

# The Ribblesdale Federation of Schools

Do Everything in Love (1 Corinthians 16:14)



## RFS Pay Policy

Document Status			
Date of policy creation/review	Reasons for review	Date of adoption by the Governing Board	Date of next review
29.01.24	Adopted from NY Model Policy	29.01.24	Autumn 24
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Signed and dated: 2 <sup>nd</sup> December 2024			
Executive Headteacher	<i>C. Maddock</i>	Chair of Governors	



## PAY POLICY

**September 2024 – August 2025**

### The Ribblesdale Federation

*Please note that text in italics represents our recommendations, guidance and additional information; text in plain typeface is the model policy. There is a summary of changes document which highlights the key changes compared to the 2023-24 version. Sections 2, 3, 6 and 7 include discretionary areas **(highlighted in yellow)** where schools are required to consider their own approach and/or document their own decisions.*

NYES HR model policies and procedures have been consulted on with recognised North Yorkshire Council Unions. NYC maintained schools will, therefore, have satisfied their obligation as an employer to consult on these policies.

It is recommended that schools insert their school logo and school name on the cover page once this has been adopted, along with the date of adoption.

This policy was adopted from NYES HR template dated:	September 2024
This policy was adopted by the school on:	2 <sup>nd</sup> December 2024
Estimated next review date by NYES HR:	September 2025

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Policy	Guidance
<p><b>1. <u>Opening Statement</u></b></p> <p>The aim of this policy is to help maintain and improve the quality of education provided for pupils in the school by ensuring that the contribution of all staff, both teaching and support, is valued and that staff receive recognition for their work in relation to their performance.</p> <p>This policy will assist the Governing Body in managing pay and grading issues within the school in a fair and transparent manner, whilst having due regard to the constraints exercised by the annual budget allocation.</p> <p>The Governing Body supports the principle of equality of opportunity in employment. In its operation of this policy, it will ensure that staff receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.</p> <p>All pay related decisions will be taken in compliance with the provisions of The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999, The Employment Act 2002, The Employment Act 2008, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees' (Prevention of Less Favourable Treatment) Regulations 2002, The Agency Workers Regulations 2010, The Education (School Teachers' Appraisal) (England) Regulations 2012, all as amended.</p> <p>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 but may include taking a longer time period into account to gather evidence of performance.</p>	<p><i>This should cover the aims of the policy; it should also contain a statement of commitment to the principles of equality of opportunity.</i></p> <p><i>It is recommended that the school also refers to the guidance provided within the DfE guidance document 'Managing Teachers' and Leaders Pay' <a href="https://assets.publishing.service.gov.uk/media/66a38172ab418ab055592dc5/Managing_Teachers_and_Leaders_Pay_-_July_2024.pdf">https://assets.publishing.service.gov.uk/media/66a38172ab418ab055592dc5/Managing_Teachers_and_Leaders_Pay_-_July_2024.pdf</a></i></p> <p><i>It is illegal for employees on maternity leave to suffer a detriment for this reason.</i></p>

## **2. Scope of the Policy**

The Policy will cover all staff employed on the payroll of the Ribblesdale Federation of Schools, irrespective of grade or conditions of service. It will have reference to those statutory instruments and other conditions of service which affect pay and grading, including, as issued and revised: -

The School Teachers' Pay and Conditions Document (The Document);  
[School teachers' pay and conditions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book');

The NJC for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book' for support staff);

The North Yorkshire Council/Unison Collective Agreement and

Any significant changes to this policy, other than those resulting from changes to the documents listed above, will be the subject of consultation between the Governing Body and the appropriate trade unions and professional associations represented within the school.

Where changes are made to this policy, they should be communicated promptly to all staff in a manner designed to draw their attention to the changes. The policy is subject to review annually or as otherwise required.

The implementation, review and operation of this policy is the responsibility of the Governing Body of the School. Responsibility has been delegated to the Headteacher and they have delegated authority for, in line with the school's scheme of delegation. From hereafter, the decision makers, as delegated and detailed above, will be referred to as 'the school'. Governors employed at the school will not be part of any decision making in respect of the implementation of the pay policy.

*This should include:*

- *who will operate it*
- *whom it will cover*
- *where it will operate*
- *to what it will have reference (e.g., STP&CD, conditions of service)*
- *who will be consulted*
- *when it will be reviewed*

*The National Governance Association recommends that the governing body delegates responsibility for approving staff pay decisions to the headteacher and appoints a committee to review and determine the pay of the headteacher. The pay policy should clearly set out which pay decisions have been delegated to whom.*

<p>Copies of relevant documents and records relating to pay, terms and conditions will be held confidentially employees' personal files in line with GDPR.</p>	<p><i>Further information regarding pay, terms and conditions is available via the NYES HR website, through SLA online.</i></p>
<p><b>3. <u>Implementation</u></b></p> <p>It is intended that the school staffing budget will include an annual allocation to cover the total cost of existing and any additional planned salaries and any eligible performance progression within the school's discretion.</p> <p>The Governing Board, will conduct an annual review of the salary structure of the school.</p> <p>The Governing Board will consider all matters relating to pay and grading within the school, for all staff. The Governing Board will be advised by the Headteacher. The Headteacher will be required to withdraw when matters pertaining to their own salary and terms and conditions are being considered. This may include matters which could have a direct 'knock-on' effect on the Headteacher's pay, for example, the determination of the pay range for Deputies and/or Assistant Headteachers or other members of the leadership group. Any Governor with a financial or personal interest in the matters being considered will be required to withdraw from such deliberations.</p> <p>The school will determine pay and grading for staff within the parameters set by this policy in as fair and equitable a manner as possible, observing all statutory and contractual requirements. The school will determine the pay of each member of staff annually, and more frequently if appropriate, within the allocated staffing budget.</p> <p>All decisions taken in relation to pay and grading will be clearly minuted, and will be communicated to those individuals affected, in writing.</p> <p>Staff are paid at monthly intervals at the end of the month that has been</p>	<p><i>This section should cover the involvement of governors in any sub-committees, including terms of reference, and advice. This should include:</i></p> <ul style="list-style-type: none"> <li>- <i>membership of committees</i></li> <li>- <i>powers delegated to them</i></li> <li>- <i>timing of pay/grading reviews</i></li> </ul> <p><i>This Committee may also be charged with appraising the Headteacher under appraisal arrangements.</i></p> <p><b><i>It is important that you are clear from the outset of the appraisal process who will make recommendations in relation to pay decisions and who will make the pay determination as this cannot be the same person.</i></b></p> <p><i>Schools should ensure that all decisions and the reasons for them are well documented at every stage. All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group of employees with a particular protected characteristic under the Equality Act 2010.</i></p> <p><i>Various template pay statements are available.</i></p>

<p>worked. Pay is one twelfth of the annual gross salary less NI, tax, pension and any other deductions as applicable.</p>	
<p><b><u>4. Staffing Structure and Implementation Plan</u></b></p> <p>The Governing Body will publish a whole school Staffing Structure. A copy of this document will be attached to the school's Pay Policy. Should it subsequently be necessary to propose amendments to the Staffing Structure, consultation will take place, as appropriate, in line with the school's Reorganisation, Redundancy and Redeployment Policy and Procedure.</p> <p>Where changes to the Staffing Structure affect teachers' pay, they will be issued with a revised salary statement together with details of safeguarding (where appropriate, see section 5) as per the requirements of the Document.</p>	<p><i>Reference made to the school's adopted Reorganisation, Redundancy and Redeployment Policy (RRR) as necessary.</i></p>
<p><b><u>5. Salary Safeguarding for Teachers</u></b></p> <p>The school will review the duties of any teachers who are entitled to safeguarded sums that in total exceed £500 per annum, and may allocate appropriate additional responsibilities, commensurate with the safeguarded sum, for the period of safeguarding. The school will ensure that appropriate notice is issued of any new responsibilities that are being given to the teacher as work commensurate with their safeguarded sum. All such additional responsibilities will be allocated following consultation with the teacher, and kept under review until the safeguarding period ends, when a decision will be taken about the future allocation of those responsibilities. Where a teacher unreasonably refuses to carry out additional responsibilities the safeguarded pay may be removed subject to at least one months' notice being given.</p>	<p><i>The full rules and guidance on Salary Safeguarding are available in the Document.</i></p>
<p><b><u>6. Pay Progression for Teachers (including members of the Leadership Group and Leading Practitioners)</u></b></p>	

### **Pay decisions taken in Autumn 2024**

Pay decisions for the 2023/24 academic year, which will be taken in September/October 2024, will continue to be based on the requirements for performance related progression as set out in the September 2023 STPCD, and in line with the school's 2023/2024 pay policy.

