



# Whole School Model Pay Policy 2019

(Applicable to all employees  
in maintained & short  
stay schools and  
unattached teachers)

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## DOCUMENT AND VERSION CONTROL

Version	Author	Implementation Date	Revision Detail
1 (in new format) Historic versions available	HR Pay & Reward	September 2019	<ul style="list-style-type: none"> <li>Policy redrafted and reformatted.</li> <li>STPCD 2.75% uplift to all pay ranges and allowances</li> </ul>

## 1. Policy Statement

The purpose of Staffordshire County Council's ("the County Council") Whole School Model Pay Policy is to set out the framework for making decisions on pay for teachers and support staff including the procedures for determining appeals. It has been developed to comply with current legislation; the statutory requirements of the School Teachers Pay and Conditions Document ([STPCD](#)) and the Conditions of Service for School Teachers in England and Wales (the Burgundy Book); the Department for Education guidance ['Implementing your school's approach to pay'](#); the NJC Green Book and the locally agreed 'Framework for Support Staff Profiles' and is compliant with:

- the Employment Relations Act 1999(47),
- the Equality Act 2010(48),
- the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000(49) and;
- the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002(50).

This policy is reviewed annually and has been developed and agreed in consultation with the relevant trade unions and professional associations.

## 2. Policy Principles

The aim of this pay policy is to:

- Support the recruitment and retention of a high-quality workforce.
- Enable schools to recognise and reward employees appropriately for their contribution.
- Ensure pay decisions and pay progression are compliant with the national pay framework as specified in the annually published School Teachers Pay & Conditions Document ([STPCD](#)), the Burgundy Book and NJC Green Book.
- Ensure that pay decisions are made using objective criteria so that there is no discriminatory effect on any group of employees with a protected characteristic under the Equality Act 2010.
- Ensure that the health, safety and wellbeing of employees is considered, and that the policy has a minimum impact on their workload.

### **3. Roles and Responsibilities**

Pay decisions are made by the governing body which may delegate pay responsibilities to a Pay Committee. The Pay Committee shall establish and review the pay policy, subject to the approval of the governing body and have the authority to take pay decisions on behalf of the governing body in line with the policy. The role and responsibilities of the Pay Committee are outlined at **Appendix 2**. When taking pay decisions, the Pay Committee must have regard to both the pay policy and the staffing structure. The Pay Policy and staffing structure should be made available to all employees.

### **4. Teachers Annual Pay Award**

#### **September 2019**

As per the [School Teachers Pay and Conditions Document 2019](#) the following uplifts have been applied to the statutory pay ranges.

- A 2.75% uplift has been applied to the statutory minima and maxima of all pay ranges and allowances.

The statutory pay ranges from 1 September 2019 can be found in **Appendix 1(a)**

#### **4.1. Approach to Teachers Pay**

Schools are free to adopt a local system of pay scales within the statutory ranges. Schools may decide to retain the traditional pay scales within the pay ranges or choose a different approach. The Local Government Association (LGA) model pay scales can be found in appendix 1(b).

Staffordshire County Council recommends that all schools' pay scales are uplifted by 2.75% from 1 September 2019, however this is an individual school decision. Annual pay progression for teachers should be based on performance determined during the annual appraisal.

#### **4.2. Local Changes to the Model Pay Policy**

The headteacher and governing body must consult trade unions/professional associations and staff with regard to the local provisions of their pay policy and any subsequent proposed changes to the Staffordshire County Council Model Pay Policy. For example, if schools decide to use pay scales different to the previously nationally agreed M1-M6 scales they must consult with the trade unions.

Consultation must take place with a representative who is authorised to negotiate on behalf of the trade unions / professional associations, in these circumstances the County Secretaries of the Trade Unions/professional associations.

Schools should discuss any changes they may be considering with their HR provider in the first instance.

### **4.3. Annual Pay Review**

The Pay Committee will ensure that every teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October. In the case of headteachers, the deadline is 31 December. All teachers must be given 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 changes in circumstances or job description that lead to a change in the basis for calculating an employee's pay.

