TEACHERS' PAY POLICY

Adapted from the London Borough of Barking and Dagenham

Policy for determining Teachers' Pay 2026/27

Rewarding fairly. Recognising responsibility.

Valuing our teachers.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

Riverside Bridge School is committed to maintaining a fair, transparent and equitable approach to determining teachers' pay. The school recognises that a well-motivated, highly skilled and professionally supported workforce is essential to delivering high-quality education and achieving the best possible outcomes for pupils.

This policy establishes the framework through which teachers' pay, allowances and related decisions are determined at Riverside Bridge School. It reflects the arrangements adopted by Partnership Learning and is based upon the London Borough of Barking and Dagenham model policy.

The policy will be applied with reference to the current School Teachers' Pay and Conditions Document (STPCD) and any subsequent statutory amendments or replacement document applicable to the relevant pay year, together with the Burgundy Book and relevant employment legislation. For the 2026/27 pay year, the Government has accepted the School Teachers' Review Body recommendations and the proposed pay award is intended to apply from 1st September 2026. At the date this policy takes effect, however, the final STPCD 2026 has not yet completed the statutory process. Any final statutory provisions, together with Partnership Learning's confirmed implementation arrangements, will therefore take precedence where necessary.

Partnership Learning is the employer. Pay decisions relating to Riverside Bridge School will be exercised through the governance and delegated-authority arrangements established by the Trust. References within this policy to the Governing Board therefore relate to those pay functions formally delegated to the Riverside Bridge School Governing Board.

The Governing Board is committed to ensuring that pay decisions are made objectively, consistently and without unlawful discrimination. The policy promotes equality of opportunity, supports the recruitment and retention of high-quality teachers and provides a clear framework for recognising professional responsibilities and contractual entitlements.

Riverside Bridge School does not operate performance-related pay progression. Professional appraisal and pay are separate processes. Appraisal is intended to support professional growth through coaching, reflection and professional dialogue. Routine annual pay progression is determined separately in accordance with this policy, Partnership Learning arrangements and the applicable national pay framework.

Our responsibilities to staff

Riverside Bridge School is committed to implementing teachers' pay arrangements that are fair, transparent and professionally respectful.

The school will:

- implement applicable national and Trust pay arrangements consistently and fairly;
- ensure pay decisions are based on objective and transparent criteria;
- recognise additional responsibilities through appropriate allowances where applicable;
- support recruitment and retention through appropriate pay arrangements;
- complete annual pay reviews within applicable timescales;
- provide teachers with clear written confirmation of pay determinations;
- ensure teachers have access to a fair review and appeal process;
- promote equality of opportunity and prevent unlawful discrimination in all pay decisions.

The policy will be reviewed annually and sooner where changes to legislation, the national pay framework, Partnership Learning arrangements or the STPCD require amendment.

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APPROVED BY: Governing Board

APPROVED ON: September 2026

REVIEWED DUE ON: September 2027

Section 01

PURPOSE

Establishing fairness. Applying national requirements. Valuing professional contribution.

The purpose of this policy is to provide a clear, consistent and legally compliant framework for determining the pay of teachers employed at Riverside Bridge School.

It establishes the arrangements governing:

- pay on appointment;
- annual pay reviews;
- movement within adopted pay ranges;
- progression to the Upper Pay Range;
- leadership pay;
- allowances and additional payments;
- salary safeguarding;
- pay reviews and appeals;
- equality monitoring.

The policy supports a pay system that is fair, transparent and capable of being applied consistently. Riverside Bridge School recognises that effective pay arrangements contribute to the recruitment, retention and motivation of high-quality teachers and support a positive professional culture.

This policy should be read alongside the school's Appraisal Policy. Professional appraisal supports development through coaching, reflection, professional dialogue and continuous improvement. It is not used as a routine mechanism for determining annual pay progression.

Section 02

SCOPE

Defining application. Protecting entitlement. Ensuring consistency.

This policy applies to teachers employed by Partnership Learning to work at Riverside Bridge School where the Trust has determined that the relevant teachers' pay framework applies.

This includes, as applicable:

- qualified classroom teachers;
- teachers on the Upper Pay Range;
- unqualified teachers;
- leadership teachers;
- Assistant Headteachers;
- Deputy Headteachers;
- the Headteacher.

