

# **PAY AND CONDITIONS OF SERVICE POLICY**

## **ARCHBISHOP TENISON'S CE HIGH SCHOOL**

### **POLICY NO 26**

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## **1 INTRODUCTION**

As Archbishop Tenison's Church of England High School is a church school, the Governing Body seeks to ensure that the Christian ethos permeates the whole life of the school. This policy is designed to support this ethos by enabling the recruitment, retention and development of all staff and in turn making it possible for pupils to benefit from a high quality of education in an ordered Christian community.

The Governing Body seeks to ensure that all staff, both teaching and support staff, are valued and receive appropriate recognition and reward for their contribution to the life of the school. This includes a commitment to their health, safety, and welfare as members of staff here, fulfilling our duty of care to them under the Health and Safety at Work Act 1974, and actively considering these things in making appointments, drawing up job descriptions, setting appraisal objectives and making pay decisions, for example. By promoting a positive work-life balance, providing access to support, when needed, and together identifying ways to manage the workload and stress of working in a school effectively, we seek to enable our whole staff to find their work rewarding in all its aspects.

The effective running of the school depends on the commitment of every person who works in it. Every member of staff is an integral part of the school community and contributes to its life and ethos. The school's character is realised in daily actions. Our underlying Christian educational vision brings with it the challenge to recruit, appoint, induct, guide, equip, manage, lead and develop staff in a way consistent with our calling as a church school. The purpose of this policy is to set out what that standard means in practice.

## **2 AIM OF THE POLICY**

- to support the school's educational purpose and Development Plan, thus maintaining and improving the quality of education provided;
- to ensure that the Governing Body manages its staff, in relation to pay and conditions, in a way which is fair, reasonable, open and transparent;
- to maintain a staffing structure which meets the needs of the school;
- to establish a framework within which all staff receive appropriate reward for the services that they provide;
- to operate pay policy and structure within the constraints of the budget.

### **3 LOCAL CONTEXT**

This Policy has been drawn up with close reference to the London Borough of Croydon's Model Pay Policy for school staff, on which there has been consultation with the recognised trade unions.

Nothing in this Policy should be interpreted as contradicting or overriding the provisions of the current School Teachers' Pay and Conditions Document (STPCD) which are mandatory.

As a voluntary aided school, the school has taken a decision to adopt and implement the single status and Council's Employment Based Cost Review (EBCR) agreement.

The purpose of the Policy is to set out adopted local agreements and supplement the nationally agreed salary arrangements and clarify how areas of discretion are to be exercised by the school.

The annual review of the Policy by the Governing Body will have regard to changes in the STPCD affecting areas of discretion to be exercised by the 'relevant body' and any subsequent review of the Croydon Model Policy.

This Policy should be read in conjunction, as appropriate, with other Human Resources policies and procedures, as found in the Resources section on <http://www.croydoneducationpartnership.org>. Reference should also be made to the related documents section below.

The application of this Policy is informed by specific provisions contained in a number Related Documents, in addition to The School Teachers' Pay & Conditions document, namely:

- The 'Burgundy book' for Teachers
- The NJC National Agreement on Pay and Conditions of Service ("the Green Book")
- The Council's policies covering job evaluation, grading and other local agreements, its Employment Based Cost Review and Single Status Agreement
- The Teachers' Pension & Local Government Pension Scheme and the Council's policy regarding "discretionary" pension provisions, as determined by Croydon Council and the school's Governing Board
- The Council's Model Policies for schools on: Capability procedures for Teachers and for support staff as recommended to Governing Boards; Rewarding Additional Duties-policy and practice; Redeployment; Restructuring & Reorganisation; and Appraisal for support staff and teachers

### **4 EQUAL OPPORTUNITIES**

The 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 Governing Body will promote equality in all aspects of school life, particularly with regard to decisions about advertising posts, appointing, promoting and paying staff, training and staff development. In addition, the Governing Body will endeavour to ensure all staff have good facilities in which to work, appropriate and adequate non-contact time (teachers) and reasonable breaks.

In applying this policy, adjustments will be made to take account of special circumstances. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the school's circumstances.

## **5 CONTRACTS AND JOB DESCRIPTIONS**

The Headteacher will ensure that each member of staff is provided with a job description identifying key areas of responsibility, in accordance with the staffing structure agreed by the Governing Body, and that each has a contract of employment.

Job descriptions will be reviewed annually, at the time of the annual pay review and the contents will be discussed with the member of staff concerned. Job descriptions may also 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.

## **6 JOB RELATIVITY WITHIN THE SCHOOL AND DIFFERENTIALS**

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

## **7 AVAILABILITY OF INFORMATION**

- Information concerning vacant posts will be made available to all staff so that they are able to apply for any posts for which their training and experience are appropriate.
- Personal salary and employment records will be available to individual members of staff at any time, on application to the Headteacher. Records will be confidential.

## 8 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.

## 9 SAFEGUARDING

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will comply with the relevant provisions of the School Teachers' Pay and Conditions Document and will give the required notification as soon as possible and no later than one month after the determination.

## 10 GOVERNING BODY OBLIGATIONS

The Governing Body will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (the Document) and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book').
- **Support staff:** the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) or any LA pay/grading system which has been formally adopted by the Governing Body.

The Governing Body is responsible for ensuring that a school pay and conditions of service policy is in place and that it is followed for all staff. The policy is administered by the Pay Committee, which has been given delegated powers by the Governing Body to take decisions on its behalf.