Where a pay review leads to a period of safeguarding (pay protection) the Pay Committee must inform the employee as soon as possible but no later than one month after the date of the decision.

## **5. Leadership Group Pay**

The determination of leadership group pay introduced in the STPCD 2014 should only be applied to individuals appointed to a leadership post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date.

### **5.1 Three Stage Process to Determine Leadership Pay**

A three-stage process should be adopted by the Pay Committee to determine leadership pay. This provides greater flexibility to make pay decisions to attract headteachers and other members of the leadership team.

The three stages are detailed below, and further guidance can be found in the [DfE Guide 'Implementing your school's approach to pay'](#).

1. Define the role and determine the headteacher group (calculate the total unit score for the school in accordance with part 2 of the [STPCD](#)).
2. Set the indicative pay range (consider the complexities of the school's internal and external factors).
3. Decide the starting salary within the individual pay range (taking into consideration relevant skills and attributes, ensuring room for performance related progression as additional allowances are now restricted).

Adopting this approach will ensure that pay is reflective of the complexities of the school and use of allowances to enhance pay should not apply in most cases as these determinations should now be made from the outset.

## **5.2 Headteachers Pay (including Heads of School)**

Headteachers must be paid within the current statutory pay range detailed in **Appendix 1(a)**.

At this school the headteachers pay range is:

**[SCHOOL INSERT TABLE/DETAIL]**

The [STPCD](#) describes how headteachers pay is calculated within a school using the school unit total (modified unit total in the case of special schools) which identifies the headteacher group.

The unit total for this school is **[insert school total]** and the Governing Body / Pay Committee have assigned the school headteacher group **[insert]**.

Individual pay ranges for headteachers may be whatever length the Governing Body/ Pay Committee deems appropriate (within the nationally agreed pay ranges) and may or may not include fixed scale points.

Pay ranges for headteachers should be no less than the group minimum and 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 Pay Committee must ensure that the maximum of the headteacher's pay range and any additional payments 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.

Should there be a requirement to make temporary payments to headteachers for undertaking additional responsibilities further advice can be found in the [STPCD](#).

## **5.3 Executive Heads**

Pay determination for executive heads (a headteacher responsible and accountable for more than one school) should be based on the calculation of the total number of pupil units across all schools. The Pay Committee should then determine the headteacher's starting point in that range. There is an expectation that temporary arrangements will be time-limited and subject to regular review and the maximum duration should be no longer than two years.

Consideration needs to be given to the remuneration of deputy and assistant heads who, as a result of the headteacher's role, take on additional responsibilities. An increase in remuneration should only be agreed where the post accrues additional extra responsibilities as a result of the headteacher's enlarged role, it is not automatic.

#### **5.4 Wider Leadership Pay (Assistant / Deputy)**

Wider leadership roles must be paid within the current statutory pay range detailed in **Appendix 1(a)**.

At this school the Wider Leadership pay range is:

**[SCHOOL INSERT TABLE/DETAIL]**

For wider leadership posts, the Pay Committee should consider how the role fits within the leadership structure of the school. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances. Individual pay ranges for deputy and assistant headteachers may be of whatever length the Pay Committee deems appropriate (within the nationally agreed Leadership pay range), allowing room for progression, and may or may not include fixed scale points.

#### **5.5 Pay Progression for Leadership Group**

The headteacher will be appraised annually by the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose.

Wider leadership group pay will be reviewed annually taking into account the performance objectives set in line with the school [Appraisal Policy](#). The headteacher will propose a pay progression decision to the Pay Committee following appraisal for all wider leadership roles.

As per the [STPCD](#) the Governing Body / Pay Committee must decide how pay progression will be determined within the agreed pay range, subject to the following:

- any agreed pay progression must be related to the individual's performance, as assessed through the school's appraisal arrangements;
- sustained high quality of performance having regard to the results of the most recent appraisal;
- a recommendation on pay must be made in writing as part of the individual's appraisal report, and in making its decision the Governing Body / Pay Committee must have regard to this recommendation;
- the pay decision must be confirmed to the leadership member in writing along with the reasons for the pay decision and provide the right of appeal against the pay decision.



