



Stonegate Primary School and Little Acorns Pre-School



Pay Policy 2022 – 2023

Date: September 2022

Next Review: September 2023

Document summary

Every school is required to have a pay policy which sets out how teachers' pay is determined. This model pay policy can be adapted by schools to meet their local requirements.

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About this document:

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| <p>Enquiries: HR Advisory Team Author: HR and OD Telephone: 01273 481300 Email: janet.bowen@eastsussex.gov.uk</p> <p>Download this document From the resources section of the Services to Schools Webshop:</p> | <p>Version number: 01</p> <p>Related information:</p> <p>Supplementary guidance on teachers' pay and the model pay policy 2022-23 - ESCC</p> <p>School Teachers' Pay and Conditions Document (STPCD) September 2022 - DfE</p> <p>Implementing your school's approach to pay – DfE guidance October 2022</p> <p>Equalities considerations as part of the appraisal and pay determination process – DfE – June 2014</p> <p>Staffing and Employment Advice for Schools 24 October 2018 – DfE</p> <p>Teacher Appraisal and Capability Model Policy – DfE – September 2021</p> <p>Appraisal Policy - ESCC</p> <p>Making Data Work – Report of the Teacher Workload Advisory Group – November 2018</p> <p>Download these documents From the resources section of the Services to Schools Webshop</p> |
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Pay policy for determining teachers' pay 2022-23

The Governing board of Stonegate Church of England Primary School adopted this policy on 6th December 2022

Introduction

1. Introduction

This policy should be read alongside the following documents: [Supplementary guidance on teachers' pay and the model pay policy 2022/23](#) produced by East Sussex County Council ([Supplementary guidance document](#) henceforth), [School Teachers' Pay and Conditions Document \(STPCD\)](#) September 2022, [Implementing your school's approach to pay](#) – DfE guidance October 2022, [Staffing and Employment Advice](#) – DfE guidance October 2018, [Teacher Appraisal and Capability Model Policy](#) – DfE – March 2019 and the [East Sussex Appraisal Policy](#).

- 1.1. This policy sets out a framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the STPCD and has been consulted on with headteachers and the recognised trade unions on behalf of staff.
- 1.2. This policy is available to all relevant staff in this school and can be accessed by: **searching on the school's O: (a copy can also be found in the staff room)**
- 1.3. Please note that if a Governing board decides to use an alternative version of the pay ranges to those recommended by the Local Authority as set out in this model policy, there will be a requirement for the Governing board to ensure that a local consultation process takes place with staff and regional representatives of the recognised trade unions. Advice on this process should be sought from your dedicated HR Consultant.
- 1.4. In addition to the policy, schools must stay within the legal framework set out in the STPCD and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection); a court or tribunal may take any failure to do so into account in any proceedings.
- 1.5. All teachers are paid in accordance with the statutory provisions of the STPCD, as updated from time to time.
- 1.6. All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability. In adopting this pay policy, the aim is 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 & transparent way**

- 1.7. The pay policy sets out the procedures that apply when any teacher seeks a review of any decision made by the head teacher or Governing board that affects their pay. The pay hearings and appeals procedure perform the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures.
- 1.8. This policy will be reviewed annually or at such time that changes are made to the STPCD, in particular those affecting areas of discretion to be exercised by the Governing board.
- 1.9. Schools should ensure that their pay policy does not discriminate on grounds of **disability, pregnancy/maternity status**. Schools should ensure that pay progression criteria recognises 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 leave. When a teacher returns to work from maternity leave, the teacher must be awarded any pay increase that she would have received, following appraisal, had she not been on maternity leave.
- 1.10. Schools need to take 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. Please refer to pages 41 – 42 of Implementing Your School's Approach to Pay – October 2022 (DfE) for further information [Implementing your school's approach to pay \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106222/Implementing_your_schools_approach_to_pay_-_October_2022.pdf)
- 1.11. Except for teachers and leaders on the minima and maxima of their respective ranges or group ranges, schools must determine – in accordance with their own pay policy – how to take account of the uplift to the national framework in making individual pay progression decision.
- 1.12. The DfE stopped publishing national pay points from 2015. From 2020 the DfE reintroduced advisory pay points for the main and upper pay ranges. From 2021 advisory pay points for the unqualified teacher pay range were also introduced.
- 1.13. In order to facilitate pay determination, to support a transparent and coherent pathway and to assist with recruitment and retentions, advisory pay points for the main and upper pay ranges have been set out in Annex 3 of the STPCD 2022. These were recommended by the School Teachers' Pay and Review Body (STRB) in their 2021 report and the DfE encourages schools to use them in their decision making.
- 1.14. The reintroduced advisory pay points are advisory and not mandatory and all decisions relating to pay progression must continue to be based on performance.
- 1.15. The pay uplifts for each of the pay ranges and all allowances will be backdated to 1st September 2022.
- 1.16. In relation to the 2022/23 pay policy, the Governing board has taken the decision:
 - To retain the advisory pay points (formerly known as nominal reference points) for each of the teacher and leadership pay ranges.

- To accept the September 2022, pay award In line with the STRB's 32nd Report: a 5% increase on all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Range, as a step towards achieving a minimum starting salary of £30,000 by September 2023. All uplifts to be backdated to September 2022.
 - Continue with the payment mechanisms for tutoring delivered by main pay range teachers and upper pay range teachers to address learning disruption as a result of the coronavirus pandemic.
 - To accept a change in the number of days and hours that teachers must be available to work as a result of the additional Bank Holiday on Monday, 19th September 2022 to account for the funeral of Her Majesty Queen Elizabeth II. The change only applies to the school year beginning September 2022. It means that teachers must be available for teaching and other duties for 189 days, with 5 days reserved for INSET. Full-time hours are therefore 1,258.5 instead of the usual 1,265.
- 1.17. Teachers may receive a further increase in their pay based on the outcome of their performance management review for 2022/23. These decisions will be made before 31 October 2022, and any pay award will be back dated to 1 September 2022.
- 1.18. DfE guidance sets out that maintained schools must continue to adhere to the STPCD) during, and following the pandemic, which includes the requirement to ensure that all pay progression for teachers is linked to performance management. However, DfE expects schools to use their discretion and take pragmatic steps, consistent with the Education (School Teachers' Appraisal) (England) Regulations 2012 to adapt performance management and appraisal arrangements to take account of the current circumstances, for example, by basing performance on the period schools were open, adjusting, if necessary, for expected trajectory had there been no closures.
- 1.19. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of partial school closures, where this has impacted on the ability of the teacher to meet fully their objectives.

In this context, please note the following ESCC HR advice:

- Pay progression **should not be considered to be** automatic for teachers eligible for progression from 1st September 2022.
- Schools should follow the process for performance management and appraisal in the usual way in accordance with the school's policy, and consider adaption, where appropriate, as set out in the DfE guidance above.
- Teachers may have taken on additional responsibilities e.g., to ensure effective remote learning opportunities are in place for pupils, when required, and these can also be considered when determining pay for 2022/23 if circumstances meant that the original performance management targets could not be fully met.
- Schools should follow the guidance set out in their Pay Policy in relation to pay progression, including applications to move from the main pay range to the upper pay range.

- Schools should remind themselves of the appeal process set out in Appendix E of the East Sussex Model Pay Policy – Managing Appeals against Pay Determination **before any decisions on pay determination are made.**

1.20. A copy of the school structure plan is shown in [Appendix A](#).

1.21. This policy does not apply to support staff; however, the framework for support staff is attached at [Appendix B](#).

Governing board’s responsibility for pay

2. Governing board’s responsibility for pay

2.1. Pay decisions at this school are made in accordance with arrangements agreed by the Governing board.

[Insert any arrangements for your school, (for example, which decisions may be made by an individual (e.g. the head) or a pay committee of the Governing board)]

2.2. The party or parties responsible for pay decisions will be referred to as the Governing board throughout the policy.

