



PAY POLICY

Special Schools Cluster

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented. The HR and People team regularly reviews all policies and procedures which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010. Consultation with schools/academies is an important part of this review process. Headteachers, Principals and Governing Bodies are asked to contact the HR and People team via the HROne Helpline if they believe there are any negative equality impacts in their school/academy in relation to the application of this policy/procedure.

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1 Definitions

- 1.1.1 This policy document (as adapted to the individual circumstances of the institution) applies to all schools within the Special School Cluster of the Prospere Learning Trust. The term “school” in this policy is used to describe any school to which the policy applies.
- 1.2 All references to “teacher(s)” refer to the person or persons covered under the scope of this policy.
- 1.3 All references to the “governing body” or to “the governors” refer to the governing body or governors of the relevant school.
- 1.4 All references to the “headteacher” refer to the headteacher of the relevant school.
- 1.5 All references to the “STPCD” refer to School Teachers’ Pay and Conditions Document, an annually published document which forms a part of the contract of employment of all teachers and headteachers in maintained schools in England and Wales, and those academies/free schools which have adopted the national scheme for the purposes of pay and conditions of employment.
- 1.6 All references to the “Teachers’ Standards” refer to the Department for Education’s (DfE’s), expectations of teachers’ professional practice and personal conduct, setting out minimum requirements expected and a benchmark for excellent teaching practice and exemplary personal conduct. They set the standard to which all trainees should aspire, and to which all qualified teachers must adhere and improve upon throughout their career.
- 1.7 All references to the “appraiser” refer to the person appointed by the headteacher to review a teacher’s performance against objectives set and the Teachers Standards and, based upon the outcome, to make a considered recommendation for pay progression.
- 1.8 All references to the “pay committee” refer to the body appointed to review and determine pay progression.
- 1.9 All references to the “pay committee members” refer to those governors appointed to comprise the “pay committee.”

- 1.10 All references to the “pay appeal committee” refer to the governors appointed to review any pay progression recommendations that have already been communicated but have been appealed, to reconsider all the available evidence and to rule as to whether to uphold or overturn the original decision
- 1.11 All references to the “pay appeal committee members” refer to those governors appointed to comprise the “pay appeal committee.”
- 1.12 All references to the “UPR” refer to the Upper Pay Range, available to all those teachers who hold Qualified Teacher Status (QTS) and have been assessed by their employer as meeting both the core and post-threshold professional standards
- 1.13 All references to “TLRs” refer to Teaching and Learning Responsibility Payments. TLRs are made in order to recognise a substantial and sustained responsibility in the context of the school’s structure, needed to ensure continued delivery of high-quality teaching and learning as specified in the STPCD

2 Policy Statement

- 2.1 The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to “... conduct the school with a view to promoting high standards of educational achievement at the school.” This pay policy is intended to support that statutory duty.
- 2.2 The ability of the school to maximise and improve the quality of education provided to pupils depends to a large extent on the recruitment and retention of a capable and high performing teacher workforce.
- 2.3 This school appreciates the individual contributions that teachers make to this and wants to recognise and reward them appropriately. No pay progression will be made if it is not justified.
- 2.4 This school acknowledges the need to manage the remuneration of teaching staff in a fair, transparent and equitable way. Assessment of performance through appraisal will form the basis of all decisions on pay progression.

- 2.5 This policy has been in line with all relevant staffing regulations and statutory provisions, where applicable, of the STPCD.
- 2.6 Pay increases awarded to a teacher on the main or upper pay range will be permanent only for so long as the teacher remains employed at this school
- 2.7 On appointment to this school whilst the governing body will consider a teachers current pay position, there is no guarantee that existing or previous salary will be matched.
- 2.8 The headteacher will consult with staff and relevant unions on appraisal and pay policies as required.
- 2.9 The head teacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.
- 2.9.1 The head teacher will ensure reasonable access for individual members of staff to their own employment records.
- 2.9.2 The governing body will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers. Assessment will be based on evidence from a range of sources (see the school's appraisal policy). Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (ie application to be paid on Upper Pay Range) so that such evidence can be taken into account at the review.
- The head teacher will moderate objectives to ensure consistency and fairness; the head teacher will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

3 Purpose

- 3.1 To identify the principles by which decisions about pay progression will be made.
- 3.2 To identify the range of information that will be used to inform decisions about pay progression.
- 3.3 To identify the proposed timetable for assessment
- 3.4 To set out the process for appeal against any decisions made about the level of pay progression awarded.