This model pay policy determines that members of the leadership group will receive a pay award in line with local pay progression arrangements following a successful appraisal.

## **6. Teachers Pay**

Teachers must be paid within the current statutory pay ranges detailed in **Appendix 1(a)**.

### **6.1 Determining Teachers Pay on Appointment**

On appointment the Pay Committee will determine the starting salary to be offered to the successful candidate within the appropriate pay range.

In making such determinations, the Pay Committee will consider a range of factors including;

- the nature of the post
- the nature of the qualifications, skills and number of years' experience required
- the wider school structure
- current salary

### **6.2 Pay Progression for Teachers**

Teachers pay will be reviewed annually taking account the performance objectives set in line with the schools [Appraisal Policy](#). The Pay Committee must decide how pay progression will be determined within the relevant pay range, subject to the following:

- any agreed pay progression must be related to the individual's performance, as assessed and recorded via the school's appraisal arrangements;
- that they meet the Teacher Standards ([see STPCD – Annex. 1](#)), a recommendation on pay must be made as part of the individual's appraisal report, and in making its decision the Pay Committee must have regard to this recommendation;
- the pay decision must be confirmed to the teacher in writing along with the reasons for the pay decision and provide the right of appeal against the pay decision;
- all pay decisions must be objectively justified and based on evidence documented in the annual appraisal.

This model pay policy determines that a teacher will receive a pay award in line with local pay progression arrangements (which may include enhanced progression where appropriate) following a successful appraisal. As per the [STPCD](#) the

expectation is that good classroom teachers should normally reach the maximum of the main pay range within five years.

Where the appraisal objectives have not been met as defined in the [Appraisal Policy](#), there should be no recommendation to progress pay. If a teacher is unlikely to meet their objectives, this should be discussed with them in a timely manner and well in advance of the final appraisal meeting. A teacher does not have to be engaged in performance improvement measures before pay progression can be paused.

All pay related decisions will be taken in accordance with relevant equalities legislation, Employment Relations Acts and Part-time Workers and Fixed-term Employees Regulations. Appropriate consideration will be given where staff have been absent for long periods e.g. due to sickness or maternity leave. Schools should consider an employee's performance either before or after a period of absence and consideration must be given on a case-by-case basis. When a teacher returns to work from maternity leave, the school must give the employee any pay increase that they would have received, following the appraisal, had they not been on maternity leave. Schools should refer to their HR provider for further advice.

### **6.3 Teachers on Main Pay Range**

At this school the teachers main pay range is:

**[SCHOOL INSERT TABLE/DETAIL]**

Pay progression for teachers on the Main Pay Range will be subject to performance as described in **6.2**.

### **6.4 Newly Qualified Teachers**

In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) England (Regs 2012).

### **6.5 Unqualified Teachers**

At this school the teachers Unqualified Pay Range is:

**[SCHOOL INSERT TABLE/DETAIL]**

Unqualified teachers' pay progression will be subject to performance and as described in **6.2**.

Upon obtaining qualified teacher status (QTS) an unqualified teacher must be transferred to a salary within the main pay range for teachers. The teacher must then be paid a salary which is the same as, or higher than, the sum of the salary in the unqualified pay range (including any safeguarded sum payable) as the Pay Committee considers to be appropriate.

## 6.6 Teachers on Upper Pay Range

At this school the Upper Pay Range is:

[SCHOOL INSERT TABLE/DETAIL]

Pay progression for teachers on the Upper Pay Range will be subject to performance and as described in **6.2**.

## 6.7 Leading Practitioners

At this school **there are / are no** *[If no delete information below]* Leading Practitioner roles in the structure.

