant Head Teachers must demonstrate sustained high quality of performance, with particular regard to a successful annual appraisal in line with leadership, management and pupil progress at the school. They should expect to receive annual pay progression within the maximum of their pay range unless they are subject to capability procedures.

## **(ii) Teaching Staff**

The salaries of qualified teachers (including Early Careers teachers), other than those in the Leadership Group and Lead Practitioners, are determined by:

- the pay on the main or upper pay range determined through appointment or annual appraisal

plus

- any Teaching and Learning Responsibility payments

and/or

- any additional allowances held for recruitment and retention
- any additional allowances held for teaching children with special educational needs

or

- if the individual is entitled to a higher salary because of safeguarding.

A salary review will be undertaken in respect of every teacher as at 1 September each year and a salary statement issued by 31<sup>st</sup> October (31<sup>st</sup> December for Head Teacher). A review may be undertaken at any other time during the year but only if there is a need to do so.

The school will not restrict the pay available for appointees to vacant classroom teacher posts, other than the minimum point of the Main Pay Range and the maximum point of the Upper Pay Range.

The salary assessment will be made under the following headings:

### **1 Teachers on Main Pay Range**

Following an individual teacher's annual appraisal and, subject to the provisions of the schools pay policy, the teacher should expect to receive annual pay progression within the maximum of their pay range unless they are subject to capability procedures.

To complete a year's service a teacher must be employed for a minimum of 26 weeks on a full or part-time basis during the academic year.

Additional pay progression may be awarded to a teacher on 1<sup>st</sup> September where the individual has demonstrated excellent performance over the previous

academic year having regard to all aspects of the individual's professional duties but in particular to classroom teaching.

Teaching experience outside the maintained sector or outside England and Wales will normally be regarded as directly relevant for the purposes of appointing to the appropriate point in the pay range. Where a teacher has non-teaching experience its value to the post held will be considered on an individual basis as to whether or not to grant points for that experience.

## **2 Moving from the Main Pay Range to the Upper Pay Range**

Applications for movement through the threshold to have effect from 1st September should be lodged with the Head Teacher on or before 31<sup>st</sup> October each year.

The Governing Body will move onto the upper pay range any eligible teachers who have been successful in the threshold assessment. The assessment will have regard to the two most recent appraisal reviews and will be successful where the following criteria is met:

- The teacher is **highly competent** in all the elements of the Teacher Standards. Practice 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.
- The teacher's achievements and contributions to the service are **substantial and sustained** (for example – 2 years minimum). 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. Maintained continuously over a long period e.g. 2 number of school years.

The application will be assessed by the head teacher/line manager to ensure they meet the criteria.

### **Pay Progression for Teachers already on the Upper Pay Range**

Following an individual teacher's annual appraisal and, subject to the provisions of the schools pay policy, the teacher should expect to receive biannual pay progression within the maximum of their pay range unless they are subject to capability procedures.

The Governing Body will award any such points from 1<sup>st</sup> September and these will normally be awarded on a biannual basis, other than in exceptional circumstances. Points will not be awarded by more than one at a time in the course of a single annual salary determination.

### **3 Leading Practitioners**

Leading Practitioners will be paid on a pay range to be determined by the school. When determining the pay range, the school will take into account the challenge and demands of the individual post and be mindful of any internal pay relativities. Where there is more than one Leading Practitioner post within the School, the pay ranges will be determined separately for each post.

Following an individual teacher's annual appraisal and, subject to the provisions of the schools pay policy, the individual should expect to receive annual pay progression within the maximum of their pay range unless they are subject to capability procedures.

These will normally be awarded on an annual basis, other than in exceptional circumstances. Points will not be awarded by more than one at a time in the course of a single annual salary determination however the Governing Body has discretion to award additional points for exceptional performance.

### **4 Teaching and Learning Responsibility Payments**

Assignment of TLR payments will be in line with the agreed school structure which will include an assessment of the leadership and management duties within the school in light of the criterion and factors below.