2.3. Please refer to [Appendix C](#) for details of the school’s Terms of Reference for School Pay Committee.

2.4. Please also refer to section 2 of the [Supplementary guidance document](#) available on Webshop.

Teacher pay reviews

3. Teacher pay reviews

3.1. The Governing board will ensure that each teacher’s salary is reviewed annually, following each appraisal review with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

3.2. Any pay decision will be backdated to 1 September of the relevant year, except where a teacher takes up a new post, makes a successful application to the upper pay range or is subject to any other change of salary in accordance with the STPCD in which case this may occur on a date other than that for the annual salary determination.

3.3. Where a teacher takes up their position in a school at times other than September, provided a teacher has completed a year of employment, the pay of a teacher can be reviewed. The STPCD sets out the definition of a “year’s employment” in Annex 2, paragraph 6: “a person has completed a year of employment if the person has completed 26 weeks in aggregate within the previous school year (in the case of paragraph 11.1 and 19. E.g., if a teacher takes up their post in January, they are eligible for a pay review the following September, backdated to 1st September. Schools should ensure that all teachers taking up their roles, irrespective of the time of the academic year, that a clear appraisal process is set out with the teacher (except for ECTs/NQTs).

- 3.4. Where a pay determination leads or may lead to the start of a period of safeguarding, governors will give the required notification as soon as possible and no later than one month after the date of the determination.

Pay determination on appointment

4. Pay determination on appointment

- 4.1. The Governing board will determine the teacher pay range/s for a vacancy prior to advertising it giving regard to:
- *the particular requirements of the post*
 - *any specialist knowledge, skills or experience required to undertake the specific duties of the role*
 - *market conditions*
 - *the wider school context*
- 4.2. As part of the selection process, the Governing board will determine the starting salary within that range/s to be offered to the successful candidate, giving regard to the relevant skills and experience of the candidate.

Pay portability

5. Pay portability

- 5.1. The Governing board will give consideration to the principle of pay portability in making pay determinations for all new appointments.
- 5.2. The Governing board will request that the current or predecessor school confirms in writing that the teacher would have received a recommendation for pay progression at the end of the appraisal cycle had the teacher not changed schools as part of the pre-employment checking process that is sought prior to confirming the offer of employment and starting salary.
- 5.3. The Governing board will ensure that the principles of equality of opportunity will apply in all pay determination for new entrants to the school and will ensure that salary determinations are monitored to ensure that decisions in respect of starting salary/pay portability are not discriminatory.

Performance pay

6. Performance based pay progression

- 6.1. All teachers will receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.
- 6.2. The arrangements for teacher appraisals are set out in the school's appraisal policy.
- 6.3. The Governing board will determine annually the remuneration of a teacher with effect from 1 September and in accordance with para 3.1 of Section 2 of the STPCD.

- 6.3.1. A recommendation on pay will be made in writing as part of the teacher's appraisal report, and the Governing board will have regard to this in making their decision regarding pay progression. Pay decisions will be clearly attributable to the performance of the teacher in question.
- 6.3.2. In the case of Early Careers Teachers (ECTs) Pay decisions will be based on the outcome of the statutory induction process. Under normal circumstances, where an ECT has met the standards of the statutory period of induction, pay progression should be awarded. Since 1st September 2021, teachers new to the profession are known as **Early Careers Teachers (ECTs)**. The governing board must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year of induction. Teachers employed by schools prior to September 2021 who have not completed their statutory induction process, will be required to conclude their induction in one year, or pro rata in accordance with their hours of work. Please refer to section 13 in the Supplementary Guidance for further information.
- 6.3.3. Continued good performance as defined by the school's pay policy means that there is an expectation that all teachers will progress to the top of their respective pay range.
- 6.3.4. During the appraisal cycle, teachers are entitled to receive regular constructive feedback on their performance at review meetings during the academic year, as well as during the appraisal meeting at the beginning and the end of the appraisal cycle.
- 6.3.5. Where a teacher is not performing well, the process to be followed is set out in the Model Appraisal Policy for Schools, Guidance for Teacher and Headteacher Appraisal and the Model Capability Policy as well as Implementing Your School's Approach to Pay, October 2022.
- 6.3.6. Where a teacher is **not recommended for pay progression**, they will be provided with written reasons as to the outcome of the review and the reasons why progression was not recommended.
- 6.3.7. The recommendation for "no progression" should **not come as a surprise** to a teacher at the appraisal meeting. The potential consequences of the under-performance of a teacher should be highlighted to the teacher by their line manager **throughout the regular supervision process within the appraisal cycle of the relevant academic year**. At the earliest opportunity clear advice should be provided to assist the teacher in recognising where their performance is not meeting the requirements for pay progression and to assist them in making the required changes to their performance within a specific timeframe.
- 6.3.8. A 'no progression' determination can be made without recourse to the capability procedure. Should a decision be made not to award progression, a professional dialogue, support and training will then be provided within the appraisal process to help the teacher to meet the level of performance necessary to obtain pay progression in the future. Or, if appropriate, a period of structured support could be implemented in line with the school's appraisal policy.

- 6.4. To be fair and transparent, assessment of performance will be based on evidence. The evidence we will use includes:
- Evidence provided against Appraisal Targets
 - Evidence from Drop ins, pupils progress meeting and external evaluations of the school.
- 6.5. In this school we will ensure fairness by:
- Having open and honest discussions.
 - Making all appraisal processes a two way conversation with staff being able to bring and discuss evidence from a range of sources.
- 6.6. In this school, judgements of performance will be made against standards taken from teachers' standards and statements from the UCL NPQ statements for teachers' characteristics.
- 6.7. At the end of the appraisal process, an Appraiser should confirm their recommendation on pay determination to the Appraisee in writing. For further information on the process please refer to paragraph 13 of the Appraisal Policy, Pay Progression Linked to Performance. **Appendix E** of the school's Model Pay Policy sets out the informal approach that should be followed by the Appraiser, Appraisee and/or Headteacher where there is a decision on "no progression" prior to progressing to a formal representation to the Pay Committee.
- 6.8. Final decisions about whether to accept a pay recommendation will be made by the Pay Committee of the Governing board, having regard to the appraisal report and taking into account advice from the senior leadership team.
- 6.9. The Governing board will ensure that appropriate funding is allocated for pay progression at all levels.
- 6.10. **Appendix E** to this policy contains detailed information regarding the appeal process for pay determination.
- 6.11. Please also refer to the [Supplementary guidance document](#) for further information.

Main pay range for teachers

7. Main pay range teachers

- 7.1. A teacher on the main pay range will be paid such salary on the reference points set within the minimum and maximum of the main pay range below as the Governing board determines (subject to para 1.8/1.9 of this policy):

| Main Pay Range for Teachers 2022/23 | |
|--|---------|
| Minimum Reference Point 1 | £28,000 |
| Reference Point 2 | £29,800 |
| Reference Point 3 | £31,750 |
| Reference Point 4 | £33,850 |
| Reference Point 5 | £35,990 |
| Maximum Reference Point 6 | £38,810 |

7.2. As a teacher progresses up the main pay range there will be an expectation that increasingly challenging but realistic appraisal objectives will be set at an appropriate level to reflect the experience and ability of the teacher using the principles of SMART target setting (specific, measurable, achievable, realistic and timely).

7.3. The rate of pay progression will be differentiated according to an individual teacher's performance. The expected level of performance will be set out at the beginning of the appraisal process. In this school judgements of performance will be made against the extent to which a teacher has met their individual objectives and the relevant teaching standards. A teacher will be eligible for pay progression if their performance has been assessed as "good" and will be made in accordance with the following performance measures.