At this school the Leading Practitioner Pay Range is:

[SCHOOL INSERT TABLE/DETAIL]

Pay progression for leading practitioners will be subject to performance and as described in **6.2**.

### 6.7.1 Determining Leading Practitioner Pay

The Pay Committee will need to determine an individual pay range for each leading practitioner post within the minimum and maximum of the overall range specified within **Appendix 1(a)**. 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, individual pay ranges should be determined separately for each post and do not need to be identical. Salaries are for specific posts and will not be portable between different schools or different posts within the same school.

For further advice regarding the appointment of leading practitioners please refer to the [DfE Guide 'Implementing your school's approach to pay'](#).

## 7. Progression to the Upper Pay Range

Qualified teachers may apply to progress to the Upper Pay Range once a year in line with the assessment criteria set out below. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the Upper Pay Range.

If a teacher is simultaneously employed at another school, they may submit separate applications if they wish to apply to be paid on the Upper Pay Range. Schools are not bound by any pay decision made by another school.

Schools should avoid confusing or conflating the criteria and factors for the award of TLR payments with the criteria for movement to the upper pay range, both within the context of additional responsibilities, objective-setting and when making pay decisions.

## 7.1 The Application

A template 'Upper Pay Range Application Form' is provided in **Appendix 2**.

A teacher wishing to apply to progress to the Upper Pay Range should submit their application no later than **31 October** each year.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, including any recommendation on pay. Evidence should be proportionate and readily available from day to day practice in school. When such information isn't available e.g. those returning from maternity leave or sickness absence, a written statement and summary of evidence designed to demonstrate the applicant has met the assessment criteria can be submitted by the applicant providing evidence from previous appraisals.

Applications should be submitted to **[INSERT]**

## 7.2 The Assessment

The assessor must be qualified to undertake the assessment. At this school the assessment will be undertaken by **[INSERT NAME]**.

The assessor will then submit their recommendation to the Pay Committee regarding the outcome of the application along with the reasons for their recommendation.

An application from a qualified teacher will be successful where the Pay Committee is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution are substantial and sustained.

For the purposes of this pay policy:

- **'highly competent'** may mean

Performance which is not only good enough to provide coaching or mentoring to other teachers but 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 to meet the relevant standards and develop their teaching practice.

- **'substantial'** may mean

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 pupils' standards, take advantage of appropriate opportunities for professional development and use outcomes effectively to improve pupils' learning.

- **'sustained'** may mean

Maintained continuously over a significant period of time which would normally be no more than two years. At this school the period considered is **[INSERT]** for both full time and part time employees.

### **7.3 The Outcome**

The assessment should be made within 10 working days of the receipt of the application or the conclusion of the appraisal process, whichever is later.

If successful, a teacher will move to the Upper Pay Range from the previous 1 September and will normally be placed on the bottom of the range.

If unsuccessful, feedback will be provided by the headteacher as soon as possible and at least within 5 working days of the decision.

### **7.4 Appeals Process**

Any appeal against a decision not to move a teacher to the Upper Pay Range will be heard under the general appeals arrangements set out in **Section 12**.

## **8. Allowances and Other Payments**

Allowance ranges prescribed annually within the [STPCD](#) are detailed within **Appendix 1(a)**

### **8.1 Special Educational Needs (SEN) Allowance**

The eligibility criteria for a teacher to receive a SEN allowance is set out in the [STPCD](#).

The value of the SEN allowance at this school is **[INSERT]**

When deciding on the amount of the allowance to be paid, the Pay Committee will consider the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post, and the relative demands of the post.

If, as a result of a change in the school's staffing structure the Pay Committee determines that a teacher's duties will no longer attract a SEN allowance, safeguarding principles will apply as outlined in the [STPCD](#).