### **Pay progression considerations for 24/25 (applicable from September 2025)**

The school will ensure that every teacher's salary is reviewed annually with effect from 1<sup>st</sup> September and no later than 31<sup>st</sup> October (or 31<sup>st</sup> December in the case of the Headteacher), in consideration of appraisal reports and pay recommendations made. In the case of Headteacher pay, the appraisal panel will make a recommendation to the relevant committee. The school will provide each teacher with 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 change in the basis for calculating an individual's pay. Any such revision should be accompanied by a revised pay statement being issued within one month of the determination being made.

In this school all teachers can expect to receive regular, constructive feedback on their performance and development and are subject to annual appraisal (in line with the Education (School Teachers' Appraisal) (England) Regulations 2012 ) 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.

*The Governing Body is required to allocate appropriate funding for performance pay progression at all levels.*

*Decisions regarding pay recommendations for academic year 2023/24, with Autumn 2024 should be taken in line with the performance related pay criteria (and associated guidance) in the school's 2023/2024 pay policy.*

*The Governing Body is required to allocate appropriate funding for performance pay progression at all levels.*

*For the academic year 2024/2025 and pay decisions in September 2025, the requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders has been removed. The statutory requirement to make a pay decision following the completion of the appraisal process remains.*

*Schools can choose whether or not to retain some or all elements of performance related pay (for application from September 2025), but a school's pay policy should minimise the impact on workload for individual teachers, line managers, school leaders and governing boards.*

*Schools should note that the inclusion of performance related pay within the pay policy is likely to be at particular variance with the Professional Associations' stance, who will expect to be consulted over the inclusion of performance related pay and the associated criteria.*

*Pay policies should clearly set out how pay progression will be awarded and, for those schools wishing to retain performance related pay, this should be clear in the policy along with the criteria that will be used to assess performance. Those schools who wish to differentiate between good and exceptional performance can continue to do so, and in this case, schools should ensure that their pay policies are clear about the circumstances in which it would be appropriate to differentiate between different levels of acceptable performance, to demonstrate that the policy is both fair,*



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

*supports equality of opportunity and does not discriminate. Schools should mitigate any workload issues that may arise from retaining performance related pay.*

*Schools who have chosen to remove the performance related pay requirement are under no obligation to increase an individual's pay where a teacher is in formal capability procedures. Schools who have retained performance related pay should only withhold pay progression in the event of poor performance as set out in their pay policy. Schools should ensure that teachers whose performance is unsatisfactory are supported appropriately.*

*When reviewing pay policies, school leaders should consider the recommendations on performance management in the 'Making Data Work' report.*

*The process for making pay decisions must mitigate against discriminatory outcomes.*

*This should include any circumstances where pay progression will or will not be paid and, if retaining performance related pay, the precise arrangements for how objectives will be assessed and linked to pay progression*

*The school, having determined their stance on performance related pay in consideration of the guidance above, should retain only the relevant paragraph in the policy in the section to the left.. Where PRP will not be applied, this paragraph should remain and the following paragraph removed.*

*The school, having determined their stance on performance related pay in consideration of the guidance above, should retain only the relevant paragraph in the policy in the section to the left. Where PRP will be applied, this paragraph should remain and the above paragraph removed.*

*Guidance which applies where the school has retained performance related pay; NA: See above advice in relation to the Federation.*

*It is critical for schools to establish a firm and objective evidence base and for teachers to be made clear, from the outset, as to the criteria on which pay recommendations will be based. To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisal or reviews.*

*Detailed advice is available from the DfE in 'Managing Teachers' and Leaders' Pay', and further guidance regarding pay progression decisions is saved on the NYES HR SLA online page. All teaching unions/professional associations have also published guidance.*

*In considering DfE advice NYC recommends that great care needs to be taken if any evidence has a high degree of subjectivity (e.g. feedback from colleagues, parents and pupils). It is important to take context into account. The focus should be on objective criteria as much as possible as the greater the degree of subjectivity, the more likely it will be open to challenge. Where relevant, refer to separate processes (grievance, performance, conduct).*

*Evidence used may include pupil progress records, planning records, pupils' work scrutiny (including marking and assessment) and lesson observations. Schools may wish to add their own criteria but need to take into account the need for justification in case of challenge. For example, budgetary issues cannot be used as a criterion to determine (or restrict) pay progression.*

*NYC recommends the use of absolute criteria rather than relative criteria (e.g., rank order) as the latter can be seen as divisive.*

*The following is an example of how performance may be recognised; schools need to adopt this wording or, otherwise, determine their own criteria: -*

- *A performance which **meets requirements** will receive a one-point increase within the pay range, if headroom allows*

	<ul style="list-style-type: none"> <li>• A performance which <b>fails to meet requirements</b> may not receive an increase</li> </ul> <p>Schools may also consider recognising excellent performance in the following terms but should be aware of the need to have sound objective evidence to justify differentiated pay progression:</p> <ul style="list-style-type: none"> <li>• A performance which <b>significantly exceeds requirements</b> will receive a two-point increase within the pay range, if headroom allows</li> </ul> <p><b>In addition, schools may wish to insert the following policy statement: -</b></p> <p><i>Teachers will not receive pay progression if their performance in the previous year did not meet requirements, taking into account identified conduct or capability issues and appraisal outcome.</i></p> <p><i>Attendance is an optional criteria. <b>However, this element is at particular variance with the Professional Associations' stance who will expect to be consulted over this inclusion.</b> Furthermore, from 2023 NYC does not apply attendance criteria to support staff pay progression and recommends the same approach for teachers.</i></p> <p><i>If a period of warning/under-performance crosses two appraisal years pay progression would be withheld only once (in the first year) provided that conduct/performance was acceptable in the remainder of the second year.</i></p>
<p><b><u>7. Grading and Salary Determination</u></b></p> <p>Salaries will be determined from 1<sup>st</sup> September 2024 in relation to the arrangements specified in the 2023 Document.</p> <p><b>All pay ranges referred to in this document reflect the mandatory increases to the minima and maxima of the pay ranges, and TLR and SEN</b></p>	<p><b><i>NYC recommend the retention of existing pay ranges for teachers i.e., 6-point range for MPR, 3-point range for UPR, 6-point range for Unqualified teachers and 18-point range for Leading Practitioners. If schools wish to depart from these pay scales it is important to be aware that (i) NYC may need to make representations against this decision, and (ii) you are</i></b></p>

allowances, as outlined in the document, from 1st September 2024.

**i) Leadership Group**

All teachers paid on the Pay Spine for the Leadership Group are not eligible for Special Needs Allowances (SEN) or for Teaching and Learning Responsibility Payments (TLR).

**Leadership Group Pay Spine**

L1	£49,781
L2	£51,027
L3	£52,301
L4	£53,602
L5	£54,939
L6	£56,316
L7	£57,831
L8	£59,167
L9	£60,644
L10	£62,202
L11	£63,815
L12	£65,286
L13	£66,919
L14	£68,586
L15	£70,293
L16	£72,162
L17	£73,819
L18 *	£74,926
L18	£75,675
L19	£77,552
L20	£79,475
L21 *	£80,634
L21	£81,441
L22	£83,464

***required to consult over any change to this position.***

***NYC also recommends retention of the 43-point Leadership Group pay spine.***

*This section should contain detailed provisions relating to the determination of salary levels within the school, including new appointments, or it may refer the reader to the detailed provisions of other documents, particularly the School Teachers’ Pay and Conditions Document (‘the Document’).*

*it may be broken down to separately consider:*

- i) Leadership Group*
- ii) Leading Practitioners*
- iii) Main Pay Range Teachers*
- iv) Threshold and Post – Threshold Teachers*
- v) Unqualified Teachers*
- vi) Early Years Teachers*
- vii) Support Staff*

*When determining the leadership pay ranges for Headteachers, Deputies and Assistant Headteachers, the relevant body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. The relevant body must ensure that there is appropriate scope within the range to allow for performance related progress over time.*

***Whenever a new Headteacher, Deputy or Assistant Headteacher is due to be appointed, the following three stage process should be undertaken:***

*Stage 1 – Defining the role and determining the Headteacher group (for HT roles)*

*Stage 2 – Setting the indicative pay range (the point at which the range will start within or, exceptionally and for Headteachers only, above the Headteacher group)*

L23	£85,529
L24*	£86,783
L24	£87,651
L25	£89,830
L26	£92,052
L27*	£93,400
L27	£94,332
L28	£96,673
L29	£99,067
L30	£101,533
L31*	£103,010
L31	£104,040
L32	£106,626
L33	£109,275
L34	£111,976
L35*	£113,624
L35	£114,759
L36	£117,601
L37	£120,524
L38	£123,506
L39*	£125,263
L39	£126,517
L40	£129,673
L41	£132,913
L42	£136,243
L43	£138,265

\* Note: Scale points to be applied **only** to head teachers at the top of the school's headteacher group range

### Headteacher groups

### Stage 3 – Deciding the starting salary and individual pay range

#### Stage 1

Governing Bodies should use this stage to define the job and identify the broad pay range as a provisional guide to determining an appropriate level of pay. They will need to define and set out the specific role, **responsibilities and accountabilities** of the post as well as the **skills and relevant competences** required.