- *Impact on pupil progress*
- *Impact on wider outcomes for pupils*
- *Improvements in specific elements of practice*
- *Impact of effectiveness of teachers or other staff*
- *Wider contribution to the work of the school*

7.4. If the evidence collated shows that a teacher has excelled over the duration of the academic year being assessed, the Governing board will consider awarding enhanced pay progression. In such cases teaching and learning should be consistently **outstanding or exceptional** which in this school is considered to be:

- All of their teaching is assessed as outstanding / the highest quality
- They show a strong commitment to the school and are prepared to go above and beyond the class of duty when necessary
- Acting as an exemplar for others and showing a commitment to improving their own performance and to continuing professional development

7.5. There is however no obligation to increase an individual's pay unless it is warranted by performance. For instance, a teacher may be performing satisfactorily, meeting most of their objectives (but not all) and with much of their teaching (but not all) assessed as good. In such circumstances this school may consider that such a level of performance will result in a "no pay progression" determination following the conclusion of the appraisal cycle. This determination should not come as a surprise to a teacher as this school ensures that regular constructive feedback is provided to all teachers on their performance throughout the year.

7.6. Please also refer to section 6 of the [Supplementary guidance document](#) for further information on performance based pay progression.

Upper pay range for teachers

8. Upper pay range teachers

- 8.1. A teacher on the upper pay range will be paid such salary on the reference points set within the minimum and maximum of the main pay range below as the Governing board determines. In East Sussex there has been the option since September 2013 for the Governing Board to adopt a 5 point upper pay range, or a 3 point upper pay range. Please see paragraph 6.7 of the Supplementary Guidance document for further information.

| Upper Pay Range for Teachers 2022/23 | |
|---|---------|
| Minimum U1 | £40,625 |
| U2 | £41,625 |
| U3 | £42,131 |
| U4 | £42,905 |
| Maximum U5 | £43,685 |

- 8.2. There will be increasing expectation as a teacher progresses up the upper pay range and appraisal objectives will become more challenging to reflect such progression.
- 8.3. For the 5 point upper pay range in order to progress by one reference point annually, teachers will need to have met their objectives and continue to meet the criteria set out in paragraph 15.2 of the STPCD 2022: they are highly competent in all elements of the relevant standards and that their achievements and contribution to the school are substantial and sustained.
- 8.4. For the 3 point upper pay range, a pay review should also take place annually, and pay progression does not need to be restricted to every other year, until the top of the pay range is achieved.
- 8.5. Continued good performance as defined by this school's pay policy should give a teacher an expectation of progression to the top of their respective pay range.
- 8.6. If the evidence collated shows that a teacher has excelled over the duration of the academic year being assessed, the Governing board will consider awarding enhanced pay progression in addition to the annual reference point. In such cases teaching and learning should be judged consistently outstanding, based on the triangulation of evidence considered during the appraisal process.
- 8.7. In exceptional cases, additional points up to the maximum of the upper pay range can be awarded.
- 8.8. Please also refer to section 6 of the [Supplementary guidance document](#) for further information.

Accessing the upper pay range

9. Accessing the upper pay range

- 9.1. Any qualified teacher (including part time teachers) may apply to be paid on the upper pay range at least once a year. Applications should include the results of the teacher's previous two consecutive appraisal periods under the Appraisal Regulations 2012, including any recommendations on pay. The assessment process will be evidence based to ensure it is transparent, robust, and fair. Teachers should ensure they have an evidence base to support their application. 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 upper pay range in that school(s). This school will not be bound by any pay decision made by another school.
- 9.2. Teachers may submit one application annually. The closing date for applications is **End of Term 4 2023** however, exceptions will be made in circumstances, for example, those teachers on maternity or sick leave. The Governing Board will ensure that teachers who may have had breaks in service are treated equitably. Please refer to the Equalities considerations as part of the appraisal and pay determination process – DfE June 2014 and Implementing your school's approach to pay – October 2022 for further guidance.
- 9.3. Applications will be assessed by the headteacher. The assessor will make a recommendation to the Governing board (**James Turner**).
- 9.4. Please see [Appendix D](#) for the application form to access the Upper Pay Range.
- 9.5. An application from a qualified teacher will be successful where the Governing board is satisfied that:
 - a) the teacher is highly competent in all elements of the relevant standards; and
 - b) the teacher's achievements and contribution to the school are substantial and sustained.
- 9.6. For the purposes of this pay policy:
 - **'highly competent' means the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.**
 - **'substantial' means 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' means the teacher must have had two successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions above). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.**
- 9.7. Please also refer to section 8 of the [Supplementary guidance document](#) for further information.

- 9.8. If the Governing board decides not to allow a teacher to progress to the upper pay range, the teacher may appeal that decision.
- 9.9. Please see [Appendix E](#) for details of Teacher pay hearings and appeals.

Leading practitioners

10. Leading practitioners – the school does not employ any lead practitioners – 2022 - 2023

Unqualified pay range for teachers

11. Unqualified teachers - the school does not employ any unqualified teachers – 2022 - 2023

An unqualified teacher who becomes qualified

12. An unqualified teacher who becomes qualified

- 12.1. On obtaining QTS, an unqualified teacher must be transferred to a salary within the main pay range. Where the teacher continues to be employed by the same school within which they were employed before they obtained QTS, the teacher will be paid a salary which is the same as or higher than their salary as an unqualified teacher.
- 12.2. An unqualified teacher who obtains qualified teacher status retrospectively will be paid a lump sum representing the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the unqualified teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

Qualified Teacher Learning & Skills Status (QTLS)

13. Qualified Teacher Learning & Skills Status (QTLS)

- 13.1. Since 1 April 2012, teachers and trainers within the further education sector who have been awarded QTLS by the Society for Education and Training (SET) formerly the Institute for Learning (IFL) and are members of SET are recognised as qualified teachers in schools. This will allow them to be appointed to permanent posts in maintained schools to teach any age range that the schools deem appropriate based on their qualifications and experience, and they will be paid on the qualified teachers' pay range (main or upper).
- 13.2. A QTLS teacher is not required to undertake statutory induction. Schools have the flexibility to choose the standards against which they wish to assess the performance of QTLS holders. QTLS teachers, unlike other teachers, don't have to be assessed against the Teachers' Standards.

- 13.3. They will continue to be recognised as qualified school teachers providing, they remain a member of SET. Members of SET who have QTLS status will appear on the QTLS register. Those whose membership lapses for any reason will be removed from the QTLS register and will not be entitled to hold a position working in a school as a qualified teacher. Membership must be renewed annually by the teacher. The membership year operates from 31 March to 1st April. Further information is available from the [SET website](#).
- 13.4. The employing school is responsible for ensuring on an annual basis that any teacher employed and paid on the same terms and conditions of employment as a teacher with QTS on the basis of the award of the QTLS qualification and membership is still a member of SET by checking the SET Professional Register, and for written confirmation from the teacher that they have complied with these requirements.

Part time and supply teachers

14. Part time teachers

- 14.1. Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time.
- 14.2. The Governing board will give each part time teacher 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.
- 14.3. The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the pro rata principle.
- 14.4. Please refer to paragraph 4 of the Directed Time Policy for further information on the written statement which should be issued annually.

