

Pay Policy 2021-22



The Governing Body of St Joseph's Catholic Primary School approved this policy in November 2021 to be effective from September 2021.

**The Royal Borough of Kensington and Chelsea and Westminster
City Council**

**PAY POLICY FOR SCHOOLS
September 2021**

NOTES:

- (1) All references in this model policy to “the STPCD” and to “the section 3 guidance” are to the current School Teachers’ Pay and Conditions Document (STPCD). The STPCD (Section 2) and the Statutory Guidance (Section 3) should be read together to provide a complete picture of pay and conditions for teachers in England. Current rates of pay are contained in Appendix 9**

Overarching aim:

The aim of the St Joseph’s Performance Management process is to align the Executive Headteacher, Head of School, individual Teacher and Support Staff team members with the School Development Plan’s key actions and objectives which are reviewed annually, with termly up-dates.

The process includes:

- Agreeing objectives at the beginning of each academic year, to be measured by performance targets with each individual starting from the top with the Executive Headteacher;
- Agreeing key personal development (CPD) and skills enhancement as appropriate;
- Consider and support those aspiring for the next level up in role;
- Ensure there is a fair, rigorous and consistent process in place, that the definitions of good and outstanding performance are clearly understood;
- A moderation by the Executive Headteacher and Head of School to cross reference and ensure there is no bias and to ensure that the whole of the School Development Plan will be delivered.
- Provide overview training and information about how the process will work.

We are a team, we should be working together in all aspects of our working lives as a team, and this should include performance, development and pay. This is the start of an interesting and challenging journey

STATEMENT OF INTENT

The prime statutory duty of Governing Bodies in England, is to “...conduct the school with a view to promoting high standards of educational achievement at the school.”

The Local Governing Body aims to:

- Maximise the quality of teaching and learning at the school
- Support the recruitment and retention of a high-quality teacher workforce
- Enable the school to recognise and reward teachers appropriately for their contribution to the school
- Help to ensure that decisions on pay are managed in a fair, just and transparent way

The Local Governing Body of St Joseph's Catholic Primary School will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

This pay policy is intended to support the school's statutory duties and the principles set out above. The Local Governing Body will review this policy annually/biennially.

London Living Wage

The school, as a minimum, is committed to paying all employees and agency/supply staff the London Living Wage (LLW). The LLW is reviewed annually and published by the Mayor of London during the autumn. The school is also committed to requiring contractors undertaking work on the school's behalf to pay the LLW as a minimum.

[Note – RBKC and WCC are accredited London Living Wage employers and encourages schools to work toward this. This is matter for individual governing bodies who can decide to remove this paragraph. The collectively agreed pay scales for teachers and support staff pay above the LLW.]

EQUALITIES LEGISLATION

The Local Governing Body will comply with relevant equalities legislation:

Employment Relations Act 1999

Equality Act 2010

Employment Rights Act 1996

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002

The Agency Workers Regulations 2010

The Local Governing Body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

EQUALITIES AND PERFORMANCE RELATED PAY

The Local Governing Body will ensure that its' processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take

account of special circumstances, e.g., an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the school's circumstances.

STAFFING STRUCTURE AND JOB DESCRIPTIONS

The staffing structure of the school is attached (**Annex 2**).

The Executive Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Local 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.

ACCESS TO RECORDS

The Executive Headteacher will ensure reasonable access for individual members of staff to their own employment records.

APPRAISAL

The Local 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 (e.g., application to be paid on the Upper Pay Range) so that such evidence can be taken into account at the review.

The Executive Headteacher and the Head of School will moderate objectives to ensure consistency and fairness; the Executive Headteacher will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

LOCAL GOVERNING BODY OBLIGATIONS

The Local Governing Body will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (the STPCD) and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book').
- **Support staff:** as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the "Green Book"), collective agreements of the Greater London Provincial Council (GLPC) and any local terms and conditions of employment.

The Local Governing Body will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay for teachers are in place, can be applied consistently and that their pay decisions can be objectively justified.

The Local Governing Body will monitor the outcomes of pay decisions, including the extent to which different groups of teachers and support staff may progress at different rates, ensuring the school's continued compliance with equalities' legislation.

EXECUTIVE HEADTEACHER AND HEAD OF SCHOOL OBLIGATIONS

The Executive Headteacher and Head of School will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and recognised trade union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the Local Governing Body for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- ensure that annual appraisals are held for each member of staff and that each member of staff has a formal mid-year review and regular one-to-ones with their line manager during the academic year;
- submit pay recommendations to the Local Governing Body and ensure the Local Governing Body has sufficient information upon which to make pay decisions;
- ensure that all members of staff are informed about decisions reached; and that records are kept of recommendations and decisions made.

Please see appendix 2 for timelines.

OBLIGATIONS OF STAFF

Each member of staff will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser.

DIFFERENTIALS

Appropriate differentials will be created and maintained between posts within the school, recognising accountability and job weight, and the Local Governing Body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

DISCRETIONARY PAY AWARDS

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

SAFEGUARDING

Where a pay determination relating to a teacher leads or may lead to the start of a period of safeguarding, the Local Governing Body will comply with the relevant provisions of the STPCD and will give the required notification as soon as possible and no later than one month after the determination.

Similarly, pay protection arrangements for support staff will be determined if appropriate, depending on the circumstances.

PROCEDURES

The Local Governing Body will determine the annual pay budget on the recommendation of the Pay Committee.

The Local Governing Body has delegated its pay powers to the Pay Committee. Any person employed to work at the school, other than the Executive Headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The Executive Headteacher must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

No member of the Local Governing Body who is employed to work in the school shall be eligible for membership of this committee.