4 Scope

- 4.1 This policy document applies to all school employees whose pay and conditions fall under the terms of the STPCD.
- 4.2 Support staff do not fall within the scope of this policy.

5 Principles

- 5.1 The provisions of the Equality Act 2010 and all other relevant legislation will be applied throughout the implementation of this Policy
- 5.2 The role of the Teachers' Standards as set out in the STPCD underpins this document, providing the basis for all objectives set, informing performance appraisals and substantiating any subsequent pay progression recommendations. Such standards are considered absolute.
- 5.3 In cases where a teacher's performance falls short of acceptable professional standards and/or objectives are not met then the headteacher may consider capability or disciplinary procedures as appropriate. Such procedures fall outside the remit of this policy. Instead they will be carried out in accordance with, and with reference to, the appropriate procedure.

- 5.4 The governing body will ensure that decisions of appraisers, pay committee members, and pay appeal committee members are informed by the Teachers' Standards, in setting meaningful objectives and in analysing the overall performance of a teacher.
- 5.5 In accordance with the arrangements for teacher appraisals, as set out in the school's Appraisal Policy, teachers and appraisers should work together to ensure objectives meet all the relevant criteria and to establish a common understanding of the levels of performance required for pay progression.
- 5.6 All teachers can expect to be provided with the opportunity, skills, encouragement, feedback and support they need to perform well and therefore be rewarded. Teachers will be informed at the earliest opportunity of any risk to pay progression arising from performance.
- 5.7 The governing body will ensure that quality assurance processes are in place to make certain consistency of approach. Objectives, performance assessments and recommendations for pay progression will be subject to moderation.
- 5.8 All information relating to performance assessment and subsequent pay progression recommendations will be treated confidentially and details only released to those parties fundamental to the decision making process. Anonymous data will be supplied to Ofsted Inspectors as required.
- 5.9 Any party involved in decisions regarding a teacher's recommended level of pay progression shall, in the event of an appeal against the decision made, play no further role in a decision making capacity.
- 5.10 Any teacher whose performance merits pay progression will be entitled to such progression in accordance with the specifics of this policy.
- 5.11 The governing body will act with integrity, objectivity and honesty in the best interests of the school; will be open about pay decisions made and actions taken; and will be prepared to explain decisions and actions as required.
- 5.12 Adjustments may be considered to take account of special circumstances e.g. long term absence. Any such adjustments will be on a case by case basis depending on both the

teacher's and the school's circumstances, and in agreement with the governing body. The governing body will at all times comply with the requirements of the Equality Act.

- 5.13 The governing body will seek appropriate advice from its HR provider to guide them in exercising their judgement, in particular during any appeal process.

6 Reference Point Ranges

With effect from 1st September 2017 the Trustees have agreed to apply 2% across all main pay ranges and 1% to all other ranges and allowances. This is in line with trade Union recommendations.

6.1 Main Pay Range

M1 – M6

6.2 Upper Pay Range

Point 7 – Point 9

6.3 Unqualified Teacher Pay Range

UQ1 – UQ 6

6.4 Leadership Pay Range Reference Points

In accordance with the STPCD 2017 the school's headteacher group and pay range for Piper Hill High School is Group 7 and for Pioneer House a group 6.