The Governing Body may award a TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of their staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

A TLR1 or TLR2 will be paid pro-rata to any part time staff.

The Governing Body may award a fixed-term TLR3 to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. Clear criteria for the award, level and duration will be set out and agreed. A TLR3 **is not** paid on a pro-rata basis for part time staff. The Governing Body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic.

In determining the value of TLR payments, the governing body will have considered job weight; posts of equal weight in the context of the school should be allocated equal value. Any changes to these arrangements will be subject to staff consultation.

#### Criterion and Factors for the Award of Teaching and Learning Responsibility Payments and Values

##### Criterion

A Teaching and Learning Responsibility 1, 2 or 3 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.

### Factors

Before awarding a TLR1, TLR2 or TLR3, the relevant body must be satisfied that the teacher’s duties include a significant responsibility that is not required of all classroom teachers, and that it:

- 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 (not applicable to TLR3);
- 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 (not applicable to TLR3).

In addition, before awarding a TLR 1, the relevant body 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.

### TLR values

The school will also apply the following criteria to ensure that jobs of equal weight are allocated equal values:

Governors to complete the following tables in line with the schools staff structure.

<b>TLR 3</b>	<b>Between £675 &amp; £3,344</b>	<b>Responsibility</b>
TLR 3 (a)	£	<i>Example- delete if not required</i>  <i>Involves clearly time-limited school improvement projects, or one-off externally driven responsibilities. Tutoring to deliver catch-up support to pupils on learning lost during the pandemic.</i>
TLR 3 (b)	£	
TLR 3 (c)	£	

<b>TLR 2</b>	<b>Between £3,391 &amp; £8,279</b>	<b>Responsibility</b>
TLR 2 (a)	£	<i>Example- delete if not required</i>  <i>Involves leading, managing and developing subject or curriculum area/pupil development that covers between x and x no. of year groups.</i>  <i>Involves leading, developing and enhancing the teaching practice of between x and x no. of staff.</i>
TLR 2 (b)	£	
TLR 2 (c)	£	

<b>TLR 1</b>	<b>Between £9,782 &amp; £16,553</b>	<b>Responsibility</b>
TLR 1 (a)	£	<i>Example- delete if not required</i>  <i>Involves line management responsibility of between X and X staff</i>  <i>Involves leading, managing and developing subject or curriculum area/pupil development that covers between x and x no. of year groups.</i>  <i>Involves leading, developing and enhancing the teaching practice of between x and x no. of staff.</i>
TLR 1 (b)	£	
TLR 1 (c)	£	
TLR 1 (d)	£	



Unqualified Teachers, Leading Practitioners and Leadership Group are not eligible for TLR payments.

## **5 Unqualified Teachers**

Where a school is unable to recruit a qualified teacher, it may recruit an unqualified teacher.

Unqualified Teachers on the Unqualified Pay Range will be paid on a pay point within the Unqualified Pay Range.

Following an unqualified teacher's annual appraisal and, subject to the provisions of the schools pay policy, the individual should expect to receive annual pay progression within the maximum of their pay range unless they are subject to capability procedures.

To complete a year's service an unqualified teacher must be employed for a minimum of 26 weeks on a full or part-time basis during the academic year.

Governors may withhold pay progression where they are subject to the capability procedure during the previous academic year. In such cases the unqualified teacher will be notified in writing before the end of the academic year that the Governors are considering such action before they make a final determination. The Governors may at a later date decide to reinstate the pay progression where they consider it appropriate to do so.

*NB. The points in this section are suggestions only. Governors have complete discretion as to how points are awarded to UQ teachers.*

Qualifications:

- Two points for a recognised overseas teaching qualification.
- Two points for a recognised post-16 teaching qualification.
- Two points for a recognised qualification relevant to their subject area.