The Governing Body will need to consider any updated pay policy and assure themselves that (1) appropriate arrangements for making pay decisions are in place that (2) they can be applied consistently and (3) that their pay decisions can be objectively justified.

The policy is reviewed by the Pay Committee on an annual basis or when other changes occur to the Document or the Green Book. The Committee will consult fully with staff and governors and, as appropriate, with the local authority, trade unions, professional associations and diocesan board.

The Governing Body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the school's spending plan.

The Governing Body will monitor the outcomes of pay decisions, including, for example, the extent to which different groups of teachers may progress at different rates and continued compliance with equalities legislation.

All members of staff and governors will receive a copy of the pay policy.

## --11 PAY COMMITTEE

The Governing Body has a Pay Committee to carry out determinations of pay in accordance with the pay policy and carry out other responsibilities on behalf of the Governing Body.

The committee has fully delegated powers and is established in accordance with the appropriate school government regulations.

Any person employed to work at the school, other than the Headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of the school is under consideration. The 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 Governing Body who is employed to work in the school shall be eligible for membership of this committee.

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

Decisions of the Pay Committee will be communicated to each member of staff by the Headteacher in writing.

Decisions on the pay of the Headteacher will be communicated by the Chair of the Pay Committee, in writing.

The terms of reference for the Pay Committee will be determined from time to time by the Governing Body. The current terms of reference in relation to pay/conditions of service are:

- to achieve the aims of the whole school pay and conditions 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 in respect of pay or conditions of service and the application of appropriate policies and processes;
- to note clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the full Governing Body;
- to advise the Governing Body of the implications of pay decisions for the annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay discretion;

- to keep abreast of relevant developments and to advise the Governing Body when the school's pay policy needs to be revised;
- to work with the Headteacher in ensuring that the Governing Body complies with the Appraisal Regulations 2012 (teachers);
- to approve the staffing complement and staffing structure for the school;
- except in the case of a Headteacher, to recruit and appoint staff as necessary, delegating all or part of the process to the Headteacher as they feel appropriate, ensuring that at all times their procedures satisfy statutory requirements;
- to provide one of the two appraisers required to appraise the Headteacher;
- to determine any application for early retirement and the level of enhancement of pension payments and lump sum payment;
- to be the first committee to deal with potential redundancy situations and to be empowered to take decisions on behalf of the Governing Body arising from the outcome of trade union consultations, including the determination of selection criteria, receiving reports from the Headteacher of individual representations and, where necessary, determining cessation of employment on the grounds of redundancy.

Appeals against pay decisions of the committee will be heard in accordance with the arrangements at Annex D.

The Chair of the Pay Committee will make a report to the Full Governing Body annually. This report will either be received or referred back. Reference back may occur only if the Pay Committee has exceeded its powers under the policy, or the budget allocated for pay has been exceeded.

## **12 HEADTEACHER**

The day to day management of the policy is delegated to the Headteacher who will:

- develop clear arrangements for both appraisal and pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the Staff, Finance and Premises Committee for approval by the Governing Body;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- submit pay recommendations to the Pay Committee and ensure the committee/ Governing Body has sufficient information upon which to make pay decisions;

- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made.

The Governing Body requires that the Headteacher, in exercising the delegated responsibilities, has appropriate regard to the budget and the requirements of employment legislation, including equal opportunities and equal pay legislation.

## **13 TEACHERS**

To enable the policy to be applied fairly and objectively, teachers will be expected to:

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

## **14 ANNUAL SALARY REVIEW**

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

### **Notification of pay decisions**

Decisions will be communicated to each member of staff by the Headteacher in writing in accordance with paragraph 3.4 of the Document and will set out the reasons why decisions have been taken. Decisions on the pay of the Headteacher will be communicated by the Chair of Governors, in writing, in accordance with paragraph 3.4 of the Document. 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.

### **Appeals procedure**

The Governing Body has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). It is set out as an appendix to this pay policy.

## **15 PAY PROGRESSION**

All teachers can expect to receive regular, constructive feedback on their performance and development and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's Appraisal Policy and summarised in the section below.

Following their individual annual appraisal and, subject to the provisions of the published pay policy, teachers not in the Leadership Group should expect to receive pay progression within the maximum of their pay range unless they are subject to capability procedures.

## **16 PERFORMANCE APPRAISAL**

The Governing Body will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers. Assessment will be based on evidence from a range of sources (see the school's Appraisal Policy). Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (i.e. Post-Threshold Standards) so that this can be included in the annual appraisal review.

The Headteacher will moderate objectives to ensure consistency and fairness; the Headteacher will also moderate performance assessment and ensure that appraisal reviews are completed consistently and fairly.

## **17 LEADERSHIP GROUP – PERFORMANCE REVIEW**

Progression through the appropriate pay range for all teachers in the Leadership Group will not be automatic.

An annual review of the performance of Assistant and Deputy Headteachers and other teachers paid on the Leadership Pay Range must be undertaken by 31 October and by 31 December for Headteachers using the school's performance management process. This will mean that recommendations about the pay of Assistant and Deputy Headteachers should be completed by 1 November and recommendations about the pay of Headteachers should be completed by 1 December of each year in order to allow for any appeals to be lodged and heard.

To achieve progression there must be a demonstration of sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and a review of performance against performance objectives and teacher standards.