The pay committee will be attended by the Executive Headteacher in an advisory capacity. Where the pay committee has invited either a representative of the LA or the external adviser to attend and offer advice on the determination of the Executive Headteacher's pay, that person will withdraw at the same time as the Executive Headteacher while the committee reaches its decision. Any member of the committee required to withdraw will do so.

The terms of reference for the pay committee will be determined from time to time by the Local Governing Body. The current terms of reference are:

- to achieve the aims of the whole school, pay policy in a fair and equal manner;
- to apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review;
- to observe all statutory and contractual obligations;
- to record the reasons for all decisions and report the fact of these decisions to the next meeting of the full Local Governing Body;
- to recommend to the Local Governing Body the annual budget needed for pay;
- to keep abreast of relevant developments and to advise the Local Governing Body when the school's pay policy needs to be revised;

- to work with the Executive Headteacher in ensuring that the Local Governing Body complies with the Appraisal Regulations 2012 (teachers).

The report of the pay committee will be placed in the confidential section of the Local Governing Body's agenda and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy.

Annual determination of pay

All teaching staff salaries, including those of the Executive Headteacher, Head of School and Assistant Head(s) will be reviewed annually to take effect from 1 September. The Local Governing Body will endeavour to complete teachers' annual pay reviews by 31 October and the Executive Headteacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

Support staff salaries will also be reviewed annually.

Notification of pay determination

Decisions will be communicated to each teacher by the Head in writing and will set out the reasons why decisions have been taken. Decisions on the pay of the Executive Headteacher will be communicated by the pay committee to the Executive Headteacher and the HR/Payroll provider. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

Decisions relating to the annual review of support staff salaries will also be communicated in writing.

Appeals procedure

The Local Governing Body has an appeals procedure in relation to teachers' pay and support staff. The procedure is set out in **Annex 1** to this pay policy.

Please see the Job evaluation appeals process.

EXECUTIVE HEADTEACHER PAY

Pay on appointment

The Local Governing Body will determine the pay range to be advertised and agree pay on appointment, taking account of the full role of the Executive Headteacher.

- The pay committee will first establish the school's Executive Headteacher group and will then establish a pay range for the Executive Headteacher post;
- if the Executive Headteacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range by combining the unit score of all the schools for which the Executive Headteacher is responsible;
- the pay committee will also ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;

- the pay committee will consider exercising its discretion to implement an Executive Headteacher pay range above the maximum of the Headteacher group where the Local Governing Body consider that circumstances specific to the role or candidate warrant a higher than normal payment;
- The pay committee will consider the need to award any further temporary discretionary payments to an Executive Headteacher. The total sum of temporary payments made in any school year must not exceed 25% of the Executive Headteacher's annual salary.

Annual Pay Determination

- The pay committee will review the Executive Headteacher's pay annually;
- A recommendation on pay must be made in writing as part of the individual's appraisal report;
- The pay committee may award one or more reference points on the Executive Headteacher's pay range (subject to the maximum of the range not being exceeded). on the basis of an assessment of:
 - the outcome of the Executive Headteacher's appraisal against defined annual objectives relating to school leadership and management and pupil progress.
 - whether the Executive Headteacher has demonstrated a sustained high quality of performance; and
 - Whether the Executive Headteacher continues to meet the relevant teachers' standards and other relevant professional standards.
- The total sum of salary and other payments made to the Executive Headteacher must not exceed 25% above the maximum of the Executive Headteacher group.
- The pay committee may determine the Executive Headteacher's pay range at any time if it considers it necessary to reflect a significant change in in the responsibilities of the post.

Executive Headteacher's and Leadership Pay

The School Group and ISR range must be confirmed for the School. All increments or changes to the Group or ISR must be supported by a full audit trail showing the rationale and agreement of the Local Governing Body.

In accordance with the combined number of pupils on roll at St Joseph's & St Thomas of Canterbury schools, the ISR is Group 4.

The Executive Headteacher's pay is currently within L21 and L27.

In accordance with the number of pupils on roll, the ISR for St Joseph's School is Group 2.

The Head of School's pay is currently within L16 and L21.

HEAD OF SCHOOL/ASSISTANT HEADTEACHERS

Pay on appointment

The Local Governing Body will determine the pay range to be advertised and agree pay on appointment as follows:

- The pay committee will determine a pay range in accordance with the STPCD, taking account of the professional responsibilities of the Head of School/Assistant Headteacher.
- The pay committee will ensure that the maximum of the Head of School or Assistant Headteacher's pay range must not exceed the maximum of the Headteacher group for the school and will also take account of any other permanent payments made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability
- The Local Governing Body may determine the pay range for the Head of School and Assistant Headteacher at any time if it considers it necessary to reflect a significant change in the responsibilities of the post.

Annual Pay Determination

The pay committee will review the pay of the Head of School or Assistant Headteacher annually.

A recommendation on pay must be made in writing as part of the individual's appraisal report.

The pay committee may award one or more reference points on the Head of School or Assistant Headteacher pay range, (subject to the maximum of the group not being exceeded) on the basis of an assessment of:

- the outcome of the Assistant or Head of School's appraisal against defined annual objectives relating to school leadership and management and pupil progress.
- whether the Assistant or Head of School has demonstrated a sustained high quality of performance; and
- whether the Assistant or Head of School continues to meet the relevant teachers' standards and other relevant professional standards.

ACTING ALLOWANCES

Acting allowances may be payable to teachers who are assigned and carry out the duties of an Executive Headteacher, Head of School or Assistant Headteacher. 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 the event of a planned and prolonged absence, an acting allowance will be considered in advance and, if agreed, will be paid from the first day of absence.