It sets out arrangements for starting salaries, annual pay reviews, progression, allowances, safeguarding and appeals. The policy does not apply to support staff, whose pay and conditions are governed through the applicable NJC/Green Book and Partnership Learning arrangements.

Part-time and fixed-term teachers will be treated consistently with applicable legislation, contractual provisions and equal-treatment requirements. Nothing within this policy removes or reduces a statutory or contractual entitlement.

Section 03

LEGISLATIVE AND PROFESSIONAL FRAMEWORK

Applying national requirements. Reflecting Trust arrangements. Maintaining compliance.

This policy has been developed with regard to the framework governing teachers' pay and conditions and to Partnership Learning's adopted arrangements. The school will have regard, as applicable, to:

- the current School Teachers' Pay and Conditions Document and statutory guidance;
- the proposed/final STPCD arrangements for the relevant pay year once applicable;
- the Conditions of Service for School Teachers in England and Wales - the Burgundy Book;
- Education Act 2002;
- Equality Act 2010;
- Employment Rights Act 1996;
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;
- Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002;
- relevant Department for Education guidance;
- Partnership Learning employment and governance arrangements;
- other applicable employment legislation.

As of September 2026, the published statutory STPCD on the DfE website remains the 2025 document. The 2026 award is subject to statutory consultation and final implementation, although the proposed award is intended to apply retrospectively from 1 September 2026.

Accordingly, references in this policy to the STPCD mean the statutory document applicable at the relevant time together with any subsequent provisions adopted by Partnership Learning.

Where a national or statutory provision changes during the life of this policy, the applicable statutory or Trust requirement will take precedence pending formal policy review.

Section 04

ROLES AND RESPONSIBILITIES

Clarifying authority. Making fair decisions. Maintaining accountability.

Partnership Learning is the employer and establishes the governance and delegation arrangements through which teachers' pay is determined. The Trust is responsible for determining the pay framework it adopts for employees in accordance with applicable legal and contractual requirements. Where a pay decision is reserved to the Trust, Riverside Bridge School will refer it through the appropriate Partnership Learning route.

The Governing Board exercises those pay functions delegated to it by Partnership Learning. Within that authority, it will:

- approve and review the school's Teachers' Pay Policy;
- ensure decisions are consistent with applicable national and Trust requirements;
- determine or approve pay decisions where delegated to do so;
- ensure decisions are objective and evidence-based;
- ensure appropriate financial provision is considered;
- maintain arrangements for independent pay appeals;
- monitor equality in the implementation of the policy;
- ensure conflicts of interest are appropriately managed.

The Headteacher is responsible for the day-to-day implementation of this policy within delegated arrangements. This includes:

- ensuring teachers' pay is reviewed appropriately;
- making recommendations where required;
- ensuring pay arrangements are applied consistently;
- ensuring teachers receive written pay determinations;
- maintaining appropriate records;
- ensuring statutory and Trust timescales are observed;
- seeking HR/Trust advice where necessary.

The Headteacher's own pay will be determined through the appropriate governance arrangements and not by the Headteacher.

Teachers are responsible for:

- familiarising themselves with the policy;
- providing relevant information where required;
- notifying the school of matters that may affect their pay;
- following the agreed Upper Pay Range application process where applicable;
- raising queries or appeals through the arrangements provided.

Teachers may seek advice and representation from a recognised trade union.

Section 05

PRINCIPLES OF PAY

Rewarding fairly. Separating appraisal and pay. Supporting our workforce.

Riverside Bridge School is committed to maintaining a pay system which is fair, transparent, consistent and non-discriminatory. Pay decisions will reflect:

- the applicable national and Trust framework;
- the responsibilities of the post;
- contractual entitlement;
- the school's adopted pay structure;
- relevant allowances;
- equality requirements;
- appropriate delegated authority.

The Governing Board will ensure, within its delegated responsibilities, that:

- pay decisions are made objectively;
- equivalent circumstances are treated consistently;
- teachers receive applicable national pay awards adopted by the Trust;
- statutory and contractual entitlements are respected;
- decisions are confirmed in writing;
- pay arrangements support recruitment and retention;
- decisions remain financially sustainable.