## **8.2 Teaching and Learning Responsibility (TLR) Payments**

The values of the TLRs to be awarded at this school are:

**[SCHOOL INSERT TABLE/DETAIL]**

The Pay Committee may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

### **8.2.1 Eligibility Criteria**

A TLR 1 and 2 will be paid while a teacher remains in the same post or occupies another post temporarily in the absence of a post-holder who is eligible for a TLR. Unqualified teacher may not be awarded TLRs. Teachers cannot hold a TLR1 and TLR2 concurrently but a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

### **8.2.2 TLR1 and TLR2**

Before awarding a TLR, the Pay Committee must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that it-

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils' other than the teacher's assigned classes or groups of pupils'; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

Both TLR 1 and 2 are pro rata'd for part time workers.

### **8.2.3 TLR1 Only**

Before awarding a TLR 1, the Pay Committee 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.

### **8.2.4 TLR3 (time limited)**

Before awarding a TLR 3, the Pay Committee must be satisfied that the significant responsibility referred to in the previous paragraphs apply, except:

- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; and

e) involves leading, developing and enhancing the teaching practice of other staff.

The Pay Committee will ensure that the use of TLR3 applies only to clearly time limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need.

TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges. A TLR3 is not pro rata'd for part time staff.

### **8.2.5 TLRs and Safeguarding**

If, as a result of a change in the school's staffing structure, the Pay Committee determines that a teacher's duties will no longer attract a TLR 1 or TLR 2, safeguarding principles will apply as outlined in the [STPCD](#).

Teachers in receipt of a safeguarding payment who are temporarily paid a TLR sum to cover the responsibilities of a permanent post-holder will revert to their safeguarded allowance when the period of temporary cover finishes.

TLR3 payments are not subject to safeguarding.

### **8.3 Recruitment & Retention Payments**

The Pay Committee may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention of existing teachers.

The Pay Committee should make clear at the outset the value, expected duration of any incentive and benefits and the review date after which they may be withdrawn. The governing body will conduct annual review of all incentives, support or benefits.

Headteachers, deputy headteachers and assistant headteachers may not be awarded recruitment and retention payments other than as reimbursement of reasonably incurred housing or relocation costs.

For further guidance on recruitment and retention payments please refer to the [STPCD](#).

### **8.4 Additional Payments**

The Pay Committee may agree additional payments to a teacher, other than a headteacher, in respect of:

- a) continuing professional development undertaken outside the school day;
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;

c) participation in out-of-school hours learning activity agreed between the teacher and the headteacher;

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

As per the [STPCD](#) teachers are not eligible for honoraria payments.

At this school additional payments are made for [\[INSERT\]](#).

### **8.5 Acting Allowance**

Where a teacher temporarily carries out duties of a headteacher, deputy headteacher or assistant headteacher, the Pay Committee, within the period of four weeks beginning on the day on which such duties are first assigned, will determine whether or not an ‘acting allowance’ should be paid.

Where agreed, the acting allowance should be paid from the day the duties commence and ensure that the teacher’s total remuneration is not lower than the minimum of the respective pay range for the period of the acting up.

### **8.6 Unqualified Teachers Allowance**

The Pay Committee may determine that it is appropriate to pay an additional allowance 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.

### **8.7 Teachers in Residential Units**

Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

## **9. Safeguarding of Salary (pay protection)**

Where pay decisions are taken which lead to a teacher receiving safeguarding, they will be given written notification as soon as possible and no later than one month after the decision.

Circumstances which may lead to safeguarding are;



- Where the school staffing structure has changed.
- Where the duties and responsibilities which have led to the payment of a TLR 1 or 2 are no longer required.

A safeguarded sum will not be increased during the safeguarding period. The safeguarded sum will be payable for a maximum period of three years from the relevant date as per the [STPCD](#).

Teachers entitled to safeguarding in excess of £500 may be required to undertake additional responsibilities commensurate with the safeguarded sum for the period of safeguarding.

There is provision for teachers who occupy another post on a temporary basis to have their safeguarding restored on return to their original post (unless it would otherwise have ceased).

For more information, please refer to the [STPCD](#).

## **10. Working Arrangements**

### **10.1 Part- time employees**

The governing body will apply the provisions of the [STPCD](#) in relation to part-time teachers' pay and working time and ensure that no employee receives less favourable treatment by virtue of the fact that they work part-time.