REVIEW OF THE PAY OF LEADERSHIP POSTS

The Local Governing Body may choose to exercise its discretion to review the pay of all the school's leadership group posts if they determine that this is required to maintain consistency with pay arrangements for new appointments to the leadership group.

SAFEGUARDING

The STPCD sets out the circumstances under which teachers are entitled to up to 3 years' salary safeguarding where they would otherwise suffer a reduction in salary following a school reorganisation or a change in the terms of an individual's employment.

NEWLY QUALIFIED TEACHERS/EARLY CAREER TEACHERS

Newly qualified teachers placed on the minimum of the of the main pay range on their first appointment will, following the successful completion of their induction year, be awarded the next reference point on the main pay range on the subsequent 1st September. Thereafter, progression on the main pay range will be determined as for other classroom teachers.

CLASSROOM TEACHERS

Pay on appointment

In determining the starting salary for a newly appointed classroom teacher post on the main range or upper pay range, the school will

- normally recognise the salary point applicable to the teacher's last post;
OR
- normally recognise previous experience gained by the teacher where this is relevant to the requirements of the post;
OR
- have regard to
 - the requirements of the post;
 - any specialist knowledge required for the post;
 - the experience required to undertake the specific duties of the post;
 - the wider school context.

The Local Governing Body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

Unqualified, Main and Upper Pay Ranges for Teaching Staff

On annual basis, the Pay Committee will determine the local points between the statutory minimum and maximum points of the unqualified, main and upper ranges as published in the STPCD with effect from 1 September each year.

Current rates are appended to this policy.

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

To move up the main pay range, teachers will need to have met their objectives and have shown that they are competent in all elements of the Teachers' Standards. Teaching should be 'good', as defined by Ofsted.

If the evidence shows that a teacher has exceptional performance, the Local Governing Body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum (M6) of the main pay range. Teaching should be 'outstanding', as defined by Ofsted. Judgments will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g., behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

Any qualified teacher can apply to be paid on the Upper Pay Range. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay. Where such information is not applicable or available, e.g., those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

For the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3-year period before the date of application in support of their application.

Process:

One application may be submitted annually. The closing date for applications is normally 31st October each year; however, exceptions will be made in particular circumstances, e.g., those teachers who are on maternity leave or who are currently on sick leave.

The process for applications is:

- The Headteacher should appoint an assessor which can be internal or and external consultant with the agreement of the Local Governing Body;
- Complete the school's Upper Pay Range application form where applicable
- Submit the application form and supporting evidence to the Headteacher by the cut-off date of 31st October;
- You will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the pay committee of the Local Governing Body.
- The application, evidence and recommendation will be passed to the Headteacher* for moderation purposes, if the Headteacher is not the assessor;
- The pay committee will make the final decision, advised by the Headteacher;
- Teachers will receive written notification of the outcome of their application by *[insert date]*. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below);
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria;
- Successful applicants will move to the minimum of the UPR backdated to 1 September of the year of application;
- Unsuccessful applicants can appeal the decision. The appeals process is set out at the back of this pay policy.

Assessment:

The teacher will be required to meet the following criteria, namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution 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 and skill in meeting 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 met their objectives during this period (see

exceptions, e.g., maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Progression on the Upper Pay Range

The pay committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- the evidence base, which should show that the teacher has had a successful appraisal or successful appraisals, as appropriate, and has met objectives;
- Evidence that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in the section of this policy entitled, "Applications to be paid on the Upper Pay Range".

Where it is clear that the evidence shows the teacher has made good progress, i.e., they continue to maintain the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and have met their objectives, the pay committee may recommend that the teacher should move to the next point on the Upper Pay Range.

Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and where the teacher has met or exceeded their objectives, the pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching should be 'outstanding' as defined by Ofsted.

LEADING PRACTITIONER ROLES

Leading practitioners have the primary purpose of modelling and leading improvement of teaching skills

In this context, specific duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching skills within school and within the wider school community which impact significantly on pupil progress; improving the effectiveness of staff and colleagues, particularly in relation to specific areas.

Pay on appointment

The STPCD sets out a minimum figure a maximum figure between which individual post ranges are to be determined locally. Different posts in the same school may be paid on different individual post ranges.

Pay determinations effective from 1 September each year

The Headteacher will agree appraisal objectives for the Leading Practitioner.

The pay committee shall have regard to the results of the Leading Practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay.

The pay committee will take account of other evidence. The evidence should show the Leading Practitioner:

- has met their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

"Highly competent" and "substantial" are defined in the section entitled, "Applications to be paid on the Upper Pay Range".

Where it is clear from the evidence that the teacher's performance is exceptional, the pay committee may decide to award enhanced pay progression of [insert text].

UNQUALIFIED TEACHERS

Pay on appointment

The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value.

The pay committee will consider whether it wishes to pay an additional allowance to recognise that the teacher has taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of the teacher's professional skills and judgement or has qualifications or experience which brings added value to the role being undertaken.

To be eligible for progression up the unqualified teacher range, unqualified teachers will need to show that they have met their objectives. If the evidence shows that a teacher has exceptional performance, the Local Governing Body may award enhanced pay progression.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS

The Pay Committee may award a TLR2 to a classroom teacher in accordance with paragraph 24 and 25 of the Document and paragraphs 35 to 41 of the section 3 guidance. TLR2 will be for clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR2 is awarded, taking into account the criterion and factors set out at paragraphs 24 and 25.

Possible Option

This Pay Committee has determined that values for TLR2, effective from 1 September 2020, will be:

TLR2a	£2,873
TLR2b	£4,782
TLR2c	£7,017

TLRs are appointed on a pro-rata basis.