To be fair and transparent, judgements will be properly rooted in evidence and there must have been a successful review of performance.

A successful performance review, as prescribed by the appraisal regulations, will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant)
- teacher standards
- other evidence.

To ensure that there has been a high quality performance, the performance review will assess that the individual has grown professionally by developing their leadership and (where relevant) teaching experience.

## **SECTION A: TEACHING STAFF**

### **18 Headteacher - On appointment**

For appointments on or after 1 September 2013, the Governing Body will determine the pay range to be advertised and agree pay on appointment, taking account of the full role of the Headteacher (STPCD: Part 2) and in accordance with paragraphs 4-10 and paragraphs 8-28 of the section 3 guidance.

The Pay Committee will review the school's Headteacher group and the Headteacher's Individual School Range (ISR) in accordance with paragraphs 5-9.

- if the Headteacher takes on permanent accountability for one or more additional schools, the Pay Committee will set an ISR in accordance with the provisions of paragraphs 6.6 and 7.9.
- the Pay Committee will have regard to the provisions of paragraph 9 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 Pay Committee will exercise its discretion under paragraph 9.2 and pay on any of the bottom four points on the ISR, in order to secure the appointment of its preferred candidate;
- the Pay Committee will consider exercising its discretion to award a discretionary payment under paragraph 9.3 where the Governing Body consider the school would have difficulty recruiting to the vacant Headteacher post;
- the Pay Committee will consider the need to award any further discretionary payments to a Headteacher in line with paragraph 10;
- The Pay Committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in paragraph 10.4. However, before agreeing to do so, it will seek the agreement of the Governing Body which in turn will seek external independent advice before providing such agreement.

### **19 Serving Headteachers**

The Governing Body will determine the salary of a serving Headteacher in accordance with paragraphs 4-10 of the Document.

- the Pay Committee will review the Headteacher's pay in accordance with these paragraphs of the Document and award up to two performance points where there has been a sustained high quality of performance, having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any

recommendation on pay progression in the Headteacher's most recent appraisal report;

- the Pay Committee may determine the Headteacher's ISR, within the group range for the school, as at 1 September or at any time if they consider it is necessary (paragraph 9 of section 3 guidance);
- if the Pay Committee makes a determination to change the ISR, it will determine the Headteacher's ISR within the group range for the school, in accordance with paragraphs 5-9, and paragraphs 8-9 of the section 3 guidance;
- if the Headteacher takes on temporary accountability for one or more additional schools, the Pay Committee will consider awarding a discretionary payment under paragraph 10;
- the Pay Committee will consider the use of discretionary payments, as per the provisions of paragraph 10;
- The Pay Committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in paragraph 10.4. However, before agreeing to do so, it will seek the agreement of the Governing Body which in turn will seek external independent advice before providing such agreement.

## **20 Deputy/Assistant Headteachers - On appointment**

The Governing Body will, when a new appointment needs to be made, 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 paragraph 9 of the Document, taking account of the role of the Deputy/Assistant Headteacher in paragraph 48 of the Document;
- the Pay Committee will record its reasons for the determination of the Deputy/Assistant Headteacher pay range, in accordance with paragraph 10 of the section 3 guidance;
- the Pay Committee will exercise its discretion under paragraph 9.2 of the Document, and pay any of the bottom three points on Deputy Headteacher pay range, in order to secure the appointment of its preferred candidate;
- the Pay Committee will exercise its discretion under the relevant paragraph of Document where there are recruitment issues.

## **21 Serving Deputy/Assistant Headteachers**

- the Pay Committee will review pay in accordance with paragraph 11 and award up to two points where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the Deputy/Assistant Headteacher's most recent appraisal report;
- the Pay Committee will review and, if necessary, re-determine the Deputy/Assistant Headteacher pay range where there has been a significant change in the responsibilities of the serving Deputy/Assistant Headteacher (paragraph 10 of section 3 guidance);
- the Pay Committee may determine the Deputy Headteacher pay range at any time in accordance with paragraphs 8-28 of the section 3 guidance pursuant with the discretionary provisions contained in those paragraphs and to maintain differentials.

## **22 Other Leadership Roles**

To meet the changing and growing needs of the school, the Governors decided to appoint other teachers, outside the Senior Leadership Team, to roles with an aspect of whole school responsibility for the curriculum, pastoral care or safeguarding which are also posts on the Leadership Pay Range.

Appointments to these posts, the determination of their pay and its review will be made in the same way as for Deputy and Assistant Headteachers in sections 19 and 20 above. In accordance with paragraph 9 of the STPCD, and, following the same principles as for senior leadership roles, the Governing Body will determine an appropriate pay range for each post, which takes into account the permanent responsibilities of the role, any challenges that are specific to it, and all other relevant considerations. The Job Descriptions and Person Specifications will be modelled on those used for the Headteacher, Deputy Headteacher and Assistant Headteacher, without having the full scope of those whole school leadership roles. The responsibility of such a Senior Curriculum Leader or Senior Pastoral Leader, for example, will be similar and comparable to that of a Teaching and Learning Responsibility, but wider in scope and therefore more appropriately recognised by a pay range which allows for progression over a period of up to 5 years.