#### Stage 2

Governing Bodies should decide where in the broad range to position the indicative pay range and set this out clearly when they advertise the job. GBs should make an **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.

#### Stage 3

The first two stages provide the means for determining the appropriate pay range. The third stage is essentially about deciding on the starting salary for the individual who is to be offered the post. At this stage you 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. It will be important for you to ensure that there is scope for performance-related progression over time.

Any person who advises on Leadership pay ranges should consider whether they have a direct or indirect personal interest in the outcome.

The Headteacher Pay Range must be a number of consecutive points on the Leadership pay scale within the school's group, (unless a higher payment is warranted – see paragraph below).

Group 1	L6 (56,316) – L18* (74,926)
Group 2	L8 (59,167) – L21* (80,634)
Group 3	L11 (63,815) – L24* (86,783)
Group 4	L14 (68,586) – L27* (93,400)
Group 5	L18 (75,675) – L31* (103,010)
Group 6	L21 (81,441) – L35* (113,624)
Group 7	L24 (87,651) – L39* (125,263)
Group 8	L28 (96,673) – L43 (138,265)

### Headteachers

Upon planning to appoint a new Headteacher, the Governing Body will review the school's Headteacher pay range within, or exceptionally above, the appropriate school group on the Pay Spine for the Leadership Group. Upon appointment, the Governing Body will determine a pay point within the pay range for the Headteacher, in accordance with the provisions of the Document. This decision will have reference to the pay of other leadership group and upper pay range teachers in the school, so that appropriate differentials are maintained. Only in exceptional circumstances will the Headteacher pay range overlap with any other leadership pay range. A new Headteacher will normally be appointed to the first point on the Headteacher pay range but may be appointed to a higher point if circumstances make a higher point appropriate. However, headroom for pay progression will remain available within the range.

The Headteacher pay range for this school is

**L16 – L22**

If a temporary payment is made to the Headteacher the reasons for and duration should be listed here.

*Pay ranges for Headteachers should not normally exceed the maximum of the Headteacher group. However, the Headteacher's pay range may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher-than-normal payment. The relevant body must ensure that the maximum of the Headteacher's pay range and any additional payments made under paragraph 10 of the Document does not exceed the maximum of the Headteacher group by more than 25% unless in exceptional circumstances and where supported by a business case and where suitable independent external advice has been first taken.*

### Changes to role

*The pay of those in post should only need to be reviewed when there have been significant changes to responsibilities. The definition of a 'significant change' will vary according to the circumstances and context of an individual school. For instance, what may be a relatively small change for a large school, such as taking on one or two School Direct trainees for the first time, may represent a relatively significant change for a small school. The key is the extent to which the change creates new levels of accountability and responsibility for the leadership group member. It will be for the governance board to determine, in the light of a school's particular circumstances and context, the extent to which any change should be regarded as 'significant'.*

*Where there has been a significant change, the three step process should be revisited to reconsider the pay applicable to the role.*

NA

The school will receive advice from their external adviser in accordance with relevant legislation, in considering pay progression for Headteachers.

Progression within the Headteacher's pay range will be effective from 1<sup>st</sup> September each year.

**Where a Headteacher is appointed to be responsible for more than one school, the following arrangements will apply**

Permanent Arrangement e.g. a federation with a single governing body or permanent collaboration:

The remuneration in such cases should be based on the calculation of the total number of pupil units across all schools, which will give a group size for the federation. The relevant body (i.e. the governing body) should then determine the Headteacher's pay range and appropriate starting point in that range according to paragraph 9 of the Document.

The Headteacher's pay range may exceed the maximum of the group where the governing body determines that circumstances specific to the role or candidate warrant a higher-than-normal payment. The governing body must ensure that the maximum of the Headteacher's pay range and any additional payments made under paragraph 10 of the Document does not exceed the maximum of the Headteacher group by more than 25% unless in exceptional circumstances and where supported by a business case and where suitable independent external advice has been first taken.

Temporary Arrangement e.g. a Headteacher takes on the post of Acting Headteacher at another school in addition to their existing post. In such cases a fixed term variation of contract must be issued by the providing school.

Where appropriate, the Headteacher may be awarded an additional

***Determination of Temporary Payments to Headteachers***

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

*The total sum of salary and temporary payments made to a Headteacher must not exceed 25% above the maximum of the Headteacher group, except as set out in paragraph 10.4 of the Document.*

*Temporary payments to Headteachers do not apply to additional payments made in accordance with:*

- (a) paragraph 25 of the Document where those residential duties are a requirement of the post; or*
- (b) paragraph 27 of the Document to the extent that the payment is in*

payment as detailed in this policy.

#### Remuneration of other teachers affected

In all cases, consideration needs to be given to the remuneration of other teachers who as a result of the Headteacher's role are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher). The additional responsibilities and their duration should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.

#### **Deputy Headteachers and Assistant Headteachers**

Where applicable, the school will determine a pay range of a number of consecutive points from the Pay Spine for the Leadership Group for each Deputy Headteacher and Assistant Headteacher. The individual pay ranges set will reflect the relative responsibilities and job weight of the roles concerned.

A new Deputy or Assistant Headteacher will normally be appointed to the first point on their pay range but may be appointed to a higher point on their pay range if circumstances make this appropriate. However, headroom for progression will remain available within the range.

In this school Deputy Headteacher(s) pay range(s) are as follows: **NA**

In this school Assistant Headteacher(s) pay range(s) are as follows: **L1 – L4**

Progression within the allocated pay range will be effective from 1<sup>st</sup>

*respect of relocation expenses which relate solely to the personal circumstances of that Headteacher (including Deputy and Assistant Headteachers). All other recruitment and retention considerations in relation to a Headteacher must be taken into account when determining the Headteacher's pay range.*

*In accordance with paragraph 10.4 of the Document, the governing body may determine that additional payments be made to a Headteacher which exceed the 25% limit only in wholly exceptional circumstances and with the agreement of the governing body. The governing body must seek external independent advice before providing such agreement.*

*Under the Collaboration Regulations the governing bodies may arrange for a joint committee made up of governors from all the schools involved to be established to oversee the Headteacher's pay arrangements. It is a legal requirement for the Governing Body to appoint an external adviser to support the appraisal panel for the Headteacher*

*The maximum of the Deputy or Assistant Headteacher's pay range must not exceed the maximum of the Headteacher group for the school.*

*The pay range of a Deputy Headteacher must be a number of consecutive points on the Leadership Pay Scale and should not overlap with the Headteacher's pay range other than in exceptional circumstances.*

*The pay range of an Assistant Headteacher must be a number of consecutive points on the Leadership Pay Scale and should not overlap with the Headteacher's pay range other than in exceptional circumstances.*

*Deputy and Assistant Headteachers may not be awarded payments under paragraphs 27.1 and 27.2 other than reimbursements of reasonably*



September each year.

*incurred housing or relocations costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – must be taken into account when determining the pay range.*

**ii) Leading Practitioners**

Where applicable, the school will select an appropriate pay range from the Leading Practitioner (LP) pay spine. Different Leading Practitioners in the school may be placed on different individual ranges in accordance with the responsibilities of their Job Descriptions. The range will be reviewed where there is significant change in the responsibilities of an existing LP.