The Pay Committee may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The Local Governing Body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

Unless an exception is contained in the current STPCD, a TLR3 will not be awarded for longer than one academic year or three consecutive terms. (This is recommended HR guidance. Any additional responsibilities, over what would normally be expected of a classroom teacher, which last longer than one year, or three terms should be properly accommodated within the overall staffing structure, by allocating these responsibilities to a member of the leadership group or incorporating the responsibilities into the role of a leading practitioner or by awarding a TLR1 or TLR2).

The rates payable for all TLR payments with effect from the 1 September each year are agreed by the Pay Committee on an annual basis are appended to this policy

SPECIAL NEEDS ALLOWANCE

The pay committee will award a SEN spot value allowance to any classroom teacher who meets the criteria as set out in the STPCD.

When deciding on the amount of the allowance to be paid, the Local Governing Body 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. The Local Governing Body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

The rates payable for all SEN payments with effect from the 1 September each year are agreed by the Pay Committee on an annual basis are appended to this policy

SUPPORT STAFF

The pay committee notes its powers to determine the pay of support staff in accordance with the School Staffing (England) Regulations 2009.

The pay committee will determine the pay grade of support staff.

On appointment the individual will normally be appointed to the minimum of the appropriate scale. Where the school regards any previous experience as particularly relevant to their role in the new post, additional points may be awarded.

Annual salary progression

RBKC Schools

Members of the support staff team on NJC conditions of service will receive an annual salary increment until they reach the top of their pay range. This is not linked to objectives, i.e. not performance related pay. However, if a support staff member has exceptional performance, the Local Governing Body may award enhanced pay progression.

Acting allowance

Where a member of staff covers the full duties of a higher graded role on a temporary basis, for example to cover a vacancy or in the absence of the substantive post holder (other than to cover for annual leave), for a period of at least 4 weeks, they may be paid an acting allowance equivalent to the grade of the post they are covering. Acting arrangements are time limited and will be subject to regular review.

Where an employee is undertaking partial duties of a higher graded role, a special honorarium/ex gratia payment may instead be considered.

Premium payments

In some circumstances voluntary overtime may be offered to staff to cover specific duties. In all cases, voluntary overtime must be agreed in advance of any work undertaken. The rate of pay for voluntary overtime will be in accordance with local terms and conditions of employment, depending on the grade of the post.

PART-TIME EMPLOYEES

Teachers: Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Local Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

All staff: The Executive Headteacher and Local Governing Body will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.

SHORT NOTICE/SUPPLY TEACHERS

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year as defined by the STPCD (this normally consists of 195 days). Periods of employment for less than a day being calculated pro-rata.

ADDITIONAL PAYMENTS

The Local Governing Body may make payments as they see fit to a teacher, in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning activity agreed between the teacher and the Executive Headteacher
- 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.

Continuing professional development

A payment may be made to a teacher for voluntary CPD which the teacher has undertaken outside of the school day.

The Local Governing Body has the discretion to decide which activities would be eligible for such a payment and the minimum number of hours that must be undertaken before a payment is considered.

Payment will be calculated:

- on a daily basis at 1/195th of the teacher's actual salary*;
- on an hourly basis at 1/1265th of salary*; or
- as a flat rate of £xxx per hour/day*.

(*Number of working days/hours used to calculate payments will be those contained in the current STPCD).

Provision of initial teacher training

A payment may be made for activities which are undertaken on a voluntary basis relating to the provision of initial teacher training (ITT). Such payments may only be made for ITT which is provided as part of the ordinary conduct of the school.

The Local Governing Body has determined that teachers undertaking these activities will be entitled to a payment.

Such activities may include:

- supervising and observing teaching practice;
- giving feedback to students on their performance and acting as a professional mentor;
- running seminars or tutorials on aspects of the course; and
- formally assessing student competence.

Participation in out of school hours learning activity

Teachers who agree to provide learning activities outside of normal school hours and whose salary range does not take account of such activity will be entitled to a payment of:

- on a daily basis at 1/195th of the teacher's actual salary*;
- on an hourly basis at 1/1265th of salary*; or
- as a flat rate of £xxx per hour/day.

(*Number of working days/hours used to calculate payments will be those contained in the current STPCD).

Examples of out of school learning activities include:

- breakfast clubs;
- homework clubs;
- summer schools;
- study support groups;
- activities for gifted and talented children;
- activities to improve literacy;
- sporting activities; and
- other outdoor activities or clubs linked to the curricular, arts and hobby interest areas.

To ensure effective work life balance and also value for money in the delivery of the services provided the Local Governing Body should consider carefully who is best placed to undertake these activities. It may not necessarily be a teacher. Activities should be offered to staff following a fair and transparent process.

Additional responsibilities and activities relating to the raising of educational standards

Teachers may occasionally provide services to other schools. When such arrangements have been entered into, the Local Governing Body will determine how much, if any additional payment will be made and for how long.

RECRUITMENT AND RETENTION INCENTIVE BENEFITS

The Local Governing Body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive.

The pay committee will consider exercising its powers under the STPCD where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The Local Governing Body will, nevertheless, conduct an annual formal review of all such awards.

In relation to a Headteacher, any additional payments under this section will form part of the pay range.

Payments will not be made under the 'recruitment and retention' criteria for additional work undertaken, for specific responsibilities or to supplement pay for other reasons.

Travel Card Subsidy

The Z1-2 Travelcard (TC) subsidy will be kept under annual review by the Resources Committee. It may be necessary to withdraw this subsidy in order to protect the school resources.

1. From April 2017 the TC subsidy was made available only to teachers; all other staff are offered an interest free Travel Loan (staggered over the year to manage cash flow). See Point 2 below. Teachers must (still) be in employment with St Joseph's in September of the year of application, and have completed a minimum of one year's continuous service.
 - i. In essence this is a subsidy which is paid to the beneficiary each month.
 - ii. Teachers who choose not to purchase a TC/ST may receive the equivalent sum added to their salary as a separate item.
2. Season Ticket (ST) Loan

An interest-free annual ST loan is available to all staff with the condition that these staff will still be in employment with the school in the following September.