Short notice/supply teachers

15. Short notice/supply teachers

- 15.1. Teachers employed on a day-to-day or other short notice basis are paid on a daily basis calculated on the assumption that a full working year consists of 195 days (194 days in 2022/23 due to the additional bank holiday to mark Her Majesty Queen Elizabeth's funeral; periods of employment for less than a day being calculated pro-rata).
- 15.2. Further information on the working hours of short notice and supply teachers is contained in the policy [Teachers' Working Time/1265 Hours](#).
- 15.3. The Governing Board is aware of the requirements of the need to be compliant with the Agency Worker Regulations, see section 36 of the [Supplementary Guidance](#) document

Allowances and other payments for classroom teachers

Teaching and learning responsibility (TLR) payments

16. Teaching and learning responsibility (TLR) payments – the school does not have any members of the team on a TLR 2022 - 2023

- 16.1. The Governing board may award a TLR1 or a TLR2 to a classroom teacher (main or upper pay range, including a part time teacher) on a permanent basis for undertaking a sustained or additional responsibility for the purpose of ensuring the continue delivery of high quality teaching and learning for which the teacher is responsible. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder. Unqualified teachers may not be awarded TLRs.
- 16.2. Where a part time teacher is awarded a TLR 1 or TLR2, the Governing Board will ensure that the duties associated with the role are pro-rata to a full-time equivalent teacher.
- 16.3. In accordance with the STPCD (Section 3, para 48) teachers (main pay range and upper pay range) without a TLR shouldn't be given subject leadership responsibilities, nor can they be accountable for a subject area in the school's curriculum. Please see Supplementary Guidance (insert section 16) for further information.
- 16.4. The Governing board will maintain a regular review of the duties for which a TLR should be paid to reduce indirect discrimination.
- 16.5. A TLR3 is a fixed-term award. TLR3s may be awarded only for **clearly specific time-limited school improvement projects**, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day.
- 16.6. The fixed term for which they are to be awarded must be established at the outset of the award. The Governing board will not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to safeguarding.
- 16.7. The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed term of less than one year then the total value should be determined proportionately to the annual value.
- 16.8. Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3s.
- 16.9. Having decided to award a TLR, the Governing board must be satisfied that the teacher's duties **include a significant responsibility that is not required of all classroom teachers**, and:
 - For TLR 1, 2 & 3:
 - a) is focused on teaching and learning.
 - b) requires the exercise of a teacher's professional skills and judgement.

- c) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

For TLR 1 & 2:

- d) involves leading, developing and enhancing the teaching practice of other staff; and
e) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum.

For TLR 1 only:

- f) involves line management responsibility for a significant number of people

16.10. Although a teacher cannot hold a TLR1 and TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

16.11. The annual value of a TLR 1 must be no less than £8,706 and no greater than £14,732.

16.12. The values of the TLR1s in the current staffing structure are set out below:
[insert details of TLR1s below]

- [£xxxx] to the holder of [post title]
- [£xxxx] to the holder of [post title]

16.13. The annual value of a TLR2 must be no less than £3,017 and no greater than £7,368

16.14. The values of the TLR2s in the current staffing structure are set out below:
[insert details of TLR2s below]

- [£xxxx] to the holder of [post title]
- [£xxxx] to the holder of [post title]

16.15. The annual value of a TLR3 will be no less than £600 and no greater than £2,975.

16.16. The values of any fixed term TLR3s for 2022/23 are set out below: **[insert details of TLR3s below]**

- [£xxxx] to the holder of [post title]
- [£xxxx] to the holder of [post title]

16.17. Please also refer to section 13 of the [Supplementary guidance document](#) for further information.

Special educational needs (SEN) allowance

17. Special educational needs (SEN) allowance – the school does not give any member of the team and SEN allowance 2022 - 2023

17.1. The Governing board will award a SEN allowance to a classroom teacher who meets the following criteria:

- holds any SEN post that requires a mandatory SEN qualification (this does not include the SENCO qualification).

- teaches in a special school.
- teaches pupils in a designated special class(es) or units in a school or in the case of an unattached teacher, in a Local Authority unit or service
- teaches in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, or, in the case of an unattached teacher, in a Local Authority unit or service, where the post:
 - i. involves a substantial element of working directly with children with special educational needs; and
 - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - iii. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

17.2. The value of a SEN allowance is a spot rate between £2,384 - £4,703 per annum.

17.3. SEN allowances may be held at the same time as TLRs.

17.4. Please also refer to section 14 of the [Supplementary guidance document](#) for further information.

One-to-one tuition payments

18. One-to-one tuition the school does not use 1:1 tuition

19. Please also refer to section 15 of the [Supplementary guidance document](#) for further information.

Continuing professional development (CPD) outside of the school day

20. Continuing professional development (CPD) outside of the school day does not apply at Stonegate School 2022 - 2023

20.1. The Governing board has determined that teachers who undertake voluntary continuing professional development (CPD) outside the school day will be entitled to an additional payment. ***[Insert details of payment if agreed].***

20.2. Please also refer to section 16 of the [Supplementary guidance document s](#) for further information.

Initial teacher training (ITT) activities payments

21. Initial teacher training (ITT) activities payments does not apply at Stonegate School 2022 - 2023

21.1. The Governing board has determined that teachers who undertake voluntary school-based initial teacher training activities will be entitled to an additional payment.

21.2. Please also refer to section 17 of the [Supplementary guidance document](#) for further information.

Out of school hours learning activities (OOSHLA) payments

22. Out of school hours learning activities (OOSHLA) payments does not apply at Stonegate School 2022 - 2023

22.1. Please also refer to section 20 of the [Supplementary guidance document](#) for further information.

Provision of Services to other Schools (PSOS)

23. Provision of Services to other Schools (PSOS)

23.1. Any PSOS services provided by a Headteacher, or another member of the school's leadership team, whose salary range does not take account of such activity may be entitled to a payment that is related to their role as a National Leader of Education (NLE) or Specialist Leader of Education (SLE).

23.2. Any PSOS services provided by a teacher (other than a Headteacher) will be formally authorised by governors and where the work extends over more than a 12 month period, the arrangements will be formally reviewed annually. Arrangements for ending such work will also be agreed by governors.

23.3. Any expenses incurred by a teacher will be reimbursed by the school.

23.4. If payment is agreed as a result of taking on additional work, it is recommended that governors use the mechanism of a TLR 3 allowance

23.5. Please note that safeguarding does not apply to PSOS arrangements for teachers, or Headteachers.

23.6. Please also refer to section 22 of the [Supplementary guidance document](#) for further information.

Acting Up

24. Acting Up

24.1. Please also refer to section 22 of the [Supplementary guidance document](#) for further information. Where a teacher is assigned and carries out duties of a Headteacher, Deputy or Assistant Headteacher but has not been appointed as an Acting Headteacher, Deputy or Assistant Headteacher, the Governing board must, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance must be paid in accordance with the provisions set out within the relevant section of the provisions set out at paragraphs 23.1 – 23.6 of the STPCD 2022.

Additional responsibilities and activities due to the provision of services

25. Additional responsibilities and activities due to the provision of services

25.1. The Governing board may increase the remuneration of other teachers who as a result of the headteacher's additional role are taking on additional responsibilities and activities for a temporary period.

25.2. Any adjustment to pay is temporary and safeguarding provisions **will not** apply.

Recruitment and retention incentives and benefits

26. Recruitment and retention incentives and benefits

26.1. Recruitment and retention incentives and benefits may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons and should be in line with the school pay policy.

26.2. The Governing board will **NOT** pay recruitment or retention awards

26.3. For members of the leadership team of this school appointed prior to September 2014, where appropriate, the Governing board will review any existing recruitment and retention incentives or benefits awarded to the Headteacher, Deputy or Assistant Headteacher and may continue to make such payments until such time as the respective leadership pay range is reviewed under the 2014, STPCD.

26.4. Please also refer to section 19 of the [Supplementary guidance document](#) for further information.

Residential duties

27. Residential duties – this does not apply at Stonegate School 2022 - 2023

27.1. Please also refer to section 20 of the [Supplementary guidance document](#) for further information.

Teachers Paid a Safeguarding Sum

28. Teachers Paid a Safeguarding Sum – this does not apply at Stonegate School 2022 - 2023

28.1. Safeguarding arrangements apply according to the provisions of the STPCD 2022.

28.2. Please also refer to section 24 of the [Supplementary guidance document](#) for further information.

Honorarium payments

29. Honorarium payments

29.1. The STPCD does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

Leadership pay

It was agreed by Governors in December 2021 that the Deputy Headteacher pay range should be between L1 and L5. This reflects the school's circumstances.