For these posts the Pay Committee will use Reference Points 1-12 from the Leadership Group Pay Range. In this school it is Outer London – as of 1<sup>st</sup> September 2025:

<b>Leadership Group Pay Reference Points</b>	<b>2024 £</b>	<b>2025 £</b>
L1	53,731	55,881
L2	54,980	57,180
L3	56,247	58,497
L4	57,556	59,859
L5	58,893	61,249
L6	60,266	62,677
L7	61,787	64,259
L8	63,117	65,642
L9	64,593	67,177
L10	66,152	68,799
L11	67,762	70,473
L12	69,239	72,009

## **23 ACTING ALLOWANCES**

Acting allowances are payable to teachers who are assigned and carry out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher in accordance with paragraph 23 of the Document. The Pay Committee will, within a four-week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of Headteacher, Deputy Headteacher, or Assistant Headteacher, for a period of four weeks or more, will be paid at an appropriate point of the Headteacher's ISR, Deputy Headteacher range or Assistant Headteacher range, as determined by the Pay Committee. Payment will be backdated to the commencement of the duties.

## **24 Classroom Teacher - On appointment**

The Governing Body will determine the starting salary of a vacant classroom teacher post on the main pay range or upper pay range, such as the Governing Body determines, having 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 Governing Body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

## 25 Pay progression for existing Main Pay Range teachers

The Pay Committee will use reference points. Therefore, the pay scale for main pay range teachers in this school is: Outer London – as of 1<sup>st</sup> September 2025:

Main Pay Reference Points	2024	2025
	£	£
M1	36,413	37,870
M2	38,318	39,851
M3	40,322	41,935
M4	42,430	44,128
M5	45,000	46,800
M6	48,532	50,474

## 26 UNQUALIFIED TEACHERS - On appointment

The Pay Committee will pay any unqualified teacher in accordance with paragraph 17 of the School Teachers' Pay and Conditions Document. The 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. Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Governing Board determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.

Unqualified teachers will be paid according to reference points on the Unqualified Teachers' Pay Scale for Outer London, from 1<sup>st</sup> September 2025:

Unqualified Teacher Pay Reference Points	2024	2025
	£	£
1	25,758	26,789
2	28,252	29,383
3	30,744	31,974
4	32,947	34,265
5	35,438	36,856
6	37,932	39,450

In line with the Croydon Model Policy, the school will only employ unqualified teachers where they are:

- giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) and have special qualifications and/or experience and where no suitable qualified teacher, graduate teacher, registered teacher or teacher on an employment-based teacher training scheme is available;
- overseas trained teachers;
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS

The committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22. It may be determined that an additional allowance is payable where it is considered that the unqualified teacher has: either a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement; or qualifications or experience which bring added value to the role s/he is undertaking. Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits. The additional allowances used in this school are:

Additional Allowances for Unqualified Teachers	
A £1,644	D £3,528
B £1,968	E £5,880
C £2,280	F £8,604

## 27 An Unqualified Teacher who becomes qualified

Upon obtaining qualified teacher status an unqualified teacher will be transferred to a salary within the Main Pay Range for Teachers in accordance with paragraph 18. Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status the teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Governing Board considers to be appropriate.

## 28 EARLY CAREER TEACHERS

Early Career Teachers receive regular feedback during their induction years, and should expect to receive an increment at the end of their first and second years of teaching following successful process and finally, completion of the ECT programme.

## 29 APPLICATIONS FOR THRESHOLD

If a teacher reaches M6 on 1 September and applies before 31 October of that year, their applications will be assessed according to the criteria set out in the STPCD (paragraph 15). For this assessment the Governing Body will use the Teachers' Standards and the post-threshold standards as the reference point.

### **Applications to be paid on the Upper Pay Range**

Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made in writing to the headteacher once a year. The deadline for receipt is 31 December for progression from the start of that academic year.

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 or schools. This school will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals under the 2012 regulations (as in paragraphs 29-32 of the Section 3 Guidance) or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria. Applications should contain evidence of substantial and sustained contribution to school life.

The fact that a teacher is paid on the upper pay range does not imply that they have to take on additional management responsibilities although they do have responsibilities for the wider work of the school including, for example, mentoring other teachers and assisting them to develop their teaching practice.

**Process:** One letter of application may be submitted annually. The closing date for applications is normally 31<sup>st</sup> December 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:

- submit a letter of application and supporting evidence to the Headteacher by the cut-off date of 31<sup>st</sup> December;
- the Headteacher will assess the application, which will include a recommendation to the Pay Committee;
- The Pay Committee will make the final decision, advised by the Headteacher;

- Teachers will receive written notification of the outcome of their application by 31<sup>st</sup> March. 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 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 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 on 1 September of the following year;
- Unsuccessful applicants can appeal against the decision. The appeals process is set out at the back of this pay policy.

**Assessment:**

The teacher will be required to meet the criteria set out in paragraph 15 of the STPCD, 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, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

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

“sustained”: the teacher has maintained their performance over time (at least a whole academic year) and this has been demonstrated by their successfully completed appraisals, as their teaching expertise has grown over their time on the main pay range. A lesser period of time can be considered in exceptional situations. If a teacher is working on a part time basis, the period of time remains the same and is not lengthened on a pro rata basis.