In order to manage cash flow the ST loans will be made available as follows:

- Teachers from May
- Support staff from September

The following conditions will apply:

- i. All loans must be authorised by the Executive Headteacher.
- ii. Proof of purchase of ST must be submitted to Finance and Admin Assistant.
- iii. The loan repayments will be processed in (equal) monthly instalments through payroll.
- iv. Any loan balance must be repaid in full given 1 month's notice or immediately upon leaving service.
- v. Other terms and conditions may apply.

SALARY SACRIFICE ARRANGEMENTS

Where the employer operates a salary sacrifice arrangement, e.g., Cycle scheme, a member of staff may participate in any such arrangement, as provided for in their conditions of employment.

PAY PORTABILITY

Whilst there is no longer any statutory requirement in the STPCD for the Local Governing Body to match teachers' previous salaries when they are appointed to a post, it is free to do so if it chooses. This includes the freedom to pay teachers more than their previous salary from the start of their new employment in the school.

The Local Governing Body must ensure that, when considering new appointments and appropriate levels of salary, the decisions taken do not discriminate against teachers because of a protected characteristic under the Equality Act 2010. Salary determinations made at school level should also be monitored to ensure that decisions in respect of starting salary/portability are not discriminatory.

In respect of career breaks, the relevant Local Governing Body must ensure that, although it is good practice for a teacher and a school to agree the terms on which the teacher will return from the break, the potential for indirect discrimination in any such agreement is fully assessed and, if necessary, prevented.

The Local Governing Body must avoid discriminating against teachers returning to the profession following a career break whether they return to the same school or to another school. Blanket policies against pay portability are likely to disadvantage women teachers who have taken a break from teaching to give birth and/or to care for their children.

TEACHERS WHO ARE ON MATERNITY OR LONG-TERM DISABILITY OR SICKNESS ABSENCE

The school will ensure that our pay policy does not discriminate on grounds of disability or pregnancy/maternity status. We will ensure that the pay progression criteria recognise the potential for indirect discrimination in relation to pay progression decisions, and that measures which disadvantage teachers on grounds of absence due to pregnancy/maternity or disability are potentially discriminatory and, therefore, unlawful.

Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision because of her maternity. When a teacher returns to work from maternity leave, the school must give her any pay increase that she would have received, following appraisal, had she not been on maternity leave.

The school will adopt a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year. In these circumstances, the school will ensure that the absent teacher receives fair treatment while ensuring the integrity and robustness of the school's appraisal process for all teachers. The school will ensure that they minimise bureaucracy for all involved. The school will consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal and pay determination on the evidence of performance to date in that appraisal year. Account could also be taken of performance in previous appraisal periods if there is very little to go on in the current year. However, the school will not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal.

The school will ensure that our pay and appraisal policies incorporate any adjustments which can reasonably be made to give a teacher who is absent for disability related reasons an equal opportunity to participate in appraisal and to access pay progression. Whilst there is no equivalent to the "maternity equality clause" (i.e., the clause that deems a woman to have received a pay rise to which she would have been entitled had she not been on maternity leave) in the Equality Act, we will consider utilising the same range of options outlined above for teachers on maternity leave.