30. Leadership group pay

30.1. The national leadership pay framework changed from September 2014 – the existing leadership pay spine was replaced with a minimum and maximum pay range.

- 30.2. The new provisions only automatically apply to new appointments made on or after 1 September 2014. Since September 2015 **there has been no need to re-assess the pay or allowances of existing school leaders**. The pay of those in post will only need to be reviewed when there are significant changes to responsibilities. It will be for the Governing board to determine the context in which any change should be regarded as 'significant' in accordance with the school's circumstances.
- 30.3. The Governing board will ensure the process of determining the pay of the leadership group is fair and transparent. All decisions on leadership pay will be clearly recorded for audit purposes.
- 30.4. When determining the leadership pay range, the Governing board must consider all the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (such as recruitment difficulties).
- 30.5. The Governing board must ensure that there is appropriate scope within the range to allow for performance related progression over time.
- 30.6. Following the publication of the STPCD 2015, for headteachers who were already paid at the maximum of their relevant headteacher pay group range, or who moved to the top of a pay range following a pay determination, calculated in accordance with Section 2, paragraph 6 -, governing bodies were unable to apply any annual pay award uplift. Accordingly, additional nominal reference points were created to enable this as follows: L18*, L21*, L24*, L27*, L31*, L35*, L39* and L43 on the Leadership Pay Range. This meant that since 2015/16 there are two separate values for each of these nominal reference points on the leadership pay spine.
- 30.7. From 1st September 2016, all values of the nominal reference points on the leadership pay spine were uplifted by 1 % (including the "*" values). Where a Headteacher is paid on either of the nominal reference points L18*, L21*, L24*, L27*, L31*, L35*, or L39*, these values continue to apply unless the Governing board chooses to exercise its discretion to pay a higher salary in accordance with paragraph 9 of Section 2 of the STPCD. From 1st September 2017, all scale points the leadership pay spine for East Sussex were uplifted by 1 %, including the * values. From 1st September 2018, all points on the leadership pay spine for East Sussex were uplifted by 1.5 %, including the * values. From 1st September 2019, all points on the leadership pay spine for East Sussex have been uplifted by 2.75 %. From 1st September 2020, all points on the leadership pay spine for East Sussex were uplifted by 2.75%. There was no national uplift for 2021/22 in accordance with the public sector pay freeze.

From 1st September 2022 all points on the leadership pay range have been increased by 5 % in accordance with the national uplift.

- 30.8. The pay range for the Headteacher should not normally exceed the maximum of the headteacher group. However, the Governing board may determine that there are specific circumstances to warrant a higher salary and may award an additional payment **up to** 25% above the maximum for the headteacher group. It should be wholly exceptional for the maximum of the pay range to be more than an additional 25 % higher than the maximum of the Headteacher pay group. If it is considered that there are exceptional circumstances that warrant an extension beyond that limit, the Governing board should prepare a business case and seek external independent advice from an appropriate person or body who can consider whether it is justifiable to exceed the limit in a particular case. In addition, the Governing board should liaise with the Assistant Director of Education and ISEND before decisions are made. There should be a clear audit trail of advice obtained and a full and accurate record of all decisions made and the reasoning behind them.
- 30.9. The maximum of any Deputy or Assistant Headteacher pay range must not exceed the maximum of the headteacher group for the school and should only overlap the headteacher's pay in exceptional circumstances.
- 30.10. Please see [Appendix F](#) – leadership pay range, showing nominal reference points.
- 30.11. Please also refer to section 22 of the [Supplementary guidance document](#) for further information.

Temporary payments to headteachers

31. Temporary payments to headteachers

- 31.1. The Governing board may determine that an additional payment, up to a maximum of 25% of the annual salary, is awarded if the Headteacher takes on additional temporary responsibilities e.g., taking on additional temporary leadership responsibilities for another school(s).
- 31.2. Any adjustment to pay is temporary and safeguarding provisions will not apply.
- 31.3. In wholly exceptional circumstances where the Governing board determines that a discretionary payment **in excess** of 25% is appropriate should be awarded to the Headteacher, the Governing board will seek external independent advice and liaise with the Assistant Director (Education and ISEND) before agreeing and awarding any such payment.
- 31.4. Please also refer to section 26 of the [Supplementary guidance document](#) for further information.

Pay progression for the leadership group

32. Pay progression for the leadership group

- 32.1. The Governing board must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination. The Governing board will take account of Section 2 of the STPCD 2022 together with the DfE guidance document [Implementing your school's approach to pay](#) October 2022.

- 32.2. The Governing board will determine the new salary within the relevant pay range if performance related pay progression is to be awarded.
- 32.3. Decisions will be properly rooted in evidence and will be clearly linked to the performance of the individual. The Governing board will have regard to the most recent appraisal and a recommendation on pay must be contained within the appraisal document.
- 32.4. Sustained high quality performance should give the individual an expectation of progression up their pay range.
- 32.5. Please also refer to section 24 of the [Supplementary guidance document](#) for further information.

Headteacher appointed as a temporary Headteacher of one or more additional schools

33. Headteacher appointed as a temporary Headteacher of one or more additional schools.

- 33.1. The Local Authority will advise governors on the pay of a Headteacher who is appointed as temporary Acting Headteacher or as the Executive Headteacher of one or more additional schools, to ensure the pay for the role is appropriate and affordable.
- 33.2. Set out below is a preferred framework which will form the basis of pay considerations when a Headteacher undertakes a temporary Executive Headteacher role.
- 33.3. The Governing board will liaise with the Local Authority and the Governing board of the school(s) to which the Headteacher is to be appointed to agree an appropriate salary. The terms of the partnership arrangement between the schools will be set out in writing.
- 33.4. The combined pupil units of all the schools will be calculated and used as the starting point to the relevant school group pay range.
- 33.5. In addition, the Governing board will also consider the specific context and challenges of the school(s) to which the headteacher is to be appointed. This may include:
- Social or economic issues.
 - Number of pupil premium pupils.
 - Recruitment or retention difficulties.
 - The Ofsted category.
 - Capacity within the existing senior leadership team.
 - Known staffing concerns.
- 33.6. The Governing Board will consider the overall context and will award additional salary for temporary leadership requirements in line with what is best to meet the individual circumstances of the school at the time of need, in discussion with colleagues in the Standards and Learning Effectiveness Service (SLES) and HR. Examples of possible scenarios are as follows:

| Context | Additional salary |
|---|----------------------------|
| One additional school that is judged to be good or better | Up to 7% of current salary |

| | |
|---|-----------------------------|
| One additional school that requires improvement | Up to 10% of current salary |
| One additional larger school that is in special measures | Up to 15% of current salary |
| Two or more additional schools that are judged to be good or better | Up to 10% of current salary |
| Two or more additional schools that require improvement | Up to 15% of current salary |
| Two or more additional larger schools in special measures | Up to 20% of current salary |

This list of examples is not exhaustive and could be adapted to meet the specific circumstances of the requirements of a temporary leadership model.

33.7. Any additional payment will not exceed the 25% limit, including all other allowances currently in payment. If the Governing board is considering exceeding the 25 % limit, then paragraphs 29.8 and 30.3 will apply.

33.8. Please also refer to section 25 of the [Supplementary guidance document](#) for further information.

Provision of services to other schools (PSOS)

34. Provision of services to other schools (PSOS)

(This does not apply to provision of services to a school where the Headteacher has been appointed on a temporary or permanent basis).

34.1. Any PSOS services provided by a Headteacher will be formally authorised by governors and where the work extends over more than a 12 month period, the arrangements will be formally reviewed annually. Arrangements for ending such work will also be agreed by governors.

34.2. Any expenses incurred by the Headteacher as a result of taking on additional work will be reimbursed by the school.