Pay and professional development

Riverside Bridge School deliberately separates professional appraisal from routine annual pay progression. Appraisal exists to support:

- professional reflection;
- coaching;
- development;
- professional dialogue;
- improvement of practice;
- improved outcomes for pupils.

It should therefore remain a developmental process rather than becoming primarily a mechanism for determining annual pay. Routine pay progression will not depend on achieving appraisal objectives.

Formal matters concerning capability, conduct or professional standards will be managed through the relevant procedure. Nothing in this policy prevents a formal process from having consequences provided for by law, contract or the applicable pay framework.

Section 06

PAY DETERMINATION ON APPOINTMENT

Determining appropriately. Recognising experience. Supporting recruitment.

The appropriate pay range for a teaching post will be established before appointment in accordance with Partnership Learning arrangements and the school's approved staffing structure.

Classroom teachers

Starting salary will be determined within the applicable pay range. Consideration may include:

- previous teaching salary;
- relevant teaching experience;
- relevant professional experience;
- qualifications;
- specialist expertise;
- responsibilities of the post;
- recruitment and retention considerations;
- existing contractual pay entitlement;
- other factors permitted by the applicable pay framework.

The school will seek to apply such considerations fairly and consistently.

Previous salary and experience

Previous salary will be considered but will not operate as an automatic requirement unless an applicable contractual or Trust arrangement requires this. Relevant experience from maintained schools, academies, special schools, further education or other appropriate educational settings may be recognised.

Upper Pay Range appointments

Where a teacher is already being paid on the Upper Pay Range, previous pay status and contractual entitlement will be considered in accordance with the Trust's adopted arrangements. Applications from existing Riverside teachers to move from the Main Pay Range to the Upper Pay Range are dealt with under Section 07.

Leadership teachers

Pay ranges for the Headteacher, Deputy Headteachers and Assistant Headteachers will be determined in accordance with the applicable national/Trust arrangements, taking account of the school's structure, responsibilities and relevant statutory factors.

Leadership pay should be reconsidered where there is a significant and sustained change in responsibilities or where otherwise required by the applicable framework.

Unqualified teachers

Unqualified teachers will be paid within the applicable Unqualified Teacher Pay Range. Starting salary will take account of relevant qualifications, experience and the responsibilities of the post.

Part-time teachers

Part-time teachers will be paid in accordance with the relevant statutory and contractual provisions.
Salary will normally reflect the proportion of the school's timetabled teaching week for which the teacher is employed. Allowances will be treated in accordance with the specific rules applying to the allowance concerned rather than simply assuming that every allowance is reduced automatically in line with contracted hours.

Section 07

PAY PROGRESSION AND UPPER PAY RANGE

Progressing fairly. Recognising sustained contribution. Maintaining transparency.

Annual pay review

Teachers' salaries will be reviewed annually. Pay decisions will normally take effect from the applicable national implementation date, usually 1st September for teachers, subject to Partnership Learning arrangements and the relevant national pay framework. Teachers will receive written confirmation of their pay determination, including:

- salary;
- applicable pay range;
- allowances;
- other contractual payments;
- any relevant safeguarding.

For 2026/27, the final national statutory process is expected to conclude after September. Any award subsequently implemented with effect from 1 September will be dealt with in accordance with Partnership Learning arrangements.

Routine progression within the adopted pay range

Riverside Bridge School does not operate routine performance-related pay progression. Teachers who are below the maximum of the pay range adopted by the school will normally progress by one adopted pay point at the annual pay review, subject to:

- remaining on the relevant pay range;
- any applicable statutory or contractual provisions;
- any formal pay protection or other pay arrangement;
- Partnership Learning's adopted pay arrangements.

Appraisal objectives are not pass/fail pay criteria. Informal coaching, support, development activity or ordinary appraisal discussion will not of itself prevent annual pay progression. Any exceptional circumstance affecting progression must have a legitimate basis within the applicable contractual, statutory or Trust framework and must be confirmed to the teacher in writing, together with the right of appeal.

Upper Pay Range

A qualified teacher may apply to be paid on the Upper Pay Range in accordance with the applicable national and Trust arrangements. Applications will normally be considered once during each academic year unless Partnership Learning arrangements provide otherwise.