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

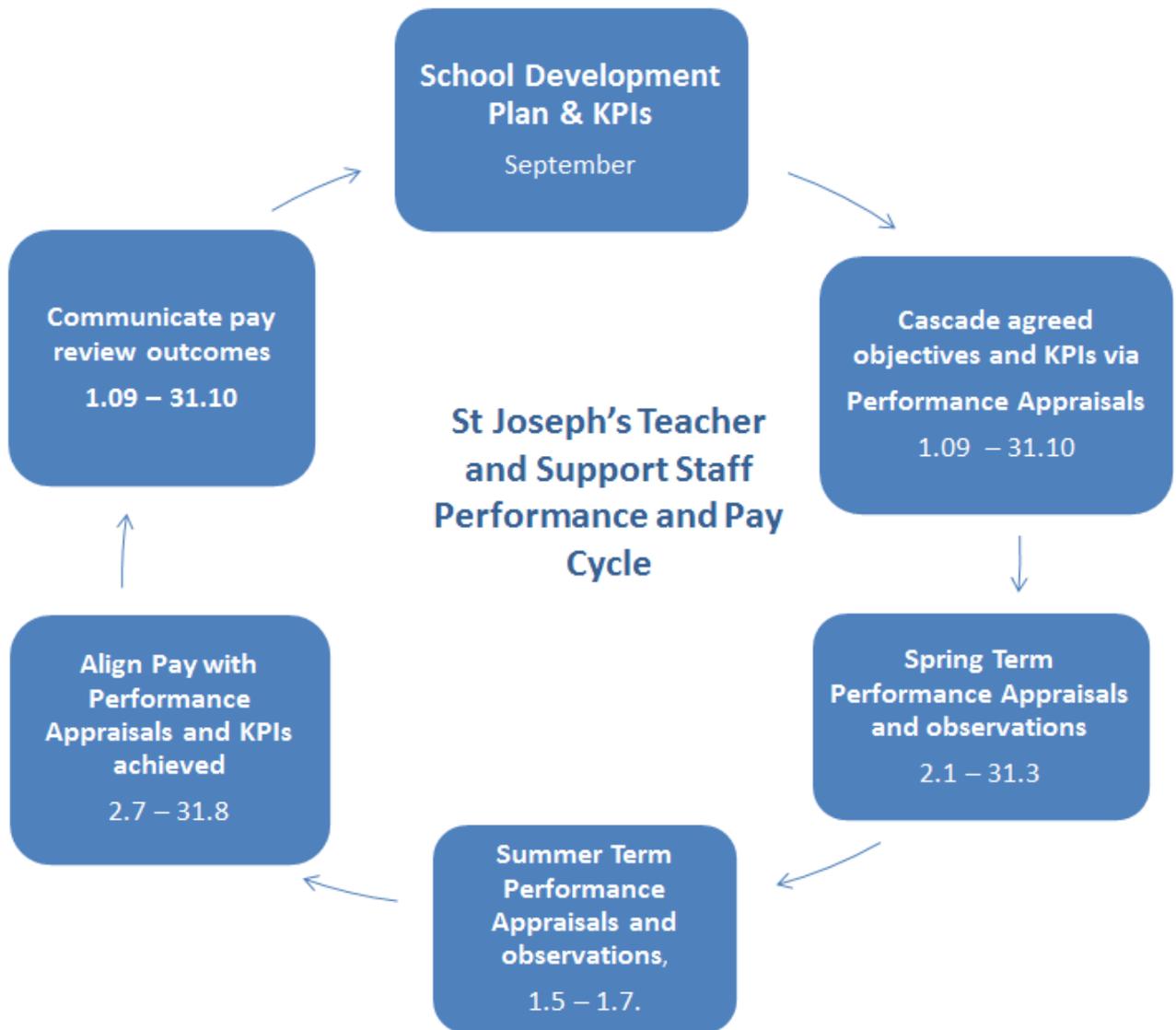
Equal Pay Considerations

To prevent any equal pay claim, the school will ensure that individual pay decisions are fully compliant with the Equality Act and the duty to have due regard is discharged. The Local Governing Body will satisfy itself that pay decisions year on year are not indicating a pattern that might cause concern.

APPENDIX 1 – STAFF STRUCTURE 2021-22

Executive Headteacher: K Wyatt (0.6) Quality Assurance Manager; Designated Safeguarding Lead							
Head of School: J Stacey Head of School Assessment; Deputy Designated Safeguarding Lead							
Joint Assistant Headteacher A Evans (1.0) RE/PSHE Lead; Deputy Designated Safeguarding Lead				Joint Assistant Headteacher A McLean Curriculum/Maths Lead			
SENCO: U Shah (0.4) Deputy Designated Safeguarding Lead							
Phase Leader: EYFS: P Patel (maternity leave) Core Subject – Computing			Phase Leader: Phase 1 (Y1-3): E Gubbins Core Subject – English			Phase Leader: Phase 2 (Y4-6): A Evans Core Subject – RE	
Nursery Class Teacher E Gubbins P Patel (maternity leave)	Reception Class Teacher R Hamilton	Year 1 Class Teacher K Lamb	Year 2 Class Teacher J Kowalik	Year 3 Class Teacher C Eccles	Year 4 Class Teacher V Vrina	Year 5 Class Teacher A Mclean	Year 6 Class Teacher A Evans C Norton
Nursery Officer S McKeown	Nursery Nurse J Ortiz E Kranjec 1:1 (Agency)	TA M Mendes	TA R Varo	TA N Wood (Agency) T Sierra Guijarro 1:1 (Agency)	TA M Aeschlimann T Jeffery (Agency)	HLTA S Reis TA TBC 1:1 (Agency) (0.6)	TA Erika Nadotti
EAL Support: T McAveety (Contractor) (0.6)		Leader of the Arts: H Wiles (0.6)			Other HLTAs: F Gilson		
Acting School Business Manager	School Office	Site Manager	Midday Meals Supervisors	Extended School Assistants	IT Support	Finance Consultant	
Jonathan Shaw (0.5) (AYR) Seconded Finance Officer (0.2) Brendan O'Sullivan	Admin Officer A Bhalla Admin Assistant H Awel (0.44)	L Ablitt (AYR)	M Edwards (2 Hrs/Day) C Lara Lara (2 Hrs/Day)	M Mendes (3Hrs/day) M Edwards (3.5Hrs/day) C Lara Lara (2.5Hrs/day) R Varo (3 Hrs/day) N Wood (2 Hrs/day) T Sierra Guijarro (2 Hrs/day) (TBC) S Reis (1 Hrs/day)	Z Hussain (Contractor) (0.1)	C Emerson (Contractor) (TBC day/month)	

APPENDIX 2 - TIMELINE



APPENDIX 3 – MODEL APPEALS PROCEDURE

The School Teachers' Pay and Conditions Document ("the Document") requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

The school's procedure for handling appeals applies equally to support staff.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the staff member at the Review Meeting prior to being submitted to the school's Pay Committee or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the staff member.

At this particular stage of the pay determination process, if the staff member wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a staff member believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

APPEAL HEARING PROCEDURE

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

Guidance

- When a staff member feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- Staff members / head teachers should put their appeal in writing to either the Executive Headteacher or the Governing Body; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

Appeal Procedure Steps: Informal Stage

As part of the pay determination process, the line manager (“the recommendation provider”) will make a recommendation to the “the decision maker” (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a staff member’s pay, “the decision maker” will write to the staff member advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to “the decision maker”.

If the staff member wishes to appeal the decision, they must do so in writing to “the decision maker”, normally with 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, “the decision maker” must then arrange to meet the staff member to discuss the appeal. “The recommendation provider” should also be invited to the meeting to clarify the basis for the original recommendation.

“The decision maker” will reconsider the decision in private and write to the staff member to notify them of the outcome of the review and of the staff member’s right of appeal to the Governing Body. If the staff member wishes to exercise their right of appeal, they must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the Formal Stage of the Appeal Procedure.