The Governing Body will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teacher pay range, other than in exceptional circumstances.

With regard to non-teaching experience, the Governors will consider its value to the post held and decide on an individual basis whether or not to grant points for that experience.

Allowance payable to unqualified teachers:

The relevant body 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; and ii. requires the exercise of a teacher's professional skills and judgment;

or

- b) qualifications or experience which bring added value to the role being undertaken.

## **6 Recruitment and Retention Incentives**

Where it deems that there is a strong case to do so, the Governing Body will pay recruitment awards and retention awards to teachers. Retention awards may be extended in "exceptional circumstances". The value of any award will be determined on an ad hoc basis.

A salary advance scheme for a rental deposit may be one of a number of tools that schools may wish to consider using to support recruitment or retention.

*Insert details of other benefits payable, such as support for travel costs, care of dependants etc, amount and circumstances*

It should be made clear at the outset the expected duration of any recruitment/retention allowance and the review date after which they may be withdrawn.

The Governing Body will review the level of payment annually.

Head Teachers, Deputy Head Teachers and Assistant Head Teachers may not be awarded recruitment/retention incentives.

## **7 Special Educational Needs Allowances**

An SEN allowance of no less than £2,679 and no more than £5,285 per annum is payable to a classroom teacher in accordance with this paragraph.

The relevant body must award an SEN allowance to a classroom teacher:

- i. in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN\*;
- ii. in a special school;
- iii. 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;

- iv. in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post:
- involves a substantial element of working directly with children with special educational needs
  - requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs, and
  - 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.

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

- whether any mandatory qualifications are required for the post,
- the qualifications or expertise of the teacher relevant to the post and
- the relative demands of the post

\* In accordance with the Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662) and refers to teachers who have pupils that they actively teach who are either visually or hearing impaired and the teacher therefore holds the associated mandatory qualification to enable them to teach those particular pupils. This section does not refer to any other SEN qualification (i.e. SENCO qualification).

## **8 Other Payments**

The relevant body may make such payments as they see fit to a teacher, other than a Head Teacher, 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;

***Governors to complete the following examples or delete where not applicable:***

Activities that will attract payment include:

- \*
- \*

- (c) participation in out-of-school hours learning activity agreed between the teacher and the Head Teacher

Activities that will attract payment include:

\*  
\*

- (d) additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

Schools may wish to (but are not required to) determine an hourly rate for work undertaken of this nature. This may be an hourly rate as per short notice/supply teachers or a flat rate payment in line with the teacher's level of responsibility and the size of the commitment.

## **9 Other Teaching Staff**

### **Part-time teachers**

Teachers employed 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 Body 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 School Teachers' Pay and Conditions document.

### **Short Notice/Supply Teachers**

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their 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 from an annual amount.

## **10 Support Staff**

For matters relating to pay and conditions of service for support staff, the Governing Body will follow the nationally agreed guidance contained in the National Agreement on Pay and Conditions of Service for Local Government Services and in the Local Conditions of Service adopted by the County Council.

The Governors will apply the salary provisions and any discretionary supplements for support staff in a fair and equitable manner at all times.

### **(a) Incremental Enhancement**

The Governing Body may award additional increments (up to the maximum of the scale) for special merit or ability.

### **(b) Working at a Higher Level**

Where an employee is temporarily working in a job, which is graded at a higher level the Governing Body may pay the individual on a higher point on the pay spine for that period.

**(c) Honoraria**

The Governing Body may make a lump sum payment to recognise exceptional or special work that is undertaken on a short-term basis.

**(d) Grading**

The Governors will apply national grades or grades determined by the County Council's job evaluation scheme.

A member of the support staff may appeal to the Governors if they are dissatisfied with the grading of their post. The Governors will consider whether there has been a substantial change in the duties and responsibilities of the job and if they believe this to be the case then a revised job description should be drafted and submitted to the County Council's HR provider for evaluation.