### **10.2 Supply teachers**

Supply teachers hired directly will be paid in accordance with the [STPCD](#). The pay of supply teachers employed via agencies is determined via the agency concerned.

## **11. Salary Sacrifice Arrangements**

A salary sacrifice arrangement refers to any arrangement under which an employee gives up the right to receive part of their gross salary in return for the employer's agreement to provide them with a benefit-in-kind. The County Council currently operates a salary sacrifice 'hire agreement' cycle scheme and continues to offer childcare vouchers for existing scheme members although, following Government changes, this scheme is now closed to new entrants.

## **12. Appeals regarding pay decisions (Teachers)**

A teacher may request a review of any decision taken in relation to their pay due to one or more reasons specified in the list below, which is not exhaustive.

- a) Incorrectly applied any provision of the relevant conditions of service or pay policy.
- b) Failed to have proper regard for statutory guidance.
- c) Failed to take proper account of relevant evidence.
- d) Took account of irrelevant or inaccurate evidence.
- e) Was biased or otherwise unlawfully discriminated against the employee.

## 12.1 The Appeals Procedure

It is recommended that a teacher is informed of a pay recommendation before it is ratified by the Pay Committee. The opportunity to discuss a pay decision before it is made may also mitigate the need for a formal appeal. The recommended order of proceedings is as follows:

<b>1</b>	The teacher is informed of the pay recommendation and the basis on which the recommendation has been made.
<b>2</b>	If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally (normally with the headteacher).
<b>3</b>	Following the discussion, the pay recommendation will be submitted to the Pay Committee and their decision will be communicated to the teacher in writing.
<b>4</b>	Where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
<b>5</b>	The teacher should set down in writing the reason(s) for questioning the pay decision as defined in point 12. above and send it to the chair of the appeal committee normally within 10 working days of receiving the outcome. This time limit may be extended by either side if sufficient reason is given.
<b>6</b>	The teacher should be invited to an appeal meeting where they and the appeal committee can discuss the original pay decision, ask questions and provide further information relevant to the decision.
<b>7</b>	Following the appeal, the committee must reach a decision and relay this to the teacher in writing as soon as possible, normally no later than 5 working days, including their rationale for reaching the decision

## 12.2 The Appeals Committee

Any appeal should be heard by a panel of three governors who were not involved in the original determination. The teacher will be given the opportunity to make representations in person or may wish to delegate this to their representative.

For any formal hearing or appeal the teacher is entitled to be accompanied by a work colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable and there should be opportunity to re-schedule if necessary. The formal meeting must allow both parties to explain their cases.

The process is consistent with the provisions of employment law. The appeal committee's decision is final and, as per the [STPCD](#), there is no recourse to the general staff grievance procedure.

Further guidance on the appeals procedure and the appeal hearing can be found in the [DfE Guidance 'Implementing your school's approach to pay'](#). Schools may also wish to obtain further advice regarding appeals from their HR provider.

## **13.Support Staff**

The Council's current pay structure for support staff is detailed in **Appendix 1(c)**

All support staff employed at this school will be paid in accordance with the conditions of service agreed by the National Joint Council (NJC) for Local Government Services (referred to as the "Green Book" in this policy), unless specifically advised by Staffordshire County Council to apply alternative locally agreed conditions.

The [Framework of Support Staff Profiles](#) and the County Council's Pay and Grading Structure form part of this Pay Policy. The Council's pay structure consists of sixteen grades which incorporate the nationally agreed NJC pay spine.

### **13.1 Support Staff Framework**

The Governing Body has adopted the County Council's Framework of Support Staff Profiles to ensure that the requirements of the Single Status Agreement 1997 are met. The Governing Body has the power to determine the job description and person specifications within the Framework that match the duties and responsibilities covered by positions within the support staffing structure for the school.