## 30 UPPER PAY RANGE

The Pay Committee will use reference points. The pay scale for the Upper Pay Range in this school is (Outer London) – as of 1<sup>st</sup> September 2025:

Upper Pay Scale	2024 £	2025 £
U1a	50,210	52,219
U1b	51,143	53,189
U2a	52,068	54,151
U2b	53,033	55,155
U3	53,994	56,154

## 31 TEACHING AND LEARNING RESPONSIBILITY PAYMENTS

The Pay Committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the Document and paragraphs 47 to 54 of the section 3 guidance. The value of a TLR payment is based on the proportion of the TLR responsibility the teacher is undertaking. TLR 1 or 2 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 TLR is awarded, taking into account the criterion and factors set out at paragraph 20. From September 2018 the Governors have also started to use TLR3 payments for additional responsibilities. The Pay Committee may also award a part-TLR3 of between £675 to £3,344: for clearly time-limited school development projects or for one-off externally driven responsibilities as also set out in paragraph 20. The 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. Appendix B shows the application of this policy in the school's Staff Handbook.

The range for TLR points is as follows (From September 2025):

TLR 3	TLR 2	TLR 1
3a £1,644	2a £3,528	1a £10,176
3b £1,968	2b £5,880	1b £12,504
3c £2,280	2c £8,604	1c £14,856
		1d £17,208

## **32 SPECIAL NEEDS ALLOWANCE**

The Pay Committee will award an SEN spot value allowance on a range of between £2,787 and £5,497 (figures correct as at 1<sup>st</sup> September 2025) to any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.

When deciding on the amount of the allowance to be paid, the Governing Body will take into account 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 (paragraph 21.3 of the Document). The 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 Governing Body will take account of paragraphs 55 to 59 of the section 3 guidance.

SEN Pay Scales for our school as at 1<sup>st</sup> September 2025:

SEN 1 £2,787 SEN 2 £5,497

## **33 PART-TIME EMPLOYEES**

**Teachers:** The Governing Body will apply the provisions of the Document in relation to part-time teachers' pay and working time, in accordance with paragraphs 40-41 and 52, and paragraphs 39-44 and 79-86 of the section 3 guidance.

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

## **34 TEACHERS EMPLOYED ON A SHORT NOTICE BASIS**

Such teachers will be paid in accordance with paragraph 42 of the Document.

## **35 ADDITIONAL PAYMENTS**

In accordance with paragraph 26 of the Document and paragraphs 60-69 of the section 3 guidance, the Governing Body may make payments as they see fit to a teacher, including a Headteacher 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 Headteacher or, in the case of the Headteacher, between the Headteacher and the Governing Body;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

The Pay Committee will make additional payments to teachers in accordance with the provisions of paragraph 26 of the Document where advised by the Headteacher.

Payment will be calculated on a daily basis at 1/195<sup>th</sup> of the teacher's actual salary.

### **36 RECRUITMENT AND RETENTION INCENTIVE BENEFITS**

The Governing Body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the Document and paragraphs 70-72 of the section 3 guidance).

The Pay Committee will consider exercising its powers under paragraph 27 of the Document 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 Governing Body will, nevertheless, conduct an annual formal review of all such awards.

In relation to the Headteacher, any 'additional payments' under this section will form part of the 25% limit on the use of all discretions, unless the Governing Body choose to use the 'wholly exceptional circumstances' discretion. The Governing Body will not award a recruitment or retention payment under paragraph 27 other than as reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher, or assistant headteacher – including non-monetary benefits – must be taken into account when determining the pay range.

## **SECTION B: SUPPORT STAFF**

The Pay Committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The Pay Committee will determine the pay grade of support staff on appointment in accordance with the scale of grades, currently applicable in relation to employment with the LA, which the committee consider appropriate for the post. In reaching its determination, the committee will consider the advice of the LA, but will not consider itself bound by that advice. The appeals process is set out in the appendix to this policy.

### **37 STAFFING STRUCTURE**

The school has agreed a staffing structure for support staff working at the school and this is attached at Appendix A. The structure ensures that there is appropriate line management of all staff.

The work to be undertaken by each postholder and the outcomes to be achieved will be set out in a Job Description, along with a Person Specification setting out the criteria for each post.

The appointment of support staff is the responsibility of the Governing Body. The arrangements for filling vacancies will be as set out in the school's Recruitment policy.

### **38 GRADING OF POSTS**

The school uses a job evaluation scheme to determine grades and acknowledges that the Council has, as part of its Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon schools. In compiling job specifications for support staff, the school is aware of any agreed local authority job profiles and associated guidance. It should consider any equal pay and grading issues that the local authority may raise before putting forward a formal recommendation.

### **39 STARTING SALARY POINT**

The actual pay point within the salary range for each newly appointed employee will be at the minimum spinal column point of the grade unless:

- (i) the person appointed is an existing employee of Croydon Council and the employee is being redeployed. Please refer to the school's redeployment policy and salary protection.
- (ii) the person appointed is not currently paid on a salary range assessed in accordance with the salary policy of the school, in which case a starting salary point above the minimum of the range may be agreed by the Headteacher in exceptional circumstances, taking into account the

difficulty in recruiting to the post and the newly appointed employee's (a) current actual pay and (b) recent relevant experience and qualifications.

#### 40 INCREMENTAL PROGRESSION AND ACCELERATION

Unless staff are appointed on the top spinal point of their grade staff are entitled to incremental progression to the top of their grade, subject to satisfactory annual assessment under the school's adopted appraisal scheme. Annual increments, where applicable, are payable on 1<sup>st</sup> April each year. The first increment will be payable as follows:

Date of Commencement of Employment	First Increment
1 <sup>st</sup> October to 31 <sup>st</sup> March	After the completion of 6 months' service in the Grade.
1 <sup>st</sup> April to 30 <sup>th</sup> September	On the 1 <sup>st</sup> April following the appointment.