34.3. Please also refer to sections 25 and 26 of the [Supplementary guidance document](#) for further information.

Extended Services

35. Extended Services

35.1. Any income derived from external sources for the work of a school's staff (including the Headteacher) accrues to the school in the first instance. The Governing board has the discretion to take this into account when setting the headteacher's salary. Any salary uplift should be proportionate to the level of responsibility and accountability being undertaken.

35.2. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.

35.3. Please also refer to section 27 of the [Supplementary guidance document](#) for further information.

Payments to school leaders for Ofsted inspector work

36. Payments to school leaders for Ofsted inspector work

36.1. The Governing board must agree in advance if a school leader is to undertake external work as an Ofsted Inspector. The payment for the school leader's services must be made directly to the school.

36.2. In exceptional cases, and if governors consider that the Ofsted inspection work undertaken by their school leader brings benefits to the school, they may make a payment to the school leader under the heading of Provision of Services to Other Schools (PSOS). This will be discussed and agreed prior to any work being undertaken.

36.3. Please also refer to sections 28 and 29 of the [Supplementary guidance document](#) for further information.

Discretionary payments to headteachers

37. Discretionary payments to headteachers

37.1. There is no longer any provision in the STPCD to allow the Governing board to award discretionary payments to headteachers.

37.2. There is still scope, in specific circumstances for headteachers to receive up to 25% of their salary as remuneration for temporary additional duties and responsibilities.

Publication of Salaries over £100,000

38. Publication of Salaries over £100,000 with effect from January 2021

37.1 These Regulations this apply to staff paid on the leadership pay range and affects schools employing leaders paid on the leadership pay points L37 – L43 - [Salaries over £100k to be published: The School Information \(England\) Regulations 2020](#)

37.2 “The School Information (England) Regulations 2020 effective from 1 January 2021 require maintained schools to publish on their website the number of school employees (if any) whose gross annual salary is £100,000 or more in £10,000 bands. Schools may display this information however they wish, although we recommend doing so via a table.

37.3 Schools must also publish a link to the specific page on the [Schools Financial Benchmarking](#) dedicated to their school using the unique reference number allocated to the school by the Department for Education.

37.4 After “urn=” the school's UR will need to be inserted. The school's URN can be found at [Get information about schools \(GIAS\)](#).

37.5 Further guidance relating to the information that schools must publish online is [available on GOV.UK](#)

Equality impact assessment

39. Monitoring the impact of the policy

- 39.1. The Governing board will monitor the outcomes and impact of this policy on a regular basis - yearly, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.
- 39.2. For example, by monitoring trends, the Governing board may find over time that teachers who work part-time do not progress up the relevant pay range as quickly as full-time staff.
- 39.3. The Governing board may be requested to comply with the public sector equality duty under the Equality Act 2010. This is in respect of the requirement to publish anonymised records on the distribution of the teaching workforce at difference levels, and whether they are full or part time to recognised trade unions representatives. Please refer to paragraph 34 in the [Supplementary guidance document](#) and pages 38 – 43 of DfE guidance - [Implementing your school's approach to pay – October 2022](#) for further information.

Equalities and schools

40. Equalities considerations as part of the appraisal and pay determination

- 40.1. The Governing board will refer to the DfE publication "[Equalities considerations as part of the appraisal and pay determination process](#)" June 2014. This provides departmental advice for local authorities, maintained schools, academies and free schools:

The Governing board will also refer to [DfE guidance - Implementing your school's approach to pay](#)

Appendix A – School staffing structure for 2022-23

School staffing structure for 2022/2023

Teaching Staff

| |
|--|
| Jonathan Elms Headteacher (5 days a week) <i>(DSL, Overview of the school)</i> |
|--|

| |
|---|
| Lucy Hazeldine Deputy Headteacher (5 days a week) Reception Teacher and EYFS Lead <i>(SLT, DDSL and School Governor)</i> |
| <i>In HT absence</i> - Lucy will be responsible for leading ALL elements the school. <i>If formal authorisation is required for a decision then</i> - Lucy will phone in the first instance the Headteacher for any authorisation, if this is unavailable, Lucy has delegated responsibility to make a decision. |

| | | | | |
|--|---|--|---|---|
| Marta Sanchez KS1 teacher <i>(4 days per week)</i> SENCO <i>(1 Day per week)</i> <i>(Deputy DSL)</i> | Anna Benford KS2 teacher <i>(5 days per week)</i> | Claire Bull KS2 teacher <i>(5 days per week)</i> | Jessica Pope Teacher <i>(On Maternity Leave – March 2023)</i> | Sarah Greenwood KS2 MFL and KS1 Teacher <i>(1 day per week)</i> |
|--|---|--|---|---|

Teaching Support Staff

| | | | | | | | | |
|-------------------------------------|-----------------------------------|--|--|------------------------------------|--|---|--|----------------------------------|
| Lizzie Jenner TA 3 | Glen Hampson INA | Sarah White TA2 <i>(Apprenticeship 2022- 2024)</i> | Claire Pitts TA 2 <i>(Apprenticeship 2022- 2024)</i> | Mads Ritchie TA 3 | Janet Williams TA3 FS TA2 <i>(Apprenticeship 2022- 2024)</i> | Kate Hirst TA2 <i>(Apprenticeship 2022- 2024)</i> | Claire Mortimer TA 3 <i>(Whole School SEN TA Role)</i> | Sue Taylor MDSA |
|-------------------------------------|-----------------------------------|--|--|------------------------------------|--|---|--|----------------------------------|

Little Acorns Team

| | | |
|---|--|--|
| Charlotte Jackson Little Acorns Room Leader <i>(5 Days)</i> | Julie Casse Deputy Room Leader <i>(5 Days)</i> | Sarah Crouch EYFS Apprentice <i>(5 Days)</i> |
|---|--|--|

Clerical Staff

| | |
|---|---|
| Debra Keeler Office Manager and Bursar (5 Days a week) <i>(SLT, Administration of Medicines, Administration for the Pre-School)</i> | |
| Claire Pitts Office Assistant (1 day) | Marinus Butler Caretaker (5 Days a week) |

Other Members of the Team

| | | | |
|--|---|--|--|
| Ailsa Vinson Music Teacher (1 day) <i>(Employed by ES Music)</i> | Dave Luckhurst Sports Teacher (2 days) <i>(Self Employed)</i> | Jill Knight Catering Manager <i>(Employed by Chartwells)</i> | Jodi Burton Catering Assistant <i>(Employed by Chartwells)</i> |
|--|---|--|--|

Appendix B – Model Framework for Support Staff Pay Policy

1. General

- 1.1. The Governing board recognises and values the contribution made to the school by support staff.
- 1.2. While it is a statutory requirement for schools to have an adopted pay policy in place, this statutory requirement does not extend to support staff. Although the framework outlined below for a support staff pay policy is entirely optional, schools are encouraged to develop a process for rewarding their support staff, ensuring the principles of fairness and equality are observed.
- 1.3. Salaries paid to support staff will comply with all national and local agreements on employees' pay and conditions of service which are derived from the National Joint Council for Local Government Services and underpinned by the NJC local government services' Job Evaluation Scheme. The County Council has local pay scales and has transferred the majority of staff groups in maintained schools to these scales therefore few posts remain on the former national (NJC) pay scales.
- 1.4. Guidance for schools on [pay and benefits for support staff](#) can be found on the East Sussex County Council website and Webshop:

2. Grading of Support Staff Posts

- 2.1. Governors will approve new posts and changes to job descriptions of school support staff, and these are graded by Personnel and Training using the agreed job evaluation scheme. This is operated in partnership with the trade unions in line with the Single Status local collective agreements. Schools are encouraged to use the standard job descriptions on the resources section of Webshop as they ensure consistency in job design and grading of posts in schools. These job descriptions include those for Teaching Assistants, Technicians and Site Management staff. Job descriptions and person specifications for new or unique posts must be sent to for evaluation using the agreed scheme by email to job.evaluation@eastsussex.gov.uk
- 2.2. For further information please refer to the job evaluation pages on Webshop
- 2.3. Please note that the County Council has been working towards implementing single status on a phased basis. This has involved transferring posts from the 'old' NJC scales to single status by evaluating jobs in groups that are identified as undertaking similar roles. This process is almost complete. For further information please contact the Job Evaluation Team job.evaluation@eastsussex.gov.uk

3. Salary on Appointment

- 3.1. If a new employee was previously employed under the conditions of service of the NJC for Local Government Services immediately prior to appointment at the school, the starting pay should not be less than the previous salary, provided this is within the overall grade for the post. Otherwise, support staff will normally be placed on the first point of the grade for the post.
- 3.2. Previous experience or qualification (including continuous employment within Local Government) can be counted and may result in the employee being placed on a higher point.