In this school the pay scale and pay range(s) applicable to Leading Practitioners are as follows: -

**Leading Practitioners Pay Scale**

Spine point	£
1	50,025
2	51,279
3	52,558
4	53,867
5	55,207
6	56,590
7	58,114
8	59,455
9	60,940
10	62,502
11	64,127
12	65,606

*Schools may appoint Leading Practitioners (LPs) within their staffing structures. The primary purpose of such posts is the modelling and leading improvement of teaching skills. This may include outreach work for the benefit of the wider teaching community.*

*There is no minimum service criterion for a Leading Practitioner.*

*The pay range for leading practitioners is a wide one. Schools need to determine an individual post range for each post within the minimum and maximum of the overall range which is set out in the STPCD. 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. If a school creates more than one such post, the individual post ranges should be determined separately for each post and need not be identical. Salaries are for specific posts and will not be portable between different schools or different posts within the same school.*

*Leading Practitioners are not eligible for Special Educational Needs Allowances or for Teaching and Learning Responsibility Payments.*

*Schools with Leading Practitioners are required to select an appropriate pay range between . NYC recommends that schools adopt the pay scale opposite and use pay ranges of a number of consecutive points within this scale in order to safeguard schools and the local authority against equal pay claims.*

13	67,245
14	68,922
15	70,637
16	72,540
17	74,179
18	76,050

In this school, the Leading Practitioners Pay Range is

NA

Progression within the Leading Practitioners pay range will be effective from 1<sup>st</sup> September each year.

**iii) Main Pay Range Teachers (MPR)**

In this school MPR teachers will be paid in accordance with the following pay range: -

Scale point	£
1	31,650
2	33,483
3	35,674
4	38,034
5	40,439
6	43,607

Upon Commencement

The salary of teachers new to the school will be assessed and notified prior to commencement.

Early Career Teachers in their first year of the statutory induction period will normally be paid initially on the first point of the range but may be paid on

*Schools must select an MPR pay range between £31,650 and £43,607. NYC recommends that the pay range opposite be adopted in order to minimise the risk of potential equal pay claims. These reflect the ‘advisory’ scale points set out in the Document.*

*It is very important that the pay range and/or maximum starting salary is clearly advertised and also appears in supporting recruitment documentation. Consideration should be given to the impact on the school’s ability to attract the best candidate for the job, and the salary should be clear in any job offer made.*

*Under normal circumstances teachers are unlikely to move posts for a lower salary. However, in certain situations e.g. redundancy or moving to a new geographical area, a teacher may be prepared to accept a post at a lower*

a higher point if they have previous experience relevant to their role. Early Careers Teachers will be eligible to be considered for progression at the end of their first year of induction, in accordance with the arrangements for other teachers, with any pay recommendations being by means of the statutory induction process

The school reserves the right to set a maximum starting salary for teaching posts prior to advertising.

Subject to any maximum starting salary, this school will normally honour pay portability and hence teachers with previous teaching experience will normally be paid at the pay level of their most recent teaching post. In certain circumstances teachers may be paid at a higher or lower level than their previous teaching post.

#### Existing Teachers in the same school

The point on the pay scale of teachers continuing to be employed at the same school may not be reduced and any pay progression is permanent while teaching in the same school.

Progression within the Main Pay Range will be effective from 1<sup>st</sup> September each year.

#### Special Educational Needs (SEN) Allowance

A SEN allowance of no less than £2,679 and no more than £5,285 per annum is payable to a classroom teacher if that teacher:

- is in any SEN post that requires a mandatory SEN qualification
- is in a special school
- teaches pupils in one or more designated special class or units in a school
- is in any non-designated setting (including any PRU) that is equivalent to a designated special class or unit where the post

*salary in order to gain alternative employment.*

*The Governing Body has discretion to award pay points for experience other than as gained as a qualified school teacher.*

*This may include previous teaching in a City Technology College, a further or higher education institute, or in independent schools. The governing body should have an agreed approach to this issue although each case should be considered on its merits. This should be included in the school's pay policy.*

*An example of such an approach, as recommended by NYC, is stated below:*

- *One point for each 3 years of relevant experience up to a maximum of two points;*
- *Up to one point for partially relevant experience and/or relevant unremunerated activity;*
- *Hence a maximum total of three discretionary points for experience are available.*

*In establishing appropriate values for their SEN allowances, schools should ensure that they have considered the full range of payments available and 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*

(i) involves a substantial element of working directly with children with special educational needs;

(ii) requires the exercise of their professional skills and judgement in the teaching of children with special educational needs; and

(iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit.

Where the allowance is payable the school will determine the spot value of the allowance for each relevant teacher taking into consideration the structure of the SEN provision and the following factors:

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

In this school the level(s) of SEN Allowance(s) will be as follows: - £2,679

#### Teaching and Learning Responsibility Payments (TLRs)

TLRs may be awarded for undertaking a sustained responsibility in the context of the school's staffing structure that is needed to ensure continued delivery of teaching and learning. Before awarding a TLR, the school must be 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;

*school should 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.*

*Schools are **not** required to review their current TLR pay structures but may do so at their discretion through a meaningful consultation process with staff and recognised professional associations.*

- 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.

### TLR 1 and 2

Before awarding a TLR1, the school 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.

Where the school have approved a TLR post, in conformity with the criteria stated in the Document, the postholder will receive an appropriate TLR payment (from the implementation date) in accordance with the following levels of responsibility: -

TLR1 range = £9,782 - £16,553

TLR2 range = £3,391 - £8,279

In this school the TLR pay structure is as follows (state current TLR values): -

NA

The levels of TLR payments will be kept under review in accordance with changes in the Document and consulted on as appropriate.

### TLR3

TLR3s are temporary fixed-term and may be awarded for the following purposes: -

*The following are examples of possible payment levels: -*

<b>TLR level</b>	<b>Example 1</b>	<b>Example 2 (rounded)</b>
<i>TLR1a</i>	<i>£9,782</i>	<i>£9,800</i>
<i>TLR1b</i>	<i>£11,766</i>	<i>£11,750</i>
<i>TLR1c</i>	<i>£13,748</i>	<i>£13,700</i>
<i>TLR1d</i>	<i>£15,731</i>	<i>£15,650</i>
<i>TLR2a</i>	<i>£3,391</i>	<i>£3,700</i>
<i>TLR2b</i>	<i>£5,850</i>	<i>£5,600</i>
<i>TLR2c</i>	<i>£8,010</i>	<i>£7,500</i>

*Posts weighted equally in level of responsibility should be awarded TLRs of equal value.*

*Decisions to make payments above the applicable minimum levels should be justifiable in relation to the level of responsibilities attached to the post.*

1) Clearly time-limited school improvement projects

2) One-off externally driven responsibilities\*

The annual value of a TLR3 is between £675 and £3,344 payable monthly for a fixed duration determined at the outset.

In this school the pay levels for TLR3 are as follows: -

NA

No Safeguarding will apply to a TLR3 post.

*TLR1 and TLR2 must be awarded pro rata e.g., a 0.5 FTE teacher must receive 50% of the full annual value of the TLR. However, the TLR workload should be adjusted in proportion to the part-time nature of the post.*

*Refusal to award a TLR on the basis of staff part time status would be contrary to Part Time Workers' Regulations.*

*TLR3s should be awarded for responsibilities that are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.*

*The start and end date of a TLR3 must be clearly stated from the outset as should the specific duties and responsibilities aligned to the post.*

*The value of a TLR3 should be determined in relation to the duties and responsibilities of the post. For example, a TLR3c should be similar in weighting to a TLR2a.*

*The following is an example of possible payment levels:*

*TLR3a £ 675*

*TLR3b £2,005*

*TLR3c £3,344*

*TLR3s are a fixed amount for performance of a specified time-limited role and are not paid pro-rata for part-time teachers.*

*\* The 2023 Document (Section 3, Paragraph 53) allows for consecutive TLR3s to be awarded, but only for tutoring to deliver catch-up support to*