#### 41 TERM TIME ONLY WORKING AND ANNUAL LEAVE

**Term Time Working:** The calculation for support staff who work term-time only for a full holiday entitlement is 7.4 or 8.4 weeks (made up of 29 or 34 days of annual leave plus 8 bank holidays) for the number of weeks worked in a year. For staff who work 39 weeks each year this will mean their pay is based on 46.4 or 47.4 working weeks.

**All Year Round Working:** The annual leave year extends from 1<sup>st</sup> April to 31<sup>st</sup> March. All leave should be requested and taken only after agreement with the Headteacher and line manager concerned. All leave is agreed subject to service requirements and the school reserves the right to require staff to take leave on dates determined by the school.

The whole year entitlement is as follows:

(a) Basic Entitlement:

Staff on grades between Grades 1 and 10	29 days (5.8 weeks)
Staff on grades Grade 11 and above	34 days (6.8 weeks)

(b) Staff with at least 5 years' continuous Local Government employment:  
34 days (6.8 weeks)

Part-time staff leave entitlement will be pro-rata to the leave entitlement of full-time staff. Dependent on staff work pattern, this entitlement may be

converted into hours. New entrants to the school will be granted annual leave proportionate to their service during their leave year of entry.

The school will have discretion when filling a vacant post to determine the number of weeks and the number of hours per week for which the employee will be contracted to work. In addition, the school will ensure that staff receives the appropriate pro-rata payments for holidays in accordance with the National Conditions of Service.

The contract issued will show the number of hours and weeks to be worked. Staff will receive equal payments each month throughout the year except where extra payment is to be made for any temporary additional hours worked.

#### **42 AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS**

The total number of hours of work for all support staff will be determined at the time of appointment, and reviewed regularly, as the needs of the school develop and change..

Where staff work additional hours, with the prior agreement of the headteacher, additional payment or time off in lieu will be arranged.

There are no overtime payments for staff at or above grade 12, unless the overtime hours worked are for duties outside the scope of their substantive role. Where such overtime is worked, it will be paid at plain time. Staff at this level will retain normal working hours of 36, but will be expected to work all reasonable hours required to discharge the duties of their post.

The table below shows the qualifying time for night working is 8pm to 6am. Shift patterns worked within Monday to Saturday 6am to 8pm do not attract additional payments.

Monday to Friday 6am - 8pm	No enhancement
Monday to Friday 8pm - 6am	Enhancement of 20%
Saturday 8pm - midnight	Enhancement of 20%
Midnight Saturday to midnight Sunday	Enhancement of 50%
Midnight Sunday to 6am Monday	Enhancement of 20%
Bank Holidays (midnight – midnight)	Enhancement of 100%

For staff at grade 12 or above, payment will be paid at plain time.

#### **43 REWARDING ADDITIONAL DUTIES (FORMALLY KNOWN AS HONORARIA)**

The school recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or

reorganisation or because project work beyond normal requirements has to be undertaken. The school will decide how to deal with the additional duties and will bear in mind the school's Equal Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short-term measure where the duration is for a minimum of 4 weeks up to a maximum of 6 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion. The Governing Body has adopted the School's Rewarding Additional Duties policy and procedure; please refer to [www.croydonhr.co.uk](http://www.croydonhr.co.uk) for details. Where the school requires a member of staff to undertake additional duties, this will be in line with the above policy.

#### **44 APPEAL ARRANGEMENTS – SUPPORT STAFF**

Appeals against job evaluation grading are in line with the school/academy policy on job evaluation.

#### **45 CONCLUSION**

This policy has been agreed by the Governing Body of Archbishop Tenison's CE High School on 3<sup>rd</sup> December 2025 and supersedes all previous pay and conditions of service policies.

Mrs Eileen Chapman Chair of Governors, 3rd December 2025



**(ii) Support Staff**

EDUCATION AND CARE

Lay Chaplain + Assistant Lay Chaplain

Head of Inclusion (DDSL)

Head of Pupil Welfare and Attendance Officer (DDSL)

Assistant Head of Pupil Welfare

Pupil Services Assistant with responsibility for attendance

Lunch-time supervisors

TEACHING SUPPORT

Team Leader+ Curriculum and Teaching Support Assistants

CURRICULUM SUPPORT

Curriculum and Teaching Support Assistants

LEARNING SUPPORT

Team Leader

Higher Level Learning Support Assistants

Learning Support Assistants (Levels 1 and 2)

TECHNICIANS

Senior Laboratory Technician (Science) + Laboratory Technician (Science)

Technician (Reprographics, Technology and Art, Food and Nutrition)

ICT SERVICES

Manager + Technician

FINANCE

Finance Manager + Senior Finance Assistant + Finance Assistant

EXAMS AND ASSESSMENT

Exams Officer + Exams Administrator

Invigilators

ADMINISTRATION

Headteacher's PA + Clerk to the Governors

Office Team Leader & HR Administrator

MIS and Timetable Coordinator

Admissions Officer + Marketing Officer

Sixth Form Administration and Support

Office Administrator (General communication)

Office Administrator (HR)

Reception Team (& Website Administrator)

PREMISES

Site Manager

Caretakers

**APPENDIX B:**  
**TEACHING AND LEARNING RESPONSIBILITIES (from Staff Handbook)**

This summary sets out a leadership structure for the school, for the teaching and learning of each subject, for the pastoral leadership of the school and for the way in which this is supported by the responsibilities of Associate Staff. Our purpose is to have a staffing structure which enables the school to develop and realise its strategic vision, allows staff to develop their skills, knowledge and understanding for their work and gives pupils and students access to the best teaching and learning. This structure relates to the school's processes of self-evaluation and development planning and is reviewed periodically.