Appeal Procedure Steps: Formal Stage

On receipt of the written appeal, the Clerk to the Governing Body will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the Appeal Committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both “the recommendation provider” and “the decision maker” will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. Both “the recommendation maker” and “the decision maker” will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the staff member notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

APPENDIX 4 – LEADING PRACTITIONER ROLES

Leading practitioners have the primary purpose of modeling and leading improvement of teaching skills (paragraphs 19 and 50.1 of the Document).

In this context, specific duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching skills within school [**and within the wider school community*] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas.

[*Note: Schools can determine whether the leading practitioner role will include any element of outreach. If so, any re-charge to other schools will have to be determined].

Pay on appointment

The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the School Teachers' Pay and Conditions Document, and will be determined by the role and range of responsibility of each post, which may vary across the school.

Each post will be paid at a fixed point within the minimum and maximum range of £50,415 - £72,480 contained within the School Teachers' Pay and Conditions Document.

The starting salary for an appointment to a post on the Leading Practitioner pay range will be determined by the governing body and take account of the teacher's skills and experience.

Pay determinations with effect from 1 September 2020

The Executive Headteacher will agree appraisal objectives for the leading practitioner.

The Pay Committee shall have regard to the results of the leading practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay, in accordance with paragraph 22 of the Document.

The Pay Committee will take account of other evidence. The evidence should show the leading practitioner:

- has met their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;

- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

“Highly competent” and “substantial” are defined in the section entitled, “Applications to be paid on the Upper Pay Range”.

Where it is clear from the evidence that the teacher’s performance is exceptional, the Pay Committee may decide to award enhanced pay progression.

APPENDIX 5 – UNQUALIFIED TEACHERS

Pay on appointment

The Pay Committee will pay any unqualified teacher in accordance with paragraph 20 of the Document. The Pay Committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The Pay Committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 27 of the Document.

Pay determinations effective from 1 September 2020

The governing body will follow the provisions of the Document 2012 and award a point on the unqualified teacher scale (paragraph 35), unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The Pay Committee will normally exercise this discretion only in the context of a formal capability procedure. The Pay Committee will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.

Where the teacher is subject to the Appraisal Regulations 2012, the Pay Committee will award one additional point where the teacher's performance in the previous 12 months was excellent having regard to the results of the most recent appraisal.

Where the teacher is not subject to the Appraisal Regulations 2012, the Pay Committee will award one additional point where the teacher's performance in the previous school year was excellent, having regard to all aspects of the teacher's professional duties, in particular, classroom teaching.

Pay determinations effective from 1 September 2020

Possible Option:

The Pay Committee has determined local points between the statutory minimum and maximum points of the main pay range as follows:

Minimum	£23,099
Reference point 2	£25,212
Reference point 3	£27,325
Reference point 4	£29,187
Reference point 5	£31,298
Maximum	£33,410

In order to be eligible for progression up the unqualified teacher range, unqualified teachers will need to show that they have met their objectives.

If the evidence shows that a teacher has exceptional performance, the governing body may award enhanced pay progression.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

APPENDIX 6 – PROVISION OF INITIAL TEACHER TRAINING

A payment may be made for activities which are undertaken on a voluntary basis relating to the provision of initial teacher training (ITT). Such payments may only be made for ITT which is provided as part of the ordinary conduct of the school.

Such activities may include:

- *supervising and observing teaching practice;*
- *giving feedback to students on their performance and acting as a professional mentor;*
- *running seminars or tutorials on aspects of the course; and*
- *formally assessing student competence.*

APPENDIX 7 – ADDITIONAL RESPONSIBILITIES AND ACTIVITIES RELATING TO THE RAISING OF EDUCATIONAL STANDARDS

The operating principles and requirements of the provision of services to other schools are set out in paragraphs 77 - 80 of the section 3 guidance. Headteachers may occasionally provide services to other schools, for example as a consultant leader, school improvement partner, local leader of education or national leader of education. When such arrangements have been entered into, the governing body will determine how much, if any additional payment will be made and for how long. Payments are not automatic. The governing body will also, in such circumstances, consider whether to review the remuneration of other staff whose duties and responsibilities may be impacted on by the headteacher's additional role.

Where such additional responsibilities are temporary, so are any related additional payments. Safeguarding arrangements will not apply when such payments cease.

Paragraph 40.1(d) of the Document cannot be applied where the headteacher has been appointed as the headteacher of more than one school (paragraph 11.5 of the Document). Remuneration in this case is determined when considering the group size and ISR for the school and not as an additional payment.

APPENDIX 8 - PROVISION OF EXTENDED SCHOOL'S CLUB CARE FOR CHILDREN OF STAFF

Permanent School staff employees **who are required to** commence work prior to 8.45 am (pupil admission time) may enrol their child/ren in 'Breakfast Club' for no fee, if he or she is a current pupil at St Joseph's.

Similarly, permanent School staff employees **who are required to** work beyond 3.45pm may enrol their child/ren in 'Wraparound Club' for no fee, if he or she is a current pupil at St Joseph's.

APPENDIX 9 - St Joseph's RC Primary School Career Stage Expectations Chart

Name:..... Date:.....