	<p><i>pupils on learning lost during the Covid-19 pandemic, taking place outside of normal directed hours but during the school day.</i></p>
<p><b><u>iv) Upper Pay Range</u></b></p> <p>Main pay range Teachers are eligible to apply to be paid on the upper pay range at least once a year in line with their school’s pay policy. In this school the following requirements will apply to applications to be paid on the upper pay range:</p> <p>From 1<sup>st</sup> September a teacher may apply to be paid on the Upper Pay Range once reaching the top pay point of MPR. Successful applications made in the academic year in which a teacher first reaches the top point of MPR (deadline 31<sup>st</sup> October) will apply from 1<sup>st</sup> September following. Teachers in their second or subsequent years at the top of MPR may apply by 31<sup>st</sup> October of any year (deadline) and, if successful, their progression will be backdated to 1<sup>st</sup> September of the same academic year.</p> <p>Applications will be made to the Headteacher, who will appoint an assessor (this may be the Headteacher) to make a recommendation and give feedback to applicants. Where the Headteacher is not the assessor the Headteacher will moderate the process. Recommendations for progression will be made to the school.</p> <p>Applications will not be accepted more than once per academic year.</p> <p>All applications should include the results of the last two available appraisal reviews, 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.</p> <p>An application from a qualified teacher will be successful where the school is satisfied that:</p> <p>(a) the teacher is highly competent in all elements of the relevant standards; and</p>	<p><i>It is the responsibility of teachers to <u>apply</u> to be moved to the Upper Pay Range.</i></p> <p><i>Under the Document any teacher may apply to move to UPR regardless of their pay level on MPR.</i></p> <p><i>NYC recommends that the approach opposite is adopted by schools.</i></p> <p><i>Schools should consider whether to set a deadline for receipt of applications</i></p> <p><i>The following example of definitions are based on DfE guidance: -</i></p>

(b) the teacher's achievements and contribution to the school are substantial and sustained.

If a teacher is simultaneously employed at another school(s) they may make separate applications to each school. This school will not be bound by any pay decisions made by another school.

The Headteacher should notify the school of the recommendation, normally within 20 working days of the application. The school, on receiving notification of a successful application, will move the teacher to point 1\* of the Upper Pay Range at the appropriate time.

Teachers who are unsuccessful in their applications may appeal against the decision in accordance with section 13 of this document.

#### Upper Pay Range

Teachers who are successful in their applications to progress will move to point one of the Upper Pay Range\* and may be considered for further progression after an additional two years' service unless exceptional performance merits progression after one year\*\*.

Teachers on the upper pay range are eligible for the same applicable allowances as other Qualified Teachers.

In this school, Upper Pay Range (UPR) teachers will be paid in accordance with the following pay scale: -

For the purposes of this pay policy: **'highly competent'** means;

*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'** means;

*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; and*

**'sustained'** means

*Two consecutive successful appraisal reports and have made good progress towards their objectives during this period. They will be able to demonstrate that their teaching expertise has grown over the relevant period and is consistently at least good.*

*\*The point at which the teacher is placed on UPR is discretionary and should reflect the school's policy on accelerated progression.*

*\*\* NYC recommends an additional two years' service (this is not mandatory), although schools may reduce this to one year for exceptional performers, with appropriate supporting evidence.*

*The statutory requirement is to set a pay range within the upper and lower limits of the pay scale opposite. NYC recommends that the range opposite is adopted, using the reference points stated, in order to minimise the risk of equal pay claims against the school and LA. This (U2) reflects the 'advisory'*



Scale point	£
U1	45,646
U2	47,338
U3	49,084

Progression within the Upper Pay Range will be effective from 1<sup>st</sup> September each year.

**v) Unqualified Teachers**

In this school the pay range for unqualified teachers is: -

Scale point	£
1	21,731
2	24,224
3	26,716
4	28,914
5	31,410
6	33,902

Unqualified teachers may not receive Teaching and Learning Responsibility Payments or SEN Allowances but may receive points for other relevant experience as per qualified teachers (see section iii above).

The school will determine at which pay point a newly appointed unqualified teacher will enter the Unqualified Teachers' Pay Range, having regard to any previous experience, or any qualifications which they possess which are relevant to the post. Once awarded, pay points for Unqualified teachers are permanent for employment as a teacher within the same school.

If deemed appropriate, an allowance, of discretionary amount, may be paid to an unqualified teacher, in the context of the staffing structure and pay

*scale point set out in the Document.*

*The following categories of unqualified teachers are allowed by law: -*

- *persons giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) who have special qualifications and/or experience;*
- *overseas trained teachers;*
- *persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;*
- *student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or*
- *assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.*

*The statutory requirement is to set a pay range within the upper and lower limits of the pay scale opposite.*

*NYC recommends that the pay scale opposite is adopted for Unqualified Teachers in order to minimise the risk of an equal pay claim against the school and LA*

<p>policy, if it is considered that the unqualified teacher has:</p> <p>(a) taken on a sustained additional responsibility which is:</p> <p>(i) focused on teaching and learning; and</p> <p>(ii) requires the exercise of a teachers’ professional skills and judgment; or has</p> <p>(b) qualifications or experience which bring added value to the role being undertaken.</p> <p>Where an unqualified teacher becomes qualified the school will re-determine salary in accordance with the arrangements relating to qualified teachers in accordance with Paragraph 13 of the Document.</p> <p>The salary paid must be at least equivalent to that paid prior to qualification, while the teacher remains employed at the same school.</p> <p><b>vi) <u>Early Years Teachers (EYTs)</u></b></p> <p>EYTs with QTS will be paid on the qualified teacher’s range. EYTs without QTS will be paid on the Unqualified Teachers’ Pay Range.</p>	<p><i>It is advised that any allowance paid to an unqualified teacher is related to the difference between their existing pay point and a recognised point on the school’s Qualified Teachers’ Pay Range.</i></p> <p><i>This is the NYC recommendation following advice from the Local Government Employers Association.</i></p>
<p><b>8. <u>Part-Time Teachers</u></b></p> <p>The proportion of time a part-time teacher works is calculated against the school’s timetabled teaching week (STTW). The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding;</p> <ul style="list-style-type: none"> <li>• break times</li> <li>• registration; and</li> <li>• assemblies</li> </ul>	<p><i>Full guidance on calculating the remuneration of part-time teachers is to be found in Section 3 of the Document, paragraphs 40-41.</i></p> <p><i>Requests to attend meetings e.g., staff meetings (as part of directed time) on days on which a part-time teacher does not normally work should be kept to a minimum, made as far in advance as possible and should be a matter of agreement between the teacher and school management.</i></p>

<p>The STTW of a full-time classroom teacher is used as the figure for calculating the percentage of the STTW for a part-time teacher at the school. The same percentage will be applied to the proportion of directed time required of a part-time teacher.</p> <p>Where an allowance is paid to a teacher, the same percentage of the full-time allowance will be payable.</p> <p>Part-time teachers are required to work on Inset days that fall on days they are usually contracted to work. Part-time teachers may be requested (but not required) to voluntarily work on a day or part of a day they do not normally work, for example for staff/departmental meetings, parents/open evenings and Inset and other non-pupil days. If agreed, a pro rata additional payment should be made, or time off in lieu agreed, where appropriate.</p>	<p><i>Further guidance regarding the pro-rata arrangements for part-time teachers in respect of Inset days and bank holidays is available from NYES HR.</i></p>
<p><b>9. <u>Teachers Employed on a Short Notice Basis</u></b></p> <p>Teachers employed on a day-to-day or other short notice basis will be paid in accordance with the provisions of the Document 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.</p> <p>In this school supply teachers will normally be paid on the Main Pay Range.</p>	<p><i>It is recommended that where schools have existing regular supply teachers they continue to be paid on current arrangements. Schools can set a maximum payment for supply teachers and NYC recommends the approach opposite, which honours pay portability up to the maximum of MPR.</i></p>
<p><b>10. <u>Other Provisions Relating to Teachers</u></b></p> <p>All types and grades of teachers, <b>excluding</b> Headteachers and other members of the Leadership Group, are eligible to be considered for the payments detailed below: -</p> <p><u>Recruitment and Retention Incentives and Benefits</u></p>	<p><i>Please also see Section 7(i) above in relation to additional payments for Headteachers.</i></p>

Such incentive allowances may be awarded by the school only to aid the recruitment and/or retention of teachers. The school will determine whether an annual allowance will be paid with monthly salary or as a lump sum at the end of a fixed period.