The pay and grading of support staff, attached to the framework, is determined by the single status pay and grading structure agreed by the County Council and the recognised Green Book trade unions from 1 April 2019. In adopting the Single Status Pay and Grading Structure and Framework the Governing Body is assured that all decisions will be based on a fair and objective approach to pay and grading according to criteria laid down in the relevant national agreements. The pay structure is based on a 'points to pay' relationship, determined through a job evaluation process therefore ensuring equal pay for work considered of equal value.

### **13.2 Determining support staff pay on appointment**

All support staff will be appointed to a profile within the [Framework of Support Staff Profiles](#).

As the Council's pay structure reflects a points-to-pay relationship the points attached to each post within the Framework determine the salary (grade) that will be paid.

Each grade has a number of spinal column points (SCPs) within it. New employees will normally start at the bottom of the grade unless there is a market forces issue which requires consideration to appoint further up the grade (excluding the contribution-based point).

Support staff increment annually to the next SCP on 1 April until they reach the maximum of the assigned grade. If an employee commences in role between 1 October and 31 March, they increment on the 6-month anniversary of their start date and then 1 April thereafter until the maximum of the grade is reached.

Where an employee moves from one post to another of the same grade, they should be appointed to the same spine reached. If an employee is promoted from one grade to the next and the grades overlap, where the employee is on the maximum of the old grade, they should be appointed to the second spine in the new grade.

### **13.3 Pay Progression for Support Staff**

In April of each year employees will automatically move to the next SCP within the grade and in addition receive any nationally agreed cost of living pay increase.

Movement up to the maximum SCP (the contribution-based point) within each grade is not automatic and is subject to satisfactory performance agreed during the annual Performance Management Review (PMR) or the Abbreviated Performance Management Process.

The Performance Management Review must include a performance assessment for the review period including:

- (a) an assessment of the achievement of objectives for the review period by coding each objective; 'E' (exceeded), 'A' (achieved), 'P' (progressing), or 'U' (underperformed) and
- (b) an overall assessment of behavioural attributes for the post as outlined in the person specification which should be coded A' (achieved), 'P' (progressing), or 'U' (underperformed).

Only where the assessment concludes 'exceeded' or 'achieved' for both objectives and behavioural attributes should the employee move through to the final SCP within the grade. Full details of the [Performance Management Process](#) are detailed on the SLN.

### **13.4 Regrades and Regrade Appeal Process**

The Regrade Policy which outlines the regrade process and appeal mechanism for support staff can be found at the [Support Staff Grading Policy and Procedures page](#) on the SLN.

### **13.5 Staffing structure changes**

The staffing structure is normally reviewed annually. When this review covers the support staff structure the Governing Body (through an appropriate Committee) will use the Framework of Support Staff Profiles to determine the positions within the support staff structure and the pay grade applicable to the post.

When a new position is not covered by the Framework, schools should take advice from Staffordshire County Council's [Reward Team](#), to ensure that duties and responsibilities are evaluated and an appropriate grade attached.

### **13.6 Honoraria**

The NJC "Green Book" requires that there should be arrangements for recognising temporary additional duties where an employee 'acts up' in the absence of a more senior employee or assumes additional responsibilities. The higher salary should be backdated to the first day the acting up or additional duties commenced. This does not apply, however, if the absence is due to annual leave. Governing bodies should refer to their HR Provider for guidance on honoraria.

## **14. Apprentices**

Apprentices must be paid at least the [Government's National Minimum Wage rates](#). Those on a post-graduate teaching apprenticeship must be paid in accordance with the minimum of the unqualified teachers' pay range for the training period.

For further advice on Apprenticeships please refer to [Apprentice guidance](#) on the SLN.

## **15. Monitoring the policy**

The Governing Body will monitor the outcomes and impact of this policy annually, including trends in progression across specific groups of teachers, to assess its effect and the school's continued compliance with equalities legislation.

## **16. Further Information**

- [Equality Act 2010: advice for schools](#)
- [School Teachers' Review Body 29th report: 2019](#)