Group 6 range L1 – L35

Head of School Group 6 Range L25 - L29

Deputy Headteacher Range L11 – L15

Assistant Headteacher Range L5 – L9

Group 7 range L1 to L39

Lead Deputy Headteacher Range L17 - L21

Deputy Headteacher Range L12 – L16

Lead Assistant Headteacher Range L8 – L12

Assistant Headteacher Range L7 – L11

7 Teaching and Learning Responsibility Payments

- 7.1 TLR1 and TLR2 payments are awarded to a teacher who undertakes a clearly defined and 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 they are accountable. The award is made while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.
- 7.2 Before awarding a TLR1 or TLR2 payment to a teacher the pay committee will satisfy itself 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 teachers professional skills and judgement;
 - requires the teacher to lead, manage and develop a subject or curriculum area; or to
 - lead and manage pupil development across the curriculum;
 - has an impact on the educational progress of pupils other than the teacher's assigned classes or group of pupils; **and**
 - Involves leading, developing and enhancing the teaching practice of other staff.
- 7.3 The governing body will determine the appropriate level and value of each TLR payment and any differential requirements taking into account the relevant weight of each TLR post.
- 7.4 The annual value of a TLR1 and TLR2 will be in line with STPCD.
- 7.5 Where the governing body determine that a TLR3 is required, for time limited school improvement projects or one-off externally driven responsibilities, the annual value will be determined by the headteacher for the duration of the fixed-term. The full rate applies equally to both full and part time teachers. The duties undertaken must:-
- be focused on teaching and learning;
 - require the exercise of a teachers professional skills and judgement;
 - have an impact on the educational progress of pupils other than the teacher's assigned classes or group of pupils
- Teachers awarded a TLR3 will be informed at the outset that this is a fixed term temporary change to their contract, the duration of the project and when payment will cease.

- 7.6 TLR3 payments can only be made to qualified classroom teachers. A teacher in receipt of an existing TLR1 or TLR2 may also hold a concurrent TLR3 allowance.

8 Recruitment and Retention incentives and benefits

- 8.1 In exceptional circumstances the governing body may consider payments or other benefits as an incentive for recruitment or the retention of existing teachers. Where the governing body determine to apply such benefits they will be subject to formal review by the pay committee.
- 8.2 Such benefits will **not** be considered for members of the leadership team with the exception of reimbursement of relocation costs for new appointees.

9 Special Educational Needs (SEN) Allowances

- 9.1 SEN allowances will only be considered where the relevant requirements of the STPCD are met in full.
- 9.2 Any SEN allowance awarded will be at an annual rate in line with STPCD and determined by the governing body

Special Cluster have 2 SEN allowances as follows are in line with STPCD:

SEN Lower- working in a special school

SEN Upper- Outstanding practitioner in all areas over at least two years, and able to coach and mentor colleagues both in school and external colleagues and provide training as appropriate to improve teaching learning.

Allowance payable to unqualified teachers

The relevant body may determine that an additional allowance may 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

10 Leadership Groups

- 10.1 All members of the leadership group will have substantial strategic responsibilities for school leadership. The governing body will exercise judgement on the appropriate levels of pay for the wider leadership team according to the challenges and needs of the school. The governing body will ensure that there are appropriate salary differentials within the leadership group's membership to take account of differing levels of responsibility.

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 does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case.

The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school.

The headteacher group has been calculated on the basis of pupil numbers, and the group size for Piper Hill School is 7. The group size for Pioneer House High School is 6.

- 10.2 The governing body will also ensure that, except in exceptional circumstances, the pay range of the headteacher does not overlap with any other leadership pay ranges and; that the pay range of any deputy starts at a higher point than the lowest point on the pay range of any assistant headteacher.
- 10.3 The governing body will review the pay structure of the leadership group if they determine this is necessary to maintain consistency with new leadership appointments or where responsibilities of a member of the leadership group have changed significantly.

11 Pay Reviews & Timings

- 11.1 The governing body will ensure that every teacher's salary is reviewed with effect from 1st September and no later than the 31st October (31st December for the headteacher) each calendar year.

- 11.2 Reviews may take place at other times of the year to reflect significant changes in circumstances or job description that may lead to a change in the basis for calculating an individual's pay.
- 11.3 Following any review a written statement, detailing the teacher's salary and any other financial benefits to which they are entitled, will be issued to them. This written statement will also, where applicable, provide information as to basis of any decisions made.

12 Basic pay determinations on appointment

- 12.1 The governing body will determine the relevant pay range for a vacant teaching post prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. There is no guarantee that existing or previous salary will be matched.
- 12.2 In making such determinations, the governing body may take into account a range of factors, including:
- The nature and requirements of the post
 - The level of qualification, skills and experience required to undertake the specific duties of the post
 - The wider school context
 - Market conditions
 - The recommendations of the Headteacher
- 12.3 The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice, which may include portability of existing pay level.
- 12.4 Newly Qualified Teachers will normally start on the minimum point of the pay range

13 Appointment of Leading Practitioners

13.1 A leading practitioner position may be introduced into the staffing structure at the discretion of the governing body. Such a post will only be considered where the governing body first determine that the primary purpose of such a post is to model and lead improvement of teaching skills. A relevant pay range will be determined for each such post in accordance with the minimum/maximum specified within the STPCD

14 Assessing Performance – Evidence and Measures

14.1 The governing body expects all teachers, including the headteacher to perform at the highest possible level and to continue to improve their professional practice year on year. Appraisal objectives will be progressive and developmental, thereby ensuring that performance is rewarded and that all teachers have the opportunity to progress to the maximum of their respective pay range.