The school should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

Where a teacher is given an incentive or benefit under paragraph 27 of the Document, written notification given at the time of the award should state:

- whether the award is for recruitment or retention;
- the nature of the award
- the amount of the award
- when/how it will be paid (as applicable);
- unless it is a 'one-off' award, the start date and duration of the incentive
- the basis for any reviews which will be applied
- the basis for any repayment should an individual leave the school

Schools may make payments or provide financial assistance or benefits to aid recruitment or retention. An advance of salary for a rental deposit is one of a number of tools that schools may wish to consider as an incentive for the recruitment of new teachers and the retention of service of existing teachers. Other examples of assistance are transport season ticket loans for travel costs, a one-off payment such as a contribution to removal costs, or a time-limited allowance.

All types and grades of teachers, **excluding** Headteachers are eligible to be considered for the payments detailed below: -

#### Continuing Professional Development

*It is expected that Recruitment Payments will be made to attract candidates to 'hard to fill posts' and Retention Payments will be made where posts suffer from high turnover due to the easy availability of comparable posts. In order to justify such payments, it is recommended that objective data is kept which supports the need for Recruitment and/or Retention Allowances.*

*It is recommended that Retention Allowances are made for a fixed period and reviewed on an annual basis.*

*Further guidance is available in the NYES HR model travel and expenses policy.*

For any CPD activities taking place at weekends or during school holidays the school will give consideration to payment, consistent with the teachers' pay spine position, in the individual circumstances of the case. No additional payment will be made for such activities which take place within the defined working year.

#### Initial Teacher Training Activities

Consideration will be given to payment for activities related to providing routine initial teacher training activities in accordance with the provisions of the Document.

#### Payment for Out of School Hours Learning Activity

Consideration will be given to payment for involvement in out of school hours learning activities which fall outside a teacher's directed time. Examples of such activities may include homework clubs, summer schools and sporting activities. All such activities should require the exercise of a teacher's professional skills or judgement.

In each of the above three categories payment will usually be made at the teacher's normal hourly rate.

#### Additional Responsibilities

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.

#### Payment for Work undertaken for other Institutions

The school will abide by the following Operating Principles:

- a. Any services provided by the Headteacher (or other staff member)

*The need to maintain a satisfactory work-life balance must be recognised and it should therefore be accepted that some teachers will be unable or unwilling to undertake CPD and Out of School Hours Learning Activities outside directed time.*

*Consideration should be given to the remuneration of other teachers who as a result of the Headteacher's additional role are taking on additional responsibilities and activities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. Any increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the Headteacher's enlarged role, it is not automatic, and should be in line with the provisions of the Document.*

of one school to another school must be authorised formally by the Governing Body and where the work extends over more than a 12-month period, the agreement of the governing body must be formally reviewed annually, or sooner if appropriate. The Governing Body should also agree arrangements for terminating such work.

b. Before such work is undertaken, the Governing Body and the Headteacher must take into account:

- the needs of the school and its pupils;
- the benefits that the activity would bring to the school;
- the impact of any absence on other staff, including their workload; and
- the workload and work-life balance of all the individuals concerned.

c. In particular, before reaching a view the governing body should satisfy itself that these matters have been fully considered within the school's leadership team.

d. Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the governing body (or the finance committee) and decisions duly minuted.

e. The headteacher and governing body should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.

f. The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the Governing Body. The terms of such an agreement must be set out in a memorandum signed by the Chair of Governors and the Headteacher and any other members of staff involved.

*Where the arrangement for the Headteacher is temporary, any adjustment to the pay of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease. The Governing Body should consider the appropriate use of acting allowances and other temporary payments. Where there is a Deputy Head in the school, it may be more appropriate to temporarily increase their pay range to take account of the increased responsibilities in the absence of the Headteacher.*

*Committees will wish to consider such factors as:*

- *whether additional total working time is involved*
- *whether the school needs to pay for cover arrangements*
- *whether the individual receives any payment from the other institution*
- *whether the school receives any payment from the other institution*
- *whether the individual is undertaking the work primarily for career advancement purposes and/or whether it benefits the school*

*Committees should consider the answers to the questions posed above when making a judgement.*

- g. Any income derived from external sources for the work of a school's staff should accrue to the school. The Governing Body should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities, and if so, determine the appropriate amount.
- h. The Governing Body should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.

Early Career Teachers Advanced Payment

NYC offers an ECT Advanced Payment scheme to Schools giving the option to allow an advance payment to Early Career Teachers starting employment in September 2024 with a minimum contract of 12 months. The advance would be for the value of £900 which is recovered from the teacher's salary over twelve months at £75 per month. (This will be pro-rata basis for part time teachers).

DfE additional payments

Eligible teachers in eligible schools may be able to claim additional payments in the form of early career payments or levelling up premium payments. Applications should be made via the DfE, who will make any payments directly to eligible teachers.

Unpaid leave for Teachers

In line with the Conditions of Service for Teachers in England and Wales (Burgundy Book), where authorised unpaid leave or unauthorised absence (e.g., strike action) occurs deductions of salary shall be calculated at a daily or part daily rate based on the days salary being 1/365<sup>th</sup> of a year for each day of the period of absence

*Individual schools may determine to opt in or out of this scheme. Schools that opt out should remove this paragraph from their pay policies.*

*Further information available on the DfE website.*

*Unpaid leave will be calculated as follows:*

*(hourly rate\* x hours taken off) x by 0.5342 (195/365) = amount to be deducted.*

## **11. Support Staff**

Support staff will be appointed to a post covered by the appropriate LA scheme of conditions of service and be allocated to a pay grade from the scales contained within those conditions, in compliance with the established NYC job evaluation scheme(s).

Each post will have a designated job description and pay grade. The pay grade allocation will normally remain static, other than for annual incremental rises within it, unless a significant increase in the duties and responsibilities attached to the post takes place. Other payments, such as lettings fees, will be payable in line with the appropriate national or LA agreements.

Applications for re-grading will be dealt with under the NYC Job Evaluation scheme(s).

The school recognises the grading scheme introduced by the Authority in April 2007 through the NJC and Hay job evaluation systems and revised in April 2019, and again in April 2023. The school will adhere to this grading structure for support staff and will grade new/changed posts accordingly through the NYC processes.

Staff employed on part-time contracts will be paid on a pro-rata basis to equivalent full-time posts unless specific provisions apply to the contrary.

### **Salary on commencement**

New starters to NYC, or employees who move into a higher graded role, will normally start at the bottom of the pay grade and will move through the grade until they reach the top. Employees can be appointed to a higher pay point, for example, to match current salary.

### **Apprenticeship pay**

*\* Hourly rate is determined by Annual Salary (FTE)/1265. This calculation should be used for both full and part time teachers.*

*Schools should refer to the NJC National Agreement (Green Book) and NYC pay policy and guidance for employees.*

*The national pay award confirmed by the National Joint Council for Local Government Services is negotiated on an annual basis. Any change applies to all staff on NJC terms and conditions (which includes school support staff) and is implemented with effect from April unless the national agreement states an alternative date.*

*HR can provide advise on grading issues. It should be borne in mind that the key issue in grading posts is **level of responsibility** of work and **not** volume of work. A clear up to date job description and person specification are essential requirements of grading posts.*

*N.B. – remember that From 2023, it was collectively agreed with Unison that NYC will no longer apply attendance as a specific criterion in pay progression decisions. However, attendance may be considered in the round as part of a wider assessment of contribution if specifically relevant.*

*Schools may choose to issue a pay statement to Support Staff following the increments review process each April – however, this is not mandatory.*



During the first 12 months in post, apprentices will be paid the National Living Wage, equivalent from 1<sup>st</sup> April 2024 to:

- £11.44 per hour
- £423.28 per week - 37 hours
- £1,839.17 per month
- £22,070 per annum

After 12 months in post, apprentices will receive full salary for the post occupied.

At the school's discretion, an apprentice may be moved to the full salary for the post at any point during their first 12 month's service if they have demonstrated that they are undertaking the full breadth of tasks at a competent level.

### **Pay Progression**

Pay progression through the grade will normally occur annually, from 1 April, following the annual appraisal.

The pay progression criteria, which will be assessed through the appraisal process, are:

Satisfactory performance appraisal by 31 March.

1. Satisfactory conduct – no live disciplinary warning in place at the pay progression review. Any single warning will only affect pay progression once. If there is a live disciplinary investigation, the pay progression review is paused, and the pay point remains unchanged until the investigation is complete and the outcome is known.
2. Satisfactory performance – no live capability process at the pay

progression review. A performance issue that has successfully concluded by the review date is discounted.