The Trust/LBBD criteria contained in Appendix C will be used as the basis for considering applications. The core threshold is whether the teacher demonstrates that:

- they are highly competent in all elements of the relevant standards;
- their achievements and contribution are substantial and sustained.

Appendix C provides the agreed framework through which this judgement is considered.

At Riverside Bridge School, evidence may naturally reflect the specialist context of the school. This may include contribution to:

- specialist SEND teaching and pedagogy;
- communication and interaction;
- curriculum and assessment;
- pupil engagement and progress;
- safeguarding and wellbeing;
- coaching and development of colleagues;
- collaborative multidisciplinary working;
- leadership beyond the individual classroom;
- wider school improvement.

These examples support interpretation of the Trust criteria; they do not replace or materially amend Appendix C. Teachers will receive written notification of the outcome. Where an application is unsuccessful, reasons will be provided together with details of the appeals process.

Section 08

ALLOWANCES AND ADDITIONAL PAYMENTS

Recognising responsibility. Applying entitlements. Maintaining consistency.

Allowances and additional payments may be awarded where permitted by the applicable national pay framework and Partnership Learning arrangements.

All payments must be:

- objectively justified;
- appropriately authorised;
- consistent with the school's staffing structure;
- confirmed in writing where required;
- reviewed where the underlying responsibilities change.

Teaching and Learning Responsibility payments

TLR payments may be awarded where the duties of the post satisfy the applicable criteria.

A TLR should relate to a significant responsibility that:

- is focused on teaching and learning;
- requires the exercise of professional skills and judgement;
- has an impact beyond the teacher's assigned pupils;
- involves leading, developing or enhancing teaching practice;
- includes an appropriate element of responsibility for others where required by the applicable framework.

TLR values will fall within the nationally prescribed ranges adopted by Partnership Learning. Current values are shown in Appendix A. Where a part-time teacher undertakes a TLR responsibility, the payment will be determined in accordance with the rules applying to that responsibility and the proportion of the responsibility actually undertaken.

SEN allowance

Teachers employed in posts meeting the applicable criteria for an SEN allowance will receive the allowance determined by the school in accordance with the relevant national/Trust framework. Riverside Bridge School is a specialist SEND school in which specialist knowledge and responsibility for meeting the needs of pupils with complex SEND is embedded throughout teaching practice. The Governing Board has therefore determined, within the Trust's adopted arrangements, that SEN1 will be the designated SEN allowance for qualifying teaching posts at Riverside Bridge School. This provides a consistent school-wide approach to recognising the specialist nature of teaching at Riverside Bridge School.

The value of SEN1 will be updated in accordance with the nationally applicable amount adopted by Partnership Learning.

Acting allowance

Where a teacher temporarily undertakes the full duties of a higher-paid leadership post, an acting allowance may be paid in accordance with the applicable pay framework. Any acting arrangement will be:

- formally approved;
- confirmed in writing;
- clear about the responsibilities undertaken;
- clear about the duration;
- reviewed where appropriate.

Recruitment and retention incentives

Recruitment or retention incentives may be used where permitted and where there is an evidenced business need. Any such payment will:

- have an objective rationale;
- be appropriately authorised;
- be confirmed in writing;
- specify its value;
- specify its duration;
- identify any review point;
- state the circumstances in which it will cease.

Additional payments

Additional payments may be made where permitted by the applicable STPCD/Trust framework. These may include payments for authorised activities such as:

- continuing professional development outside directed time;
- initial teacher training activities;
- out-of-school-hours learning activities;
- other duties for which the relevant pay framework permits additional payment.

Section 09

SALARY SAFEGUARDING

Protecting entitlement. Managing change. Applying statutory provisions.

Where a pay determination results in a reduction or removal of salary or allowance, safeguarding will be considered in accordance with the applicable STPCD and Partnership Learning arrangements. Safeguarding may arise following, for example:

- organisational restructure;
- removal or reduction of a TLR;
- changes to leadership responsibility;
- cessation of an SEN allowance;
- another relevant contractual or organisational change.

Where salary safeguarding applies, the teacher will receive written confirmation of:

- the reason for safeguarding;
- the safeguarded amount;
- the effective date;
- the duration of safeguarding;
- any conditions attaching to it;
- the circumstances in which safeguarding may cease.