14.2 In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.

14.3 To be fair and transparent, assessments of performance will be rooted in evidence. In this school we will ensure fairness and consistency of approach by an assessment of objectives set, quality of evidence collated and levels of pay progression recommended.

14.4 The evidence that the school will use to assess performance against objectives set will clearly demonstrate impact on pupil progress and may include but not be limited to the following:-

- Self-assessment
- Peer review
- Tracking pupil progress/pupil progress data
- Lesson observations
- Quality of teaching against the Teachers' Standards, including observed practice
- Continuing professional development records

- Received feedback

14.5 In this school assessments of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to:-

- The impact on progress of pupils
- The attainment of wider outcomes for pupils
- Personal improvements in specific elements of practice, e.g. behaviour management, lesson planning
- The impact on effectiveness of other teachers and staff
- The life of the school community

In the case of Upper Pay Range teachers and lead practitioners, evidence of their significant and sustained contribution beyond their own classroom and their impact on the wider school will also be required.

15 Making Recommendations for Pay Progression

15.1 Teachers appraisal reports will contain pay recommendations. Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher

15.2 Teachers Standards see appendix (teacher pack standards)

15.3 Appraisal objectives will become more challenging as the teacher progresses up the main pay range.

To move up the main pay range one point, teachers will need to have made at least good or good with some teaching being outstanding progress towards their objectives and have shown that they are competent in all elements of the Teachers' Standards.

If the evidence shows that a teacher has exceptional performance, the governing body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of one point. However teachers moving to point 7 plus (Upper Pay Range) need to have at least 3 years teaching experience and 2 years consistently outstanding teaching before they are considered eligible. (see standards required for pay point progression).

- 15.4 In cases where teachers have not achieved the minimum standard required and therefore are not eligible for pay progression, it will be possible to make a “no progression” recommendation without recourse to the capability procedure
- 15.5 All pay progression recommendations will, in the first instance, be submitted to the headteacher.
- 15.6 The headteacher will review the evidence collated and subsequent pay progression recommendations made to ensure compliance with the school’s pay policy and consistency of approach.
- 15.7 The headteacher will also review objectives set for the forthcoming academic year to ensure they clearly reference Teachers’ Standards, are sufficiently challenging and rigorous when compared with those of a teacher at a similar level and to ensure consistency and fairness with the objectives set across the school.

16 Establishment of a Pay Committee

- 16.1 The governing body will establish a pay committee with fully delegated powers to deal with decisions on performance related pay progressions. The pay committee will comprise three governors elected at a meeting of the full governing body at which 50% of those governors holding office at that time were present. One named governor will act as reserve. The quorum will normally be three.
- 16.2 Membership of the committee (and its terms of reference) will be reviewed annually but with due regard to continuity in what is a technical area. The headteacher will act as adviser (non-voting) to the committee. The pay committee will meet in accordance with school’s published timetable for assessment.

17 Reviewing the Recommendations for Pay Progression

- 17.1 The headteacher will submit the list of proposed pay progressions to the pay committee for review. Each submission must contain a clear recommendation and justification for pay progression that includes reference to the teacher meeting or not meeting the standards and objectives required.

17.2 Exceptional performance will be highlighted in the submission.

17.3 Final decisions about whether or not to accept a pay recommendation will be communicated by the school to staff members in writing, together with, where appropriate, notification of the right to appeal against the decision.

18 Establishment of a Pay Appeal Committee

18.1 In the event of a Pay appeal a pay appeal committee will be established. No member of the pay appeal committee will work at the school. There shall be a quorum of three. No member of the pay appeal committee will have been a member of the original pay committee.

19 The Appeal Process

19.1 Teachers wishing to appeal must inform their headteacher within 5 working days of the formal notification of the original decision. The teacher must set out their reasons in writing and provide them to the headteacher within 10 working days of the notification of intention to appeal.

19.2 The grounds for appeal will be that the person(s) by whom the decision was made:

- Incorrectly applied a provision of the STPCD
- Incorrectly applied a provision within the school's pay policy
- Failed to have proper regard to statutory guidance
- Failed to take account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Exercised bias
- Otherwise unlawfully discriminated against the teacher

19.3 The headteacher will not act as advisor to the pay appeal committee, although they may be called upon to provide information.