3. Satisfactory contribution – demonstrating personal effort and commitment.
4. Completion of employee appraisals by 31 March – line managers.

Pay progression rewards satisfactory performance and contribution. Pay progression is paused or stepped back (to a maximum of one point only) for those at the top of the grade when performance or contribution falls below an acceptable standard, to encourage improved performance and contribution. Factors outside the control or influence of the employee should be discounted. Where an employee has not attended work for a longer period due to maternity or parental leave or other extended absence, expectations should be adjusted accordingly.

Employees who have commenced NYC employment, or taken up a new position a different grade, between 2<sup>nd</sup> October and 31<sup>st</sup> March are not eligible for an increment on 1<sup>st</sup> April but will be considered for one on completion of 6 months service.

When a decision is made to pause incremental pay progression or step back, the manager should meet with the employee to discuss the decision, to explain clearly the specific reasons why the pay progression is being paused and allow the employee to make representation or present mitigation. An important part of this meeting is to ensure the employee is fully aware of why they have had their pay progression paused or stepped back, what they need to do to meet the expectations, and any support to be put in place to help them. If the line manager determines that pay progression should still be paused after the initial meeting, the employee has a right of appeal.

Any decision to pause pay progression or step back from the top pay point should not be a surprise to the employee. Discussions will have taken place throughout the appraisal cycle to identify issues of concern and any

appropriate support put in place to help the employee meet the requirements.

During the year following a decision to pause pay progression, regular review meetings should be held between line manager and employee to review progress to meeting the required expectations. If the line manager believes sufficient progress has been made before the next annual review, they may decide to un-pause pay progression at that point. In such circumstances back pay will not apply.

Absence related to sickness, care for dependents or medical treatment will not be a factor when determining incremental pay progression. Attendance may be considered in the round as part of a wider assessment of contribution if specifically relevant.

#### Recruitment and Retention Payments

Where posts are difficult to fill or staff turnover is particularly high it may be appropriate to introduce a Recruitment and/or Retention Payment.

Recruitment Payment – is a one-off discretionary payment of up to 10% of annual salary, payable upon commencement of employment. This payment is not available to existing staff or previous staff who re-commence employment within six months of leaving. An employee who leaves during their Probationary Period will normally be required to repay the full Recruitment Payment, unless exceptional circumstances exist. An employee who leaves within two years will be required to repay 1/24 of the Recruitment Payment for each month not completed up to two years' service.

Retention Payment – is a discretionary payment of an amount paid at set intervals, subject to satisfactory performance, but not less than quarterly and over a maximum of two years (unless there are exceptional circumstances). Payments may be set at between 3% and 10% of annual

*Recruitment and Retention Payments should only be made where the decision is supported by objective data on recruitment statistics, staff turnover and the local labour market.*

salary and should be reviewed at regular (at least annual) intervals in line with market conditions. Retention Payments are not permanent and may be ended or amended by the giving of one months' notice. Retention payments remain unchanged by pay progression or the agreement of a pay award.

#### Other Pay and Reward Matters for Support Staff

A number of pay and reward issues relating to support staff are contained in the Green Book and the NYC pay policy and guidance for support staff.

The school recognises the NYC collective agreement agreements and will any relevant premium payments applicable.

Overtime is paid at flat rate.

In April 2021, the school moved to (the then NYCCs) corporately agreed arrangements for Term-Time Working in line with LGA/NJC guidance concerning the way leave and pay is calculated for term-time support staff.

*There are a small number of other payments in the NYC collective agreement which are discretionary for schools – such as Additional Contribution Payments, Thank You Payments and Long Service Awards.*

*Schools need to decide individually whether they wish to participate in these schemes. Details are contained in the documents listed in section 2 and advice is also available from NYES HR.*

*The full details, including examples, of the Term-Time Working arrangements is published on CYPs.info. This addresses the position that TTO employees are entitled to a pro-rata allocation of annual leave and public holidays, and to receive not less than the proportion of pay or other benefit compared to a comparable full-year employee. The guidance details how term-time pay and leave should be calculated and the adjustments required when TTO employees start or leave during the year.*

## 12. Additional Matters

### Members of Staff Temporarily Undertaking the Duties of More Senior Posts

Members of staff who agree to cover all of the duties associated with a post of a higher grade than their own for a temporary period of normally at least four working weeks will be paid an additional sum. This will be equivalent to the difference between their normal salary and the salary or a point on the salary range of the more senior post for as long as the temporary acting-up arrangements apply, backdated to the start of the period of cover. The pay of support staff who undertake a part of the duties of a more senior post for a temporary period of at least four weeks may be awarded a pro-rata sum, if the particular circumstances of the case make this appropriate in the view of the school.

An employee appointed to cover a temporary vacancy, e.g. an Acting Headteacher, will be paid at a point on the pay range of the vacant post.

### Payments for Residential Staff

These will be made in line with the provisions of the appropriate national or LA scheme of conditions of service.

### Salary Sacrifice Arrangements

The school will allow teachers to participate in salary sacrifice schemes which are permitted under Paragraph 28 of the Document and available through NYC. It will also allow support staff to access salary sacrifice schemes available through NYC.

Participation in any salary sacrifice arrangement shall have no effect upon the determination of any safeguarded sum to which a teacher may be entitled under any provision of the Document.

*Schools must ensure that no pressure, direct or indirect, will be placed on any staff to act up where such acting up is voluntary on their part.*

*Schools may seek guidance from HR if considering acting up duties.*

*Governing Bodies should ensure that any relevant information about Salary Sacrifice Schemes is made available to staff at their schools, to enable the staff to decide whether or not salary sacrifice is an appropriate option. Participation in salary sacrifice is voluntary on the part of staff.*

<p><b>13. Pay Hearings and Appeals (Teaching staff)</b></p> <p>Teachers, including headteachers, may appeal any determination in relation to their pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects their pay.</p> <p>The following list includes the usual reasons for seeking a review of a pay determination;</p> <p>That the person or committee by whom the decision was made –</p> <ul style="list-style-type: none"> <li>a) incorrectly applied any provision of the Document or School Pay Policy;</li> <li>b) failed to have proper regard for statutory guidance;</li> <li>c) failed to take proper account of relevant evidence;</li> <li>d) took account of irrelevant or inaccurate evidence;</li> <li>e) was biased; or</li> <li>f) unlawfully discriminated against the employee.</li> </ul> <p>A key aspect of the process is the opportunity for a teacher to discuss a pay recommendation prior to it being confirmed by the governing body. This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair. The opportunity to discuss a pay decision before it is made may mitigate the need for the more formal stages two and three.</p> <p>The procedure is as follows:</p> <p><b>Stage 1 – Informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation (see above)</b></p> <ol style="list-style-type: none"> <li>1. The employee receives confirmation of the proposed pay recommendation in a timely manner and where applicable the basis</li> </ol>	<p><i>Appeals against pay decisions should be dealt with promptly, fairly and consistently in line with equalities and other relevant legislation including the Document.</i></p> <p><b><i>It is important that you are clear from the outset of the appraisal process who will make recommendations in relation to pay decisions and who will make the pay determination as this cannot be the same person. If the Headteacher is involved in Stage 1, they must make a recommendation to a pay committee and representation would be to this same committee (see also section on ‘Pay Progression’).</i></b></p> <p><i>It is important that Representation Hearings and Appeals focus as much as possible on objective evidence. While such issues can tend to become emotive and necessarily involve judgements it is wise to separate opinion from the facts wherever possible.</i></p> <p><i>Governors will need to be satisfied that due process has been followed and that no discrimination has taken place. They will need to be assured that all relevant evidence was taken into account and that no undue bias was shown. Governors do not necessarily need to feel that the decision was one that they would personally have taken in the circumstances but will need to be sure that the decision was within the bounds of reasonableness.</i></p> <p><i>HR advice is available in relation to both specific cases and general information in the Hearings and Appeals procedure.</i></p> <p><i>There is no statutory process in respect of pay hearings and appeals, however the DfE guidance regarding pay appeals can be found in their guidance ‘Managing Teachers’ and Leaders’ Pay’ and this model policy has been based on this. advice and possible pay panel hearing procedures can be found in here: <a href="#">Managing pay appeals</a></i></p>
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on which the recommendation will be made.