**Criteria used for assessing responsibilities when TLRs were introduced**

- Number of lessons for which the post-holder is responsible as subject leader
- Number of pupil/student hours for which the post-holder is responsible as subject leader
- Number of classes for which the post-holder is responsible as a subject leader
- Number of staff for whom the post-holder has line management responsibility
- The extent the post involves responsibility for implementing key areas of the school development plan
- The extent of extra-curricular commitment associated with the post

**Criteria for allocating Teaching and Learning Responsibilities**

A TLR may be awarded to a classroom teacher for undertaking: "A sustained additional responsibility, in the context of the school's structure, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which (the postholder) is made accountable". (*DfE School Teachers' Pay and Conditions Document 2010*)

Additional significant responsibilities such as are not required of all classroom teachers and would need to:

1. Be focused on teaching and learning
2. Require the exercise of a teacher's professional skills and judgement
3. Require the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum
4. Have an impact on the educational progress of pupils other than the teacher's assigned pupils
5. Involve leading, developing and enhancing the teaching practice of other staff

From September 2018 the Governors have also started to use TLR 3 payments for additional responsibilities. These are for particular projects for up to one year at a time.

**Current ranges for Teaching and Learning Responsibilities (Outer London)**

Allowance	2024 £	2025 £
TLR1	Minimum £9,782 Maximum £16,553	Minimum £10,174 Maximum £17,216
TLR2	Minimum £3,391 Maximum £8,279	Minimum £3,527 Maximum £8,611
TLR3	Minimum £675 Maximum £3,344	Minimum £702 Maximum £3,478

Actual values are found in the school's Pay Policy and on the next page of this Handbook.

**APPENDIX C:**  
**SCHOOL DOCUMENTS TO SUPPORT PAY PROGRESSION**

**(i) Criteria for Progression through the Upper Pay Scale**

	<b>UPS 1a and 1b</b>	<b>UPS 2a and 2b</b>	<b>UPS 3</b>
<b>Experience</b>	Normally 6 years' teaching	Normally 8 years' teaching	Normally 10 years' teaching
<b>Appraisal</b>	Process successfully completed.	Process successfully completed.	Process successfully completed.
<b>Lesson observations</b>	Completed, as required for the appraisal process.	Completed, as required for the appraisal process.	Completed, as required for the appraisal process.
<b>Examination results &amp; current pupil progress</b>	Reviewed, as required for the appraisal process.	Reviewed, as required for the appraisal process.	Reviewed, as required for the appraisal process.
<b>Teaching Standards</b>	Continue to be fully met	Continue to be fully met	Continue to be fully met
<b>UPS Standards</b>	Continue to be fully met	Continue to be fully met	Continue to be fully met
<b>Overall expectation</b>	A well-rounded teacher who: <ul style="list-style-type: none"> <li>• takes responsibility for his/her own professional development, as reflected in his/her own practice and in pupil outcomes</li> <li>• is well respected by colleagues, pupils and parents</li> <li>• is a good role model for other staff</li> </ul>	As for UPS 1-2 Also: <ul style="list-style-type: none"> <li>• makes a substantial contribution to the work of a successful department and year team</li> </ul>	As for UPS 3-4 Also: <ul style="list-style-type: none"> <li>• makes a significant contribution to the development of teaching and learning in the school as a whole</li> </ul>

This is based on a summary initially prepared for the Governors' Staff Development and Welfare Committee in March 2013, and then revised in November 2024, as part of clarifying what is expected of teachers on the Upper Scale following the 2012 changes to Teaching Standards.

**(ii) Criteria for Progression through the Main Pay Scale**

	<b>Point 1</b>	<b>Point 2</b>	<b>Point 3</b>	<b>Point 4</b>	<b>Point 5</b>	<b>Point 6</b>
<b>Experience</b>	QTS achieved prior to taking up post.	1 <sup>st</sup> ECT year successfully completed.	2 <sup>nd</sup> ECT year successfully completed.	Normally 3 years' teaching	Normally 4 years' teaching	Normally 5 years' teaching
<b>Appraisal</b>				Process successfully completed.	Process successfully completed.	Process successfully completed.
<b>Lesson observations</b>	Completed as part of the assessment within the Early Career Framework.	Completed, as required for the appraisal process.	Completed, as required for the appraisal process.	Completed, as required for the appraisal process.	Completed, as required for the appraisal process.	Completed, as required for the appraisal process.
<b>Examination results &amp; current pupil progress</b>	Review contributes to assessment under the Early Career Framework.	Reviewed, as required for the appraisal process.	Reviewed, as required for the appraisal process.	Reviewed, as required for the appraisal process.	Reviewed, as required for the appraisal process.	Reviewed, as required for the appraisal process.
<b>Teaching Standards</b>	The Teaching Standards are met in day-to-day classroom practice	Continue to be fully met	Continue to be fully met	Continue to be fully met	Continue to be fully met	Continue to be fully met
<b>Overall expectation</b>	A competent teacher who: <ul style="list-style-type: none"> <li>• acts on advice given</li> <li>• able to develop his/her practice in response to challenges which emerge with different classes</li> <li>• is an effective member of the teaching staff</li> <li>• is building good relationships with pupils, colleagues and parents alike</li> <li>• is starting to make a full contribution to pupil outcomes in the school</li> </ul>	A very competent teacher who: <ul style="list-style-type: none"> <li>• has learnt how to teach well</li> <li>• has adapted well to the demands of teaching pupils of different abilities at each Key Stage</li> <li>• plays an effective part in his/her department and year teams</li> <li>• has established good relationships with pupils, colleagues and parents alike</li> <li>• makes a full contribution to pupil outcomes in the school</li> </ul>	A fully competent teacher who: <ul style="list-style-type: none"> <li>• teaches well in all circumstances</li> <li>• is developing professionally in taking on new challenges and succeeding in new ways</li> <li>• plays an effective part in the development of the school</li> <li>• is known for his/her good relationships with pupils, colleagues and parents alike</li> <li>• has made a significant contribution to pupil progress &amp; outcomes in the school</li> </ul>			