Where permitted by the applicable pay framework, reasonable additional duties may be assigned during a safeguarding period. Safeguarding will cease where required by the applicable national or contractual provisions.

Section 10

PAY APPEALS

Reviewing decisions. Ensuring fairness. Providing independent scrutiny.

Teachers have the right to seek review of a pay determination where they believe the decision has not been made correctly or the policy has not been properly applied. The detailed procedure is contained in Appendix B.

The process provides for:

1. written notification of the pay determination;
2. an opportunity to seek informal clarification;
3. a formal written challenge where the matter remains unresolved;
4. a hearing by the appropriate decision-making body;
5. where applicable, a further appeal to an independent panel of governors who were not involved in the original determination.

Grounds for review may include that the decision-maker:

- incorrectly applied the applicable STPCD or policy;
- failed to have proper regard to relevant guidance;
- failed to take relevant evidence into account;
- took irrelevant or inaccurate evidence into account;
- acted with bias;
- failed to follow the policy;
- unlawfully discriminated against the teacher.

A teacher may be accompanied at a formal hearing by a recognised trade union representative or workplace colleague. Pay appeals will be handled without unreasonable delay and with appropriate regard to confidentiality and procedural fairness.

Section 11

EQUALITY, MONITORING AND REVIEW

Promoting equality. Monitoring decisions. Reviewing arrangements.

Riverside Bridge School will ensure that pay arrangements are implemented fairly, consistently and without unlawful discrimination. The school will have regard to the Equality Act 2010 and other applicable equal-treatment legislation. Pay decisions will not unlawfully discriminate because of:

- age;
- disability;
- sex;
- gender reassignment;
- race;
- religion or belief;
- sexual orientation;
- pregnancy or maternity;
- marriage or civil partnership;
- another protected characteristic.

The school will also ensure that part-time and fixed-term employees are not subjected to unlawful less-favourable treatment.

Particular care will be taken where a teacher has experienced:

- maternity leave;
- adoption leave;
- shared parental leave;
- disability-related absence;
- long-term sickness absence;
- family-related leave;
- another circumstance which may otherwise distort the evidence available for a pay decision.

Absence for a protected or legitimate reason must not be used unfairly to disadvantage a teacher.

Monitoring

The Governing Board, within its delegated authority, will monitor implementation of the policy.

Anonymised information may be reviewed where appropriate to identify:

- inconsistent decisions;
- differential progression patterns;

- equality concerns;
- disparities in allowances;
- patterns relating to part-time or fixed-term employment;
- other issues requiring action.

Review

This policy will be reviewed annually and sooner where required because of:

- a new STPCD;
- national pay awards;
- changes in employment law;
- Partnership Learning requirements;
- changes to the school staffing structure;
- identified issues in implementation.

Section 12

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy should be read alongside:

- Appraisal Policy
- Capability Policy
- Staff Code of Conduct
- Grievance Policy
- Equality, Diversity, Equity and Inclusion Policy
- Staff Wellbeing Policy
- Flexible Working Policy
- Data Protection Policy
- Recruitment and Selection Policy
- Partnership Learning governance and HR arrangements
- current School Teachers' Pay and Conditions Document
- Burgundy Book - Conditions of Service for School Teachers in England and Wales

APPENDICES

APPENDIX A - TEACHERS' PAY RANGES AND ALLOWANCES

Inner London - 2026/27

The figures below reflect the nationally announced proposed 2026/27 pay award and the pay values currently being used for planning purposes. At the date of this policy, the final STPCD 2026 has not completed the statutory process. Where final statutory or Partnership Learning-adopted figures differ, the final applicable figures will take precedence.

Main and Upper Pay Range advisory points

Point	2025/26	2026/27
M1	£40,317	£41,729
M2	£42,234	£43,713
M3	£44,238	£45,787
M4	£46,339	£47,961
M5	£48,952	£50,666
M6	£52,300	£54,131
U1	£57,632	£59,650
U2	£60,464	£62,581
U3	£62,496	£64,684

TLR2

	2025/26	2026/27
Minimum	**£3,527**	**£3,651**
Maximum	**£8,611**	**£8,913**

SEN1

	2025/26	2026/27
SEN allowance	£2,787	£2,885

Unqualified Teacher Pay Range

Point	2025/26	2026/27
1	£28,343	£29,336
2	£30,935	£32,018
3	£33,528	£34,702
4	£35,814	£37,068
5	£38,402	£39,747
6	£40,994	£42,429

APPENDIX B - PAY APPEALS PROCEDURE

A teacher may seek review of any determination relating to their pay or another decision made under this policy which affects their pay.