2. If the employee is not satisfied with the proposed pay recommendation, they should seek to resolve this by discussing the matter informally with the appraiser or headteacher within five working days of receipt of the recommendation and before it is put forward to the person or governor's committee who will make the pay determination.

**Stage 2 – Formal Representation to the person or governors' committee who are making the pay determination in advance of the decision making**

3. If, having gone through Stage 1, the teacher still disagrees with the recommendation being made, they may make written representation to the appraiser or Headteacher making the pay recommendation. This written representation should be supplied along with the recommendation to the person or governors committee who will make the pay determination. The written representation submitted by the employee should detail the grounds of their disagreement with the pay recommendation, and should be submitted In advance of the pay determination meeting.
4. The teacher should be given the opportunity to present their representation , including presenting evidence, calling witnesses and the opportunity to ask questions at a formal meeting with the person (or governors committee) who will make the pay determination. Following this meeting the person (or governors' committee) will make a pay determination that will be communicated to the employee in writing, including the rationale for reaching the decision and the right ot appeal (where applicable). The employee will be informed that they may be accompanied by a trade union representative or work colleague at the representation meeting (and any subsequent appeal hearing).

**Stage 3 – Formal Appeal Hearing**

- 5. If the employee does not agree with the pay determination, the employee may appeal. To do so, they should set out in writing the grounds for appealing the determination and should send it to the Chair of the appeal committee or headteacher within 10 working days of receipt of the written outcome of the Stage 2 decision.
- 6. Any appeal should be heard by a panel of governors (minimum two but recommend three) who were not involved in the original determination within a reasonable time scale of the receipt of the written appeal notification, where possible. The appeal hearing will be held in line with the adopted Hearing and Appeals Policy and Procedure.
- 7. Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing within 5 working days, including the rationale for reaching the decision. This decision will be final and there is no recourse to raise a further grievance in line with the relevant policy.

**14. Pay Progression Appeal Process (Support Staff)**

**Step 1 Meeting with Manager**

- 1. When the headteacher or appraiser is recommending that pay progression is paused or stepped back, they should meet with the employee to discuss their recommendation and the specific reasons for this and allow the employee to make representation or present mitigation. An important part of this meeting is to ensure the employee is fully aware of why it is proposed that they have pay progression paused or stepped back, what they need to do to meet the expectations, and any support to be put in place to help them. The opportunity to discuss a pay decision before it is made may mitigate the need for a formal appeal.



2. If, after the initial meeting, the manager determines that pay progression should be paused or stepped back, the employee has the right of appeal.
3. Individuals have the right to be accompanied by a trade union representative or work colleague at steps two and three. Appeals will be heard in line with the School's adopted Hearing and Appeals Policy and Procedure.

### **Step 2 Employee puts their appeal in writing**

4. Following notification of the decision to pause or step back pay progression, an employee may appeal in writing to the headteacher or their appraiser as soon as possible, making them aware that they are dissatisfied with the decision and why.
5. The headteacher should convene an appeal hearing in line with the school's scheme of delegation and adopted Hearing and Appeals policy and procedure. The governor's panel will not have been previously involved with the individual case. Copies of the appeal and any other evidence relevant to employee's case (for example meeting notes) should be sent to attendees at the appeal hearing in a reasonable time period, and no later than 5 working days, before the appeal hearing takes place.

### **Step 3 - Appeal**

6. The employee has the right to be accompanied at the appeal hearing by a trade union representative or work colleague.
7. The outcome of the appeal will be confirmed in writing, which will include the final decision in respect of pay progression being paused or stepped back.

The outcome of step 3 is final and there is no recourse to raise a further grievance in line with the relevant policy.

*It is recommended that a HR representative advises the panel.*

If the employee's pay point is changed as a result of this process it will be the headteacher's responsibility to ensure that the salary is changed from the effective date by liaising with employment support service.

**15. Pensionable pay elements**

The following are pay elements are pensionable for support staff:

- salary, wages and fees
- detriment or protected pay
- market supplement payment
- additional contribution payment
- acting-up payment
- honoraria payments for additional temporary duties
- accelerated pay progression
- standby allowance
- sleep-in allowance
- residential duty payment
- evening duty allowance
- night work allowance
- on-call payment
- first aid payment
- lettings allowance
- work on public holiday payment
- weekend working allowance
- additional hours
- Special Educational Needs allowance
- legionella / asbestos allowance
- maternity / paternity
- Keeping In Touch pay
- thank you payment

The following are pay elements are not pensionable for support staff:

- retention payments
- expenses, for example, travel, subsistence
- any payment 'representing money value for provision of vehicle or paid in lieu', for example, mileage payments or similar payments to cover expenses
- telephone rental payment
- cycle allowance

### **Support Staff Additional hours**

For Local Government Pension Scheme purposes, 'additional hours' includes all hours worked above the normal contractual hours of the individual employee. Also, for any relief staff, without guaranteed hours, all hours worked are pensionable.

The following are pay elements are pensionable for those employed on teachers terms and conditions:

- Basic Pay - contracted
- Sick pay
- Family Leave pay
- Teaching and Learning allowances (TLR)
- Special Needs Allowance
- Acting Up Allowance
- Salary Safeguard (Detriment)
- Recruitment & Retention Allowance
- Residential Allowance
- Social Priority Allowance
- Extraneous Duties Allowance
- Sleeping in Allowance
- Disturbance Allowance
- Temporary Allowance
- Safeguarded Pay
- Discretionary Head Teachers Allowance
- Continuing Professional Development

- Provision of Initial Teacher Training
- Raising Educational Standards
- Out of School Learning Activities
- Basic Hours / days (supply)

The following are pay elements are non-pensionable for those employed on teachers terms and conditions:

- First Aid Allowance
- Travelling payments
- Expense payments
- Pay in lieu of notice to terminate a contract
- Pay to cover loss of contractual holiday pay
- Honorarium payment
- Any duties that are not part of their role of a teacher, ie MSA cover, this would be covered by LGPS

**Variable or annualised hours**

With variable hours contracts, for example between 5 and 15 hours per week, pensionable pay will apply to all hours worked.

Also, with annualised hours contracts, pensionable pay will be payable on all hours worked.

**16. Overpayments and Underpayments**

The school acknowledges that occasionally errors occur and employees are either under or overpaid salary, allowances or benefits, including salary sacrifice benefits. As public monies are involved, the school have a responsibility to ensure that staff are paid correctly for the work undertaken, but where overpayments are, the school have a duty to seek recovery. Where an employee has a reasonable belief that the overpayment made was money to which they were entitled, the employee should discuss this with their manager and agree how it should be raised with Employment

<p>Support Services.</p> <p>Under Section 14 of the Employment Rights Act 1996 (the Act), the school have an opportunity to recover any overpayment of wages made to an employee through deductions from future wages without this being considered to be an unauthorised deduction, contrary to Section 13 of the Act. This also applies to any overpayment of expenses incurred by the employee in carrying out their employment.</p> <p>Only in exceptional circumstances will overpayments be written off, with the approval of the chair of governors.</p> <p>Any underpayments identified will be rectified in the next available pay run. In exceptional circumstances, Employment Support Services can arrange for an interim payment to be made to the employee. Discussions will be required between the employee and their line manager in relation to the impact of the shortfall in the net pay. As a guide a significant shortfall in net pay may be deemed to be a shortfall of greater than 25% of the previous month's net pay. For lower paid staff a shortfall of less than 25% could cause real hardship and any expression of concern will be considered on merit.</p> <p>An interim payment will not be made where the shortfall in pay is caused by the employee submitting timesheets or travel claims to payroll after the published deadlines.</p>	
<p><b>17. <u>Payslips</u></b></p> <p>All employees will be provided with a payslip monthly, accessible through the MyView system. This outlines the pay method, annual salary, tax period / payslip date, payments received in the pay period, units/hours/sessions, the rate applied, total gross pay, deductions (statutory and voluntary), accumulated payment amounts in the tax year to date, and the net</p>	

payment made.	
<p><b>18. <u>Monitoring of the Policy</u></b></p> <p>The Governing Body, will monitor the effectiveness of this policy including the outcome of pay decisions to ensure the school's compliance with equalities legislation.</p>	<p><i>It is important that the rationale for all pay decisions is clearly and confidentially minuted.</i></p>