This is a summary initially prepared for the review of Pay Policy in July 2013, and then revised in November 2024, to clarify what is expected of teachers on the Main Professional Pay Scale following the 2013 changes to School Teachers' Pay and Conditions.

**(iii): Record of completed Appraisal for Pay Progression**

Name: \_\_\_\_\_

Year: 20\_\_/\_\_

<b>Appraisal Reviews: summary of targets for last year</b> <ul style="list-style-type: none"> <li>• Pupil Progress</li> <li>• Quality of Teaching</li> <li>• School Responsibility (+ Leadership/Management)</li> </ul>	Date on which the Appraisal process was completed:
<b>Lesson observations (incl. work scrutiny) conducted:</b> <ul style="list-style-type: none"> <li>• Formal observations</li> <li>• Informal visits or mutual observations within a departmental team</li> <li>• Review of work and marking</li> </ul>	Date(s) of any observation(s):
<b>Examination Results and Pupil Progress over last year</b> <ul style="list-style-type: none"> <li>• Classes taught at Key Stage 3:</li> <li>• Classes taught at Key Stage 4:</li> <li>• Classes taught in the Sixth Form:</li> </ul>	Date of review undertaken as part of Appraisal:

<p><b>Teaching Standards</b></p> <ul style="list-style-type: none"> <li>1. High expectations</li> <li>2. Good progress and outcomes by pupils</li> <li>3. Good subject and curriculum knowledge</li> <li>4. Plan and teach well-structured lessons</li> <li>5. Respond to strengths and needs of all pupils</li> <li>6. Accurate &amp; productive use of assessment</li> <li>7. Manage behaviour effectively</li> <li>8. Wider professional responsibilities</li> </ul>	<p>Date of discussion held to set objectives for this year's Appraisal, focussing on one or more of these objectives, as considered appropriate:</p>
<b>(Upper Pay Range only)</b>	
<p><b>Post-Threshold Standards</b></p> <ul style="list-style-type: none"> <li>1. Workplace policies and practice</li> <li>2. Teaching, learning and behaviour mgt. strategies</li> <li>3. Assessment requirements and arrangements</li> <li>4. Qualifications and specifications</li> <li>5. Subject knowledge and related pedagogy</li> <li>6. Development and well-being of young people</li> <li>7. Designing learning sequences</li> <li>8. Learners achieve well relative to prior attainment, better than national average</li> <li>9. Collaboration, team membership</li> <li>10. Professional development of colleagues</li> </ul>	<p>Date of discussion held to set objectives for this year's Appraisal, focussing on one or more of these objectives, as considered appropriate:</p>
<b>Confirmation of Completion</b>	
Signature of Appraisee:	Signature of Appraiser:

<b>Headteacher's Signature</b>	
Point on Main or Upper Pay Range for last year: _____	Headteacher signature: _____
Point on Main or Upper Pay Range for this year: _____	_____

<b>Threshold Application</b>	
In the event of a Teacher having reached Point 6 on the Main Pay Range, and of a Threshold application being submitted:	
Date of receipt: _____	
Date of Response: _____	

## APPENDIX D: APPEALS PROCEDURE

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

As part of the overall appraisal process, a pay recommendation is made by the Headteacher and discussed with the teacher 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 teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the Headteacher, 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 teacher 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 (ie 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 teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider;
- Teachers / Headteachers should put their appeal in writing to either the 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 Headteacher (“the recommendation provider”) will make a recommendation to the Governors’ Pay Committee (“the decision maker”), supported by relevant assessment evidence. Once a teacher’s pay has been determined, the Headteacher will write on behalf of the Governing Body to the teacher 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 Pay Committee.

If the teacher wishes to appeal the decision, they must do so in writing to the Chair of the Pay Committee, 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 Chair of the Pay Committee must then arrange to meet the teacher to discuss the appeal. The Headteacher should also be invited to the meeting to clarify the basis for the original recommendation.

The Pay Committee will reconsider the decision in private and write to the teacher to notify them of the outcome of the review and of the teacher’s right of appeal to the Governing Body. If the teacher 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 Headteacher and the Chair of the Pay Committee will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. Both the Headteacher and the Chair of the Pay Committee 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 teacher 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.

### **The Modified Procedure**

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing;
2. The teacher must have sent a copy of their appeal to the Chair of the Governing Body;
3. The Chair of the Governing Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.