19.4 The school may request additional independent advice for the pay appeal committee.

19.5 The pay appeal committee will normally meet within 20 working days of the receipt of the appeal, review all the available evidence, reach a decision and communicate this decision in writing to the teacher.

19.6 The pay committee will follow the DfE guidance on the conduct of the appeal process

19.7 All decisions of the pay appeals committee will be final.

20 Movement to the Upper Pay Range

20.1 Applications and Evidence

Any qualified teacher may apply to be paid on the UPR and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the UPR. Evidence to support an application will normally include:

- Reviews or appraisals of the previous 2 years performance.
- Supporting evidence that covers the two year period leading up to and ending at the date of application.
- In certain circumstances, (such as those outlined above), teachers may supply supporting evidence from the year prior to the absence period.
- Applications may be submitted from 1st September and no later than the 31st October each calendar year.
- Applications may be made at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.
- Any qualified teacher who has been absent on maternity, paternity, adoption or parental leave is still eligible to apply to be paid on the UPR.
- Any qualified teacher who has been absent for a period on long term ill health is still eligible to apply to be paid on the UPR.
- All applications for entry onto the UPR must be submitted to the headteacher for assessment.

20.2 The Assessment

An application from a qualified teacher will be successful where the headteacher is satisfied that, in accordance with paragraph 15.2 of the STPCD 2017,

- The teacher is highly competent in all elements of the relevant standards; and
- The teacher's achievements and contributions to the school are substantial and sustained

In this school, this means:

“highly competent”: the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

“substantial”: the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“sustained”: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently outstanding.

20.3 Procedure

- It is the responsibility of the eligible teacher to notify the headteacher of their wish to apply and to complete the School's application form/apply by letter to the headteacher
- All applications should be submitted by the 31st October.
- The application will normally be assessed by the headteacher and a recommendation will be made to the pay committee.
- Final decisions about whether or not to approve a teacher's application to the UPR will be made by the pay committee, having regard to the appraisal report and taking into account advice from the headteacher or other appropriate member of the senior leadership team.
- The applicant will be informed of the decision no later than 20 working days following the pay committee's receipt of the headteacher's initial recommendation.

- If successful the applicant will move to the UPR at the start of the term/with effect from the start of the school year in which the application is approved.
- If unsuccessful, feedback will be given by the headteacher to the teacher no later than 10 working days following communication of the original decision. The feedback will make specific reference to any areas for further development, supported by tangible evidence wherever possible.

21 Pay Determinations upon Appointment to the UPR

21.1 Teachers will normally start on the minimum point of the pay range.

21.2 Progression on the upper pay range will be determined by the outcome of the teachers' performance appraisal review. Prior to September 2013 teachers had to wait two years before they could progress on the upper pay range but this requirement has been removed.

22 Part Time Teachers

22.1 Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part time.

22.2 When the pay committee is required to review pay progression recommendations for a part time teacher they will do so with due regard to those hours that a part-time teacher usually works under the contract of employment. Direct consideration will be given to those hours in reviewing the objectives set, evidence gathered and pay progression recommendations made.

22.3 In approving a pay progression recommendation for a part time teacher the pay committee will do so in accordance with the "pro rata principle." This means that the proportion of the total pay progression awarded will correspond directly to the number of hours that the teacher is employed in that capacity during the course of the school's timetabled teaching week, ("total pay progression" means the pay progression that would be awarded to that person in the same post on a full time basis and "the schools' timetabled teaching week" means the aggregate period of time in school timetable during which pupils are normally taught.)

23 Supply Teachers

- 23.1 Teachers employed by the school on a day to day or other short notice basis (not via a third party or agency) will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

24 Acting Allowances

- 24.1 The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting post-holder will be paid an allowance in accordance with the STPCD. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.
- 24.2 Any teacher who carries out the duties of headteacher, deputy headteacher, or assistant headteacher, for a period of four weeks or more will be paid at an appropriate point of the relevant pay range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

25 Safeguarding

- 25.1 Where organisational changes result in salary safeguarding the governing body will comply with the relevant provisions of the STPCD.

26 Discretionary or additional payments

- 26.1 Discretionary payments will only be made in accordance with the relevant provisions of the STPCD. The duration of any such payments will be determined and notified at the outset and will be subject to formal review by the governing body.

27 Monitoring the impact of this policy

- 27.1 The governing body will monitor the impact and outcomes of this policy on an annual basis.