4. Incremental Progression

- 4.1. Subject to satisfactory performance, a member of support staff will move one point on their scale at 1st April each year. (NB: The first incremental date falls 6 months following appointment for staff appointed between 01 October and 31 March). Incremental progression will continue until the top of the scale is reached.

5. Withholding Incremental Progression

- 5.1. An increment for a member of support staff may exceptionally be withheld where the employee is subject to formal competency procedures. The Governing board may still opt to award the incremental point once the employee's performance has returned to satisfactory.

6. Pay recognition policies

- 6.1. Managers can reward staff with additional pay for outstanding performance or contributions over and above their normal duties. To do this you can use one of the schemes below, depending on individual circumstances.
- 6.2. Requests for pay recognition rewards must be authorised by an Assistant Director in accordance with the Scheme of Delegations.

7. Temporary additional responsibility - acting up

- 7.1. Reward for staff who are asked to take on the duties and responsibilities of a higher graded post - in whole or part - temporarily, for a continuous period of at least four weeks. See the [Pay Recognition Policy Suite](#).

8. Temporary additional duties - honorarium scheme *an honorarium is a percentage payment for a particular period of time e.g. 2.5% over a 6 month period.*

- 8.1. Reward for staff who are asked to take on substantial new duties and responsibilities for a temporary period, exceeding normal expectations of the post, where no other form of payment has been made. See the [Pay Recognition Policy Suite](#).

9. Special merit scheme *(A merit payment is a single set payment up to £1,000.)*

- 9.1. Reward for contributions to one-off projects, beyond that normally expected in the course of duties, or for absorbing a substantially increased workload, where other forms of payment have not been made. See the [Pay Recognition Policy Suite](#).

10. Accelerated increments

- 10.1. There is also an option to reward staff by granting up to two additional increments within a salary scale. You cannot exceed the maximum of the salary scale and the employee's performance must meet one or more of the following criteria:
- Consistent performance for at least six months of high quality work over and above that normally expected of the post holder.
 - Consistent performance of work of the same quality over and above that normally expected of the post holder.
 - Performance of work to such a high standard that little supervision is required in circumstances where there is usually a strong supervisory element.
 - A permanent, measurable increase in responsibility which is insufficient to warrant regrading.

Appendix C – Terms of Reference for School Pay Committee

The **Finance Committee** of the Governing board is authorised to recommend / or has delegated power to decide all pay matters, as set out in the Finance Committee Terms of Reference agreed by the Governing board.

No decisions will be notified to staff until the full Governing board has agreed or been notified (the Finance Committee Terms of Reference will refer to the Committee either having powers to recommend or to decide).

If the Finance Committee recommends the full Governing board will need to agree. If the Finance Committee has the delegated power to decide they will only need to notify the full Governing board.

1. Membership

1.1. Finance Committee will be members of the Governing board.

1.2. Where the Headteacher is not a member of the Finance committee, they will be entitled to attend all meetings in an advisory capacity.

1.3. The Headteacher will leave the meeting when their own pay is being discussed.

2. Terms of reference

2.1. The committee will have full powers to make recommendations/decisions within the pay policy adopted by the Governing board. The terms of reference are as follows:

- To achieve the aims and objectives of the school pay policy.
- To apply the criteria set by the policy, including linkages with the school appraisal policy, in determining the pay of each member of staff.
- To observe all statutory and contractual obligations.
- To ensure that the policy complies with the most recent [School Teachers' Pay & Conditions Document](#);
- To ensure that all pay decisions have regard to the legislation outlined in ([Section 2](#) of this policy).
- To recommend the annual pay budget, including pay progression at all levels. The Governing board recognises that funding cannot be used as a criterion to decide performance pay progression.
- To minute clearly the reasons for all recommendations / decisions and to report these to the full Governing board.
- To ensure that each member of staff receives, by 31st October each year, a written statement of the breakdown of pay as of 1st September.
- To ensure staff know the procedure for making an appeal against pay decisions.
- To ensure there are clear job descriptions for each post at the school, so that additional allowances can be awarded in a fair, equitable and consistent manner.
- To keep abreast of developments influencing pay considerations and to advise the Governing board when the pay policy needs to be reviewed.

3. Pecuniary interest

3.1. No governor may participate in discussions leading to recommendations / decisions in which he / she has a pecuniary interest.

4. Procedure

4.1. The full Governing board will receive the report of the finance committee in the confidential section of the agenda. Once decisions have been made, members of staff will be advised in writing.

Every teacher's salary must be reviewed annually, with effect from 1st September. A written statement of pay must be sent to each teacher by 31st October each year.

Appendix D – Application Form - Application for the Upper pay Range

Name: School:

Application submitted to: On (date):

This form should be used in conjunction with the agreed pay policy of the school and the School Teachers Pay and Conditions Document.

Any qualified teacher can apply to be paid on the Upper Pay Range. One application may be submitted annually. The closing date for this school is **end of Term 4 2023**

Please complete the form and return by the closing date to the Head teacher, including any written evidence to support your application. Examples of evidence that you may wish to include are:

- Two successful performance management reviews (records of two appraisal cycles), and the evidence within this will include the following:
 - Classroom observations
 - Internal tracking of pupil progress
 - Evidence of supporting progress against the Teachers' Standards using self-assessment
 - Records of CPD and evidence of impact

An application to be paid on the upper pay range will be successful where the Governing board is satisfied that you meet the following assessment criteria as detailed within the Pay Policy:

- you are highly competent in all elements of the relevant standards
- your achievements and contribution to the school are substantial and sustained

If you wish to be considered to be paid on the upper pay range you will need to demonstrate to the Governing board how you meet the school's definitions of 'highly competent', 'substantial' and 'sustained' which, along with the outcomes of your most recent appraisal, will form the basis of the school's assessment criteria for access to the Upper Pay range.

Schools to specify the information that applicants should provide in order to demonstrate how they meet the application criteria:

Progression to the UPR requires evidence that the applicant is a "highly competent teacher". Please outline below how you meet the criteria with reference to the Teacher Standards, the particular role that you are fulfilling and the context within which you are working (please expand the table if appropriate):

| |
|--|
| |
|--|

Progression to the UPR requires evidence that the applicant's achievements and contribution to the school are substantial. Please outline below how your contribution has raised standards of teaching and learning not just in your own classroom but has made a significant wider contribution to school improvement which has had a clear impact on pupil progress across the school and on the effectiveness of colleagues (please expand the table as appropriate):

| |
|--|
| |
|--|

Progression to the UPR requires evidence that the applicant's achievements and contribution to the school have been sustained. You must be able to show that you have at least two consecutive successful appraisal reports in this school and have met your agreed objectives during this period. Please use the space below to show how your teaching experience has grown over a sustained period of time and is consistently good to outstanding (please expand the table as appropriate):

| |
|--|
| |
|--|

Please ensure your application also includes the results of your most recent annual appraisal, including recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that you have met the assessment criteria). Please attach any other written evidence that you have collated to support your application.