Job evaluation is a technical process which considers the duties, tasks and responsibilities of a job against the factors in the scheme and therefore an appeal is against the evaluation outcome. The Governors do not have the discretion to vary from the outcome of the evaluation.

The LCC appeals process for Job Evaluation is available at: [Job evaluation and grading policy – Policy overview - Lincolnshire County Council](#)

## **11 Job Relativity**

The Governing Body will seek to ensure that there is proper pay relativity between jobs within the school and will have full regard to the requirements relating to equal pay/value.

## **12 Salary Sacrifice**

Lincolnshire County Council childcare voucher scheme intended to provide employees (including all school staff) with the opportunity to have a proportion of their salary paid in childcare vouchers. The scheme closed on 4 October 2018, employees who joined the scheme before this date can continue to receive vouchers. Employees not in the childcare voucher scheme may be eligible for tax-free childcare. Further information about the scheme is available at: [Tax-Free Childcare - GOV.UK \(www.gov.uk\)](#).

## **13 The Committee**

The role of the Committee is to implement the School's Pay Policy. The Committee has fully delegated powers and consists of three members of the Governing Body but will not include the Chair of Governors.

The Head has the right to attend the Committee. The Committee will seek advice from the Head and/or if relevant from the Director of Children's Services (through Human Resources).

The terms of reference of the Committee might be as follows:

- to achieve the aims of the whole school Pay Policy in a fair and equal manner;
- to apply the criteria set by the whole school Pay policy;
- to observe all statutory and contractual obligations;
- to minute clearly the reasons for all decisions;
- to have regard for the school's budget;
- to keep abreast of relevant developments and to advise the Governing Body when the school's Pay Policy needs to be revised.

Decisions of the Committee will be taken in private, confidentially minuted and reported without comment or discussion to the next meeting of the Governing Body as a confidential item. The individual concerned, the Head and Payroll will be notified in writing immediately following the Committee's decision.

#### **14 Appeals Procedure**

The arrangements for considering appeals are as follows:

A member of staff may appeal against any determination in relation to their pay or any other decision taken by the Governing Body that affects their pay.

The grounds for appeal are that the Head Teacher or the committee which made the decision:

- a) incorrectly applied any provision of the relevant national or local conditions of service and/or pay policy;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the member of staff.

The order of proceedings is as follows:

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

#### **Step one – informal resolution**

If the member of staff is not satisfied, he/she should seek to resolve this by discussing

the matter informally with the Head Teacher, who may subsequently discuss the issue with the decision-making committee where appropriate within ten working days of the decision.

Where the member of staff continues to be dissatisfied, he/she may follow a formal process.

### **Step two – formal resolution**

The member of staff 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 Head Teacher within ten working days of the notification of the decision being challenged or of the outcome of the discussion referred to above. An appeal hearing will be arranged.

The appeal will be heard by a panel of three governors who were not involved in the original determination – panel members must not include Staff Governors. The member of staff will be given the opportunity to make representations in person and be accompanied by a trade union representative if they so wish. The employee will be given at least 10 working days' notice in writing of the date of the appeal hearing.

The decision of the appeal panel will be given in writing, and where the appeal is rejected, it will include the evidence considered and the reasons for the decision. This decision is final and, as this appeals process functions as the staff grievance procedure with regard to pay matters, there is no further recourse to that general procedure.

### **Procedure for Appeal Hearing**

- Chair of Panel introduces all parties and outlines the procedure
- Appellant and/or representative state their case
- Panel question appellant and/or representative
- Head Teacher questions appellant and/or representative
- Head Teacher outlines the reasons for their decision
- Panel question Head Teacher
- Appellant and/or representative question Head Teacher
- Head Teacher, appellant and/or representative leave the room
  
- Panel considers all representations and makes a binding decision.

NB. For pay appeals by Head Teachers, substitute references to 'the Head Teacher' with 'the Chair of the Pay Committee'

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