Professional Area	Relevant standards	M1-M3 Teacher	M4 Experienced Teacher	M5 M5	M6 M6	U1 Accomplished Teacher	U3 Accomplished Teacher	notes
Professional Practice	1.1 2.2, 2.3, 2.5 3.1, 3.3 4.1, 4.2, 4.3 5 – all 6.1 7.1, 7.2, 7.3 8.3	The majority of teaching is good but there might be some areas requiring improvement	All teaching is good or better	All teaching good;	some outstanding	All teaching good; some outstanding	All teaching good; much outstanding	
Professional Outcomes	1.2 2.1, 2.2, 2.3 5.1 6.3, 6.4	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations'	some exceed them	Almost all pupils achieve in line with school expectations; many exceed them	
Professional Relationships	1.1 6.4 7.4 8.2, 8.3, 8.5	Positive working relationships with pupils, colleagues and parents	These relations are securely focused on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes		
Professional Development	2.4, 2.5 3.1, 3.2, 3.4, 3.5 4.5 5.2, 5.3, 5.4 6.1 8.4	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up to date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of colleagues	Plays a proactive role in leading professional development of colleagues across the school		
Professional Conduct	1.3 7.1 8.1 Section 2	Meets all standards in our staff conduct policy	Meets all standards in our staff conduct policy	Meets all standards in our staff conduct policy	Meets all standards in our staff conduct policy	Meets all standards in our staff conduct policy		

APPENDIX 10 – TEACHERS’ PAY

School Teachers Pay Rates for 2021-22															
LEADERSHIP				Main Scale				TLR Allowances							
PT	01/09/2019	01/09/2020	01/09/2021	PT	01/09/2019	01/09/2020	01/09/2021	PT	01/09/2019	01/09/2020	01/09/2021				
L1	48,824	50,167	50,167	M1	30,480	32,157	32,157	TLR3A	555	570	570				
L2	49,857	51,229	51,229	M2	32,070	33,658	33,658	TLR3B	1,103	1,133	1,133				
L3	50,912	52,313	52,313	M3	33,741	35,226	35,226	TLR3C	1,653	1,699	1,699				
L4	51,984	53,414	53,414	M4	35,499	36,866	36,866	TLR3D	2,757	2,833	2,833				
L5	53,091	54,552	54,552	M5	38,230	39,492	39,492								
L6	54,223	55,715	55,715	M6	41,483	42,624	42,624	TLR 2A	2,796	2,873	2,873				
L7	55,477	57,003	57,003					TLR 2B	4,654	4,782	4,782				
L8	56,576	58,132	58,132	Upper Pay Range				TLR 2C	6,829	7,017	7,017				
L9	57,790	59,380	59,380												
L10	59,076	60,701	60,701	PT	01/09/2019	01/09/2020	01/09/2021	TLR 1A	8,069	8,291	8,291				
L11	60,404	62,066	62,066	UPR1	45,713	46,971	46,971	TLR 1B	9,927	10,200	10,200				
L12	61,624	63,319	63,319	UPR2	47,960	49,279	49,279	TLR 1C	11,789	12,113	12,113				
L13	62,968	64,700	64,700	UPR3	49,571	50,935	50,935	TLR 1D	13,654	14,029	14,029				
L14	64,344	66,114	66,114												
L15	65,747	67,556	67,556	LEADING PRACTITIONER				SEN Allow							
L16	67,295	69,146	69,146	PT	01/09/2019	01/09/2020	01/09/2021	PT	01/09/2019	01/09/2020	01/09/2021				
L17	68,663	70,552	70,552	Minimum	49,065	50,415	50,415	1	2,209	2,270	2,270				
L18	69,499	71,411	71,411	Maximum	70,540	72,480	72,480	2	4,359	4,479	4,479				
L18*	70,194	72,125	72,125												
L19	71,742	73,715	73,715	UNQUALIFIED											
L20	73,328	75,345	75,345	PT	01/09/2019	01/09/2020	01/09/2021								
L21*	74,208	76,249	76,249	1	22,237	22,849	23,099								
L21	74,949	77,011	77,011	2	24,293	24,962	25,212								
L22	76,618	80,890	80,890	3	26,350	27,075	27,325								
L23	78,318	80,472	80,472	4	28,405	29,187	29,187								
L24*	79,280	81,461	81,461	5	30,460	31,298	31,298								
L24	80,074	82,277	82,277	6	32,513	33,410	33,410								
L25	81,867	84,119	84,119												
L26	83,699	86,001	86,001	SUPPLY TEACHERS (DAILY RATES)											
L27*	84,731	87,062	87,062	Annual Salary / 194 for 2021-22 (normally /195)											
L27	85,579	87,933	87,933	Qualified Effective Date						Unqualified Effective Date					
L28	87,512	89,919	89,919	PT	01/09/2019	01/09/2020	01/09/2021	PT	#####	01/09/2020	01/09/2021				
L29	89,491	91,953	91,953	1	156.31	164.91	165.76	1	114.04	117.17	119.07				
L30	91,522	94,039	94,039	2	164.46	172.61	173.49	2	124.58	128.01	129.96				
L31*	92,667	95,216	95,216	3	173.03	180.65	181.58	3	135.13	138.84	140.85				
L31	93,594	98,812	98,812	4	182.05	189.06	190.03	4	145.67	149.68	150.45				
L32	95,722	98,355	98,355	5	196.05	202.52	203.57	5	156.21	160.50	161.33				
L33	97,911	100,604	100,604	6	212.73	218.58	219.71	6	166.73	171.33	172.22				
L34	100,140	102,894	102,894	UPR1	234.43	240.88	242.12								
L35*	101,421	104,211	104,211	UPR2	245.95	252.71	254.02								
L35	102,436	108,147	108,147	UPR3	254.21	261.21	262.55								
L36	104,776	107,658	107,658												
L37	107,194	113,171	113,171												
L38	109,648	112,664	112,664												
L39*	111,020	114,074	114,074												
L39	112,131	115,215	115,215												
L40	114,742	117,898	117,898												
L41	117,416	120,645	120,645												
L42	120,156	123,461	123,461												
L43	121,749	125,098	125,098												

* These points and point 43 are the maximum salaries for the 8 Headteacher group ranges