A copy of the [Teacher Standards](#) is available, along with FAQs from the DfE website:

Appendix E – Managing Appeals against Pay Determination

Governing boards are recommended to refer to [Implementing Your School's Approach to Pay – DfE guidance](#) October 2022 for further guidance on managing appeals against pay determination.

Pay Decision

- At the Appraisal meeting held between 1 September and 31 October, the Appraiser makes a recommendation on pay and writes this on the Appraisal Statement, a copy of which is given to the teacher.
- It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

Stage 1 – Informal discussion with the appraiser prior to confirmation of pay recommendation by Pay Committee

- If the teacher disagrees with the Appraiser's written recommendation, they should discuss this with the Appraiser on an informal basis. This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair. The opportunity to discuss a pay decision before it is made formally may also mitigate the need for the more formal stages two and three of the procedure.
- If following full exploration and discussion of the teacher's concerns, the outcome of the informal discussion is that the Appraiser has not changed his/her recommendation this should be noted on the Appraisal Form.
- The Appraisal Form will then be passed to the Headteacher for an assessment of the recommendation. The Headteacher will then pass the Appraisal Form to the Pay Committee (**insert** name of committee) for a decision on the pay recommendation.
- If, having had an informal discussion with the person making the recommendation, the teacher believes that an incorrect recommendation has been made; he/she may make representation to the Pay Committee prior to them making the initial pay determination. It is recommended that a deadline is published for the submission of an appeal so that appropriate planning can be put in place for the organisation of the Pay Committee.

Stage 2 - a formal representation to the Pay Committee making the pay determination

- The hearing will be chaired by the Chair of the Pay Committee and will take place **prior** to the determination of the pay recommendation (this should be at the actual meeting of the Pay Committee, therefore time will need to be allowed on the agenda for such a hearing to take place). The teacher has the right to be accompanied at the hearing by a trade union representative or work colleague. The Headteacher will be present to provide information on their assessment of the recommendation. A written decision will be given to the teacher following the hearing within 10 working days.

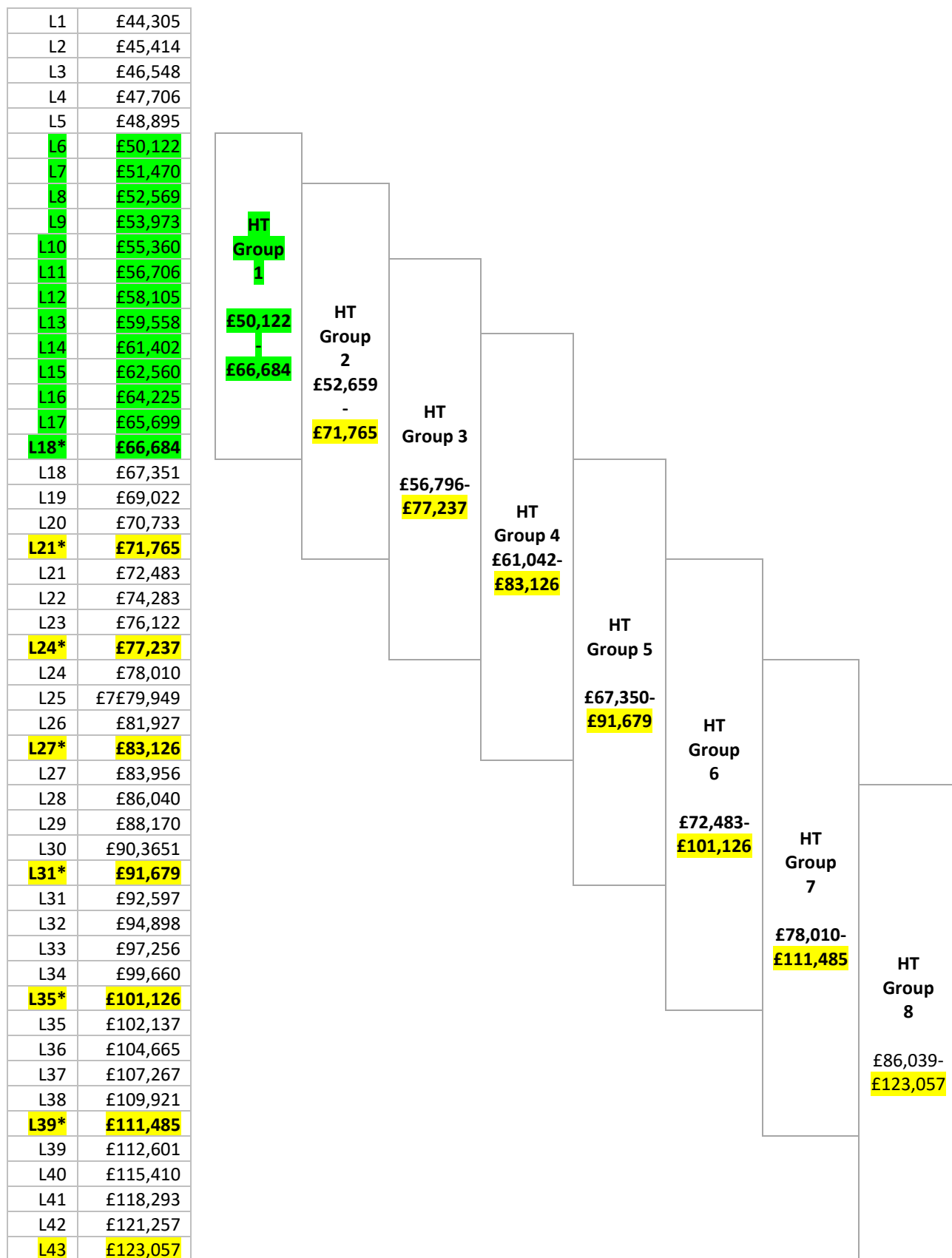
Stage 3 – a formal hearing with an appeals panel of governors

- If the teacher disagrees with the outcome of the hearing, they should write to the Chair of the Pay Committee within 10 working days of receipt of the written outcome of the hearing.
- A Stage three appeal will then be arranged. A panel of governors not connected to the original pay decision will hear the appeal. The teacher has the right to be accompanied at the appeal hearing by a trade union representative or work colleague. The Chair of the Pay Committee will be in attendance to present their decision. The Headteacher will also be present to provide information on their assessment of the recommendation. The decision will be put in writing within 10 working days to the teacher. The decision of the Appeal Panel is final and there is no further right of appeal.

We would expect all decisions, discussions and hearings to take place within a reasonable period of time taking into account the availability of all parties and school term dates.

Appendix F – Leadership pay range 2022-23

Leadership pay range nominal reference points and Headteacher group ranges



Headteacher Group 1 is from Leadership point 6 (£50,122) to Leadership point 18* (£66,684)

Headteacher Group 2 is from Leadership point L8 (£52,689) to Leadership point 21* (£71,765)

Headteacher group 3 is from Leadership point 11 (£56,796) to Leadership point 24* (£77,237)

Headteacher group 4 is from Leadership point 14 (£61,042) to Leadership point 27* (£83,126)

Headteacher group 5 is from Leadership point 18 (£67,351) to Leadership point 31* (£91,679)

Headteacher group 6 is from Leadership point 21 (£72,483) to Leadership point 35* (£101,126)

Headteacher group 7 is from Leadership point 24 (£78,010) to Leadership point 39* (£111,485)

Headteacher group 8 is from Leadership point 28 (£86,040) to Leadership point 43* (£123,057)

NB: The * points and point 43 are the maximum salaries (maxima) for the 8 Headteacher group ranges.

Points 18*, 21*, 24*, 27*, 31*, 35*, 39* and 43 on the Leadership Pay Range are the salary figures for head teachers at, or moving to, the top of the school group ranges only. These different figures are a legacy of the 2015 STPCD which provided for no uplift to the maxima of the eight head teacher group ranges.