Grounds may include that the decision-maker:

- incorrectly applied the relevant STPCD or policy provision;
- failed to have proper regard to statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- acted with bias;
- otherwise unlawfully discriminated against the teacher.

For any formal meeting, the teacher may be accompanied by a workplace colleague or recognised trade union representative.

Each stage will be undertaken without unreasonable delay. Meeting times and locations will be reasonable and formal meetings will provide both parties with an opportunity to explain their position.

Stage 1 - Notification

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

Stage 2 - Informal discussion

Where the teacher is dissatisfied, they should normally seek to resolve the matter through discussion with the Headteacher within 10 working days, excluding school closure periods, of notification of the decision. Where the pay determination concerns the Headteacher, the appropriate governance/Trust representative will undertake this role.

Stage 3 - Formal review

Where the matter cannot be resolved informally, the teacher should set out the grounds for challenging the decision in writing within 10 working days, excluding school closure periods, of either:

- notification of the decision;
- the outcome of the informal discussion.

The body responsible for the determination will arrange a formal hearing, normally within 10 working days of receiving the written challenge, excluding school closure periods. The teacher will have an opportunity to make representations in person. The outcome will be confirmed in writing, together with any further right of appeal.

Stage 4 - Appeal

Any further appeal will be heard by a panel of three governors who were not involved in the original determination or review, subject to Partnership Learning's governance arrangements.

The appeal will normally take place within 20 working days of receipt of the appeal, excluding school closure periods.

The teacher will be given an opportunity to make representations in person and may be accompanied by a workplace colleague or recognised trade union representative.

The Appeal Panel's decision will be confirmed in writing. Where the appeal is rejected, the letter will identify the evidence considered and reasons for the decision.

Conduct of formal hearings

The Chair will:

- introduce attendees and their roles;
- explain the purpose and order of the hearing;
- ensure both parties have a reasonable opportunity to present their case;
- allow appropriate questions;
- ensure relevant evidence is considered;
- adjourn the hearing for the panel to deliberate;
- ensure the outcome is communicated in writing.

The teacher or representative will present the employee case and may call relevant witnesses.

The management representative will explain the basis of the disputed pay decision and may call relevant witnesses. The panel may seek appropriate HR advice before reaching its decision. A clerk/minute taker will maintain an appropriate record of the hearing and decision.

APPENDIX C - THRESHOLD / UPPER PAY RANGE PROGRESSION

The criteria in this appendix should be read alongside the applicable STPCD and Partnership Learning arrangements. Teachers applying to the Upper Pay Range are required to demonstrate that they are highly competent in all elements of the relevant standards and that their achievements and contribution to the school are substantial and sustained.

1. Professional Attributes

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

2. Professional Knowledge and Understanding

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

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

Have up-to-date knowledge and understanding of qualifications, specifications and curriculum pathways relevant to the learners they teach.

Have a secure understanding of relevant pedagogy, including how learning and development progress.

Have sufficient depth of knowledge and experience to provide informed advice regarding the development and wellbeing of children and young people.

3. Professional Skills

Be flexible, creative and adept at designing effective sequences of learning that are well matched to learning objectives and the needs of pupils.

Demonstrate teaching skills that support pupils to achieve well from their individual starting points.

Promote collaboration and work effectively as a member of the wider school team.

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

UPPER PAY RANGE APPLICATION FORM

Teacher's Details

Name:

Post:

Application

I wish to apply to be assessed for progression to the Upper Pay Range in accordance with the Teachers' Pay Policy and the criteria contained in Appendix C.

I confirm that I meet the eligibility requirements and have provided the evidence I wish to be considered in support of my application.

Relevant evidence may include existing professional and appraisal documentation where appropriate; however, the application will be considered against the criteria in Appendix C and does not require a separate appraisal judgement solely for the purpose of the Upper Pay Range application.

Applicant's signature:

Date: