

# Eastbrook Secondary School



## Pay Policy

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Date of Issue: December 2022

Issued by: LBBD

Review Date: December 2023

## London Borough of Barking and Dagenham Model policy for determining Teachers' Pay 2022/23

The Governing Body of Eastbrook School adopted this policy on 5<sup>th</sup> December 2022

### INTRODUCTION

1. This policy sets out the framework for making decisions on Teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document [STPCD 2022](#). The recognised Teacher trade unions have been consulted and have agreed it as a locally recommended policy to school governing bodies for adoption.

A copy of this policy will be sent to all staff and a copy of all relevant documents on pay and conditions will be made available to staff by the school.

2. In adopting this Pay Policy, the aim is to:
  - assure the quality of teaching and learning at the school;
  - support recruitment and retention and reward Teachers appropriately; and
  - ensure accountability, transparency, objectivity, and equality of opportunity.
3. The Governing Body will maintain Teachers' previous pay entitlements in accordance with the principle of pay portability.
4. Pay decisions at this school are made by the Governing Body, which has delegated certain responsibilities and decision-making powers to the appropriate committee as set out in Appendix One. This Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the Governing Body, and shall have full authority to take pay decisions on behalf of the Governing Body in accordance with this policy. The Head Teacher/Principal shall be responsible for advising the Committee on its decisions.

### PAY REVIEWS

5. The Governing Body will be responsible for ensuring that:
  - each Teacher's salary is reviewed annually with effect from 1<sup>st</sup> September;
  - each Teacher is notified of the outcome by no later than 30<sup>th</sup> November (normally October) this year and
  - all Teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled 30<sup>th</sup> November 2022.
6. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

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

## **BASIC PAY DETERMINATION ON APPOINTMENT**

8. The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.
9. In making such determinations, the Governing Body will apply the following:

### **Teachers with posts on the Main and Upper Pay Ranges**

10. The Governing Body has established the following pay scales for Teacher posts paid on the Main Pay Range and Upper Pay Range:

#### **Main Pay Range Scale – Inner London**

£  
£34,502  
£36,141  
£37,857  
£39,655  
£41,892  
£44,756

#### **Upper Pay Range Scale – Inner London**

£  
£49,320  
£51,743  
£53,482

11. The Governing Body undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for Teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range. (Please refer to paragraph 78).
12. The Governing Body will apply the principle of pay portability in making pay determinations for all new appointees as follows:
  - (a) When determining the starting pay for a classroom Teacher taking up their first appointment as a qualified classroom Teacher, the Governing Body will pay the Teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis:
    - one point for each one year of service as a qualified Teacher in a maintained school, Academy, City Technology College, or independent school;
    - one point for each one year of service as a qualified Teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;

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- one point for each three years of remunerated or unremunerated experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the Teacher's work at the school, and experience with children/young people, including caring for children during a career break.

The Governing Body will also consider the allocation of additional scale points on the above basis to other Teachers appointed to the Main or Upper Pay Ranges.

- (b) When determining the starting pay for a Teacher who has previously worked in an LA maintained school or academy in England and Wales, the Governing Body will pay the Teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the Teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post (subject to the provisions in paragraph 27).
- (c) The Governing Body will also pay Teachers who are "post-threshold Teachers", as defined by the 2022 [STPCD](#) on the Upper Pay Range. Teachers on the Upper Pay Range no longer need two successful reviews to progress on the Upper Pay Range, the requirement is for only one successful review in order to progress.

## Teachers with Leading Practitioner Posts

- 13. The Governing Body has established the following pay scale[s] for Leading Practitioner Teacher posts paid on the Leading Practitioner Pay Range:  
  
Leading Practitioner Pay Range Scale: Leadership 1 – Leadership 18 (see below)
- 14. Such posts may be established for Teachers whose primary purpose is modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.
- 15. When determining the pay scales for such posts, the Governing Body will do this by reference to the weight of the responsibilities of the post, bearing in mind the need to ensure pay equality, where posts are equally onerous, and fair pay relationships between posts of differing levels of responsibility.
- 16. The policy of the Governing Body is to appoint any new Leading Practitioner Teacher at the bottom point of the pay range, save in exceptional circumstances when they can be placed higher up on the range.

## Unqualified Teachers

- 17. The Governing Body has established the following pay scale for Unqualified Teachers employed in teaching posts:

Unqualified Teachers\*

Unqualified Teacher Pay Range Scale – Inner London

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£  
£24,254  
£26,473

£28,692  
£30,647  
£32,863  
£35,081

## **Teachers with Leadership Posts (Head Teacher, Deputy & Assistant Head Teachers (see appendix 5))**

18. The pay ranges for the Head Teacher, Deputy Head Teacher[s] and Assistant Head Teacher[s] will be determined in accordance with the criteria specified in the STPCD and ensure fair pay relativities. The pay ranges will be set out in the school's published staffing structure.
19. Discretionary payments to the Head Teacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.
20. The Governing Body will appoint new leadership Teachers at the bottom point of the relevant pay range save in exceptional circumstances when they can be placed higher up on the range.
21. The Governing Body will pay Teachers as Deputy or Assistant Head Teachers only where the Governing Body is satisfied that, in the context of the Teacher's duties, the role includes a significant responsibility that is not required of all Teachers or TLR holders, and that the role:
  - (a) is focused on teaching and learning;
  - (b) requires the exercise of a Teacher's professional skills and judgment;
  - (c) requires the Teacher to lead and manage the school through:
    - development of teaching and learning priorities across the school;
    - accountability for the standards of achievement and behaviour of pupils across the school;
    - accountability for the planning and deployment of the school's resources;
    - leading policy development and implementation across the school in accordance with statutory provisions;
    - managing whole school operational activity;
    - working with external bodies and agencies; and
    - securing pupils' access to their educational entitlements;
  - (d) has an impact on the educational progress of the school's pupils;
  - (e) involves leading, developing, and enhancing the teaching practice of the school's staff;and

(f) includes line management responsibility for a significant number of people and/or the line management of other line managers.

22. In the case of a Deputy Head Teacher post, the Governing Body must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Head Teacher employed in the same school, including responsibility for discharging in full, the responsibilities of the Head in the absence of the Head Teacher.

## **PAY PROGRESSION BASED ON PERFORMANCE**

23. The arrangements for Teachers appraisal are set out in the school's appraisal policy.
24. Decisions regarding pay progression will be made with reference to the Teachers' performance management/appraisal reports and the pay recommendations they contain. In the case of ECTs, pay decisions will be made by means of the statutory induction process.
25. To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions (see paragraph 19).
26. The performance management/appraisal review statement at the end of a cycle will be the only source of evidence Teachers require to support pay progression.
27. Where Teachers have joined the school part way through a performance management/appraisal cycle, the Governing Body will, where necessary, seek evidence from the previous schools to assist pay decisions and will only, where necessary, seek evidence from the Teachers themselves (see also paragraph 12b).
28. Teachers' performance management/appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the performance management/appraisal report and considering advice from the Senior Leadership Team.
29. The Governing Body will ensure that appropriate funding is allocated for pay progression for all eligible Teachers.
30. All Teachers can expect progression to the top of their pay range as a result of successful performance management/appraisal reviews.
31. The Governing Body will make pay decisions according to the criteria for progression set out in paragraphs 9 to 19.

## **Teachers on the Main Pay Range**

32. Teachers will be awarded pay progression on the Main Pay Range following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the Teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

33. Teachers in their two-year induction period will be awarded pay progression on the successful completion of their induction. The relevant body 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.

## **Teachers on the Upper Pay Range**

34. Qualified Teachers may apply to be paid on the upper pay range once a year. Teachers will be awarded pay progression to the Upper Pay Range following one successful performance management/appraisal reviews.

Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the Teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

## **Teachers on the Leading Practitioner Pay Range**

35. Leading Practitioner Teachers will be awarded pay progression on their pay scales following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the Teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

## **Unqualified Teachers**

36. Unqualified Teachers will be awarded pay progression on their pay scale following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the Teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

## **Teachers on the Leadership Pay Range (Head Teacher, Deputy & Assistant Head Teachers)**

37. The Head Teacher, Deputy Head Teacher(s) and Assistant Head Teacher(s) will be awarded additional scale points in accordance with the provisions of the [STPCD](#); i.e. they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

## **MOVEMENT TO THE UPPER PAY RANGE**

### **Applications and Evidence**

38. 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.



39. The Head Teacher will notify all Teachers on Main Pay Range at the start of each school year of their eligibility to apply for assessment.
40. Applications may be made once a year. Where Teachers wish to be assessed, they should notify their appraiser in writing using the application form (**Appendix Three**) which should be submitted by the Teacher to the appraiser at the performance management/appraisal planning meeting. The Teacher's application will be appended to their performance management/appraisal planning statement.
41. The performance management/appraisal review statement at the end of a cycle will be the only source of evidence Teachers require to support pay progression.
42. If a Teacher is simultaneously employed at another (other) school(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or those schools. This school will not be bound by any pay decision made by another school but may consider whether the principle of portability should apply.

## **The Assessment**

43. An application from a qualified Teacher will be successful where the Governing Body 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.
44. For the purposes of this pay policy, the Governing Body will be satisfied that the Teacher has met the expectations for progression to the Upper Pay Range where one successful performance management/appraisal review provides evidence that the Upper Pay Range criteria (see Appendix Four) have been met.
45. In making its decision, the Governing Body will have regard to the most recent performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the Teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

The impact of the pandemic has made it impossible to measure objectives and provide support in the normal way. These factors make it even more important that pay progression is the norm. All eligible Teachers and leaders should receive pay progression unless they are subject to formal capability procedures and, despite support being provided by the school.

## **Processes and Procedures**

46. The assessment will be made within 10 working days (excluding school closure periods) of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale.



If unsuccessful, feedback will be provided by the Head Teacher as soon as possible and at least within 5 working days (excluding school closure periods) of the decision; and will cover the reasons for the decision and the appeals arrangements available to the Teacher. Any appeal against a decision not to move the Teacher to the Upper Pay Range will be heard under the appeals procedure set out in **Appendix 2**.

## **PART-TIME TEACHERS**

47. Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time Teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

## **SHORT NOTICE/SUPPLY TEACHERS**

48. Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.
49. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

## **PAY INCREASES ARISING FROM CHANGES TO THE [STPCD](#)**

50. An award of 5% increase has been awarded on all pay ranges and allowances advisory point, with higher increases for early career Teachers as part of the process to move starting pay to £30,000 by 2023. The highest increase is 8.9 per cent on the bottom point of the Main Pay Range in England (equating to a starting salary of £28,000)

## **DISCRETIONARY ALLOWANCES AND PAYMENTS (see [Appendix 5](#))**

### **Teaching & Learning Responsibility Payments (TLRs)**

51. The Governing Body may award a TLR payment to a classroom Teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the Teacher is made accountable. The award may be while a Teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with, and subject to, paragraph 3 and paragraphs 20.2 and 20.3. Unqualified Teachers may not be awarded TLRs.
52. Having decided to award a TLR, the Governing Body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with its pay policy, provided that:

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- a) the annual value of a TLR1 must be no less than £8,706 and no greater than £14,732;
- b) the annual value of a TLR2 must be no less than £3,017 and no greater than £7,368

53. The Governing Body pays TLR 1 and 2 payments to Teachers as indicated in the school's published staffing structure, in accordance with the pay ranges specified in the 2014 [STPCD](#) and as updated from time to time.

The following levels and values will apply:

TLR 1: A £8,706, B £10,100, C £12,316, D £14,732

TLR 2: A £3,017, B £ 5,059, C £ 7,368

54. With the exception of sub-paragraphs (c) and (e), which do not have to apply to the award of TLR3s, before awarding any TLR the Governing Body must be satisfied that the Teacher's duties include a significant responsibility that is not required of all classroom Teachers and that:

- a. is focused on teaching and learning;
- b. requires the exercise of a Teacher's professional skills and judgement;
- c. requires the Teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d. has an impact on the educational progress of pupils other than the Teacher's assigned classes or groups of pupils; and 27
- e. involves leading, developing and enhancing the teaching practice of other staff. 20.5.

55. In addition, before awarding a TLR1, the Governing Body must be satisfied that the sustained, additional responsibility referred to in paragraph 20.1 includes line management responsibility for a significant number of people.

56. In accordance with paragraph 47 of the statutory guidance in the 2015 [STPCD](#), Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

57. The Governing Body may award a fixed-term third TLR (TLR3) to a classroom Teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities.

The annual value of an individual TLR3 must be no less than £600 and no greater than £2,975. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term.

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

58. The Governing Body may award a fixed-term third TLR (TLR3) to a classroom Teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than £600 and no greater than £2,975. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. Although a Teacher cannot

hold a TLR1 and a TLR2 concurrently, a Teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

59. Before awarding any TLR3 the Governing Body must be satisfied that the Teacher's duties include a responsibility that is not required of all classroom Teachers and that:
- is focused on teaching and learning;
  - requires the exercise of a Teacher's professional skills and judgement;
  - has an impact on the educational progress of pupils other than the Teacher's assigned classes or groups of pupils; and 27

## **Special Educational Needs (SEN) Allowances**

60. The Governing Body must award a SEN allowance to a classroom Teacher:
- in any SEN post that requires a mandatory SEN qualification (9) and involves teaching pupils with SEN;
  - in a special school;
  - who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached Teacher, in a local authority unit or service;
  - in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
    - involves a substantial element of working directly with children with SEN;
    - requires the exercise of a Teacher's professional skills and judgement in the teaching of children with SEN; and
    - has a greater level of involvement in the teaching of children with SEN than is the normal requirement of Teachers throughout the school or unit within the school or, in the case of an unattached Teacher, the unit or service.
61. Where a SEN allowance is to be paid, the Governing Body must determine the spot value of the allowance, considering the structure of the school's SEN provision and the following factors:
- whether any mandatory qualifications are required for the post;
  - the qualifications or expertise of the Teacher relevant to the post; and (9) Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662). 28
  - the relative demands of the post. 2
62. The Governing Body must set out in its pay policy the arrangements for rewarding classroom Teachers with SEN responsibilities.
63. The value of SEN allowances to be paid at the school will be:

SEN 1 £2,384, SEN 2 £4,703

## **Allowance Payable to Unqualified Teachers**

64. The Governing Body may determine that such additional allowance as it considers appropriate is to be paid to an Unqualified Teacher where it considers, in the context of its staffing structure and pay policy, that the Teacher has:
- a) taken on a sustained additional responsibility which:
    - i. is focused on teaching and learning; and
    - ii. requires the exercise of a Teacher's professional skills and judgment; or
  - b) qualifications or experience which bring added value to the role being undertaken

## **Acting Allowances**

65. Subject to paragraph 67, where a Teacher is assigned and carries out duties of a Head Teacher, Deputy Head Teacher or Assistant Head Teacher, but has not been appointed as an acting Head Teacher, Deputy Head Teacher or Assistant Head Teacher, the Governing Body 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 ("acting allowance") must be paid in accordance with the following provisions.
66. If the Governing Body's determination referred to in paragraph 70 is that the Teacher will not be paid an acting allowance, but the Teacher continues to be assigned and to carry out duties of a Head Teacher, Deputy Head Teacher or Assistant Head Teacher (and has not been appointed as an acting Head Teacher, Deputy Head Teacher or Assistant Head Teacher), the Governing Body may at any time after that determination make a further determination as to whether or not an acting allowance must be paid. .
67. If the Governing Body determines that the Teacher must be paid an acting allowance, subject to paragraph 68, it must be of such amount as is necessary to ensure that the Teacher receives remuneration equivalent to the salary that the Governing Body considers to be appropriate.
68. Where a Teacher is assigned and carries out the duties of a Head Teacher, Deputy Head Teacher or Assistant Head Teacher in relation to whom a pay range (as the 29 case may be) has been determined and an acting allowance is paid under this paragraph, the Teacher's total remuneration must not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.
69. The Teacher may be paid an acting allowance with effect from such day on or after the day on which duties of a Head Teacher, Deputy Head Teacher or Assistant Head Teacher are first assigned and conducted as the Governing Body may determine.
70. Where a Teacher is paid an allowance under this paragraph, then for so long as that allowance is paid, Part 7 applies as if the Teacher has been appointed to that post permanently.

## **Additional Payments**

71. The Governing Body may make such payments as it sees fit to a Teacher, other than a Head Teacher, in respect of:
- a. continuing professional development undertaken outside the school day;
  - b. activities relating to the provision of initial Teacher training as part of the ordinary conduct of the school;
  - c. participation in out-of-school hours learning activity agreed between the Teacher and the Head Teacher;
  - d. additional responsibilities and activities due to, or in respect of, the provision of services relating to

## **Recruitment and Retention Incentives and Benefits**

72. Subject to paragraph 73, the Governing Body or, where it is the employer in the case of an unattached Teacher, the authority, may make such payments or provide such other financial assistance, support or benefits to a Teacher as it considers to be necessary as an incentive for the recruitment of new Teachers and the retention in their service of existing Teachers. A salary advance scheme for a rental deposit may be one of a few tools that schools may wish to consider using to support recruitment or retention.
73. Where the Governing Body or, where it is the employer in the case of an unattached Teacher, the authority, is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the Governing Body or authority must conduct a regular formal review of all such awards. The Governing Body or authority should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.
74. Head Teachers, Deputy Head Teachers and Assistant Head Teachers may not be awarded payments under paragraphs 72 to 73 other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Head Teacher, Deputy Head Teacher or Assistant Head Teacher – including non-monetary benefits – must be considered when determining the pay range. Where the Governing Body pays a recruitment or retention incentive or benefit awarded to a Head Teacher, Deputy Head Teacher or Assistant Head Teacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Document.
75. Either
- a) The Governing Body has determined not to make recruitment and retention payments to Teachers;
- Or
- b) The Governing Body has determined that it will make recruitment and retention payments to Teachers. Such payments will be reviewed annually by the appropriate Governors' committee.

## SAFEGUARDING

76. The Governing Body will operate salary safeguarding arrangements in line with the provisions of the [STPCD](#).

## APPEALS

77. The arrangements for considering appeals on pay determination are set out in **Appendix 2** of this policy.

## FORMULATING AND MONITORING THE IMPACT OF THE POLICY

78. In order to avoid exercising discretion in a way which could constitute a breach of contract by being irrational or perverse, the Governing Body will take full account of the outcome of any local negotiations and of agreements between the LA and the recognised Teachers' unions/associations on appropriate criteria to be used in relation to discretionary elements of pay such as the allocation and payment of TLR3 allowances and recruitment and retention allowances.

The Governing Body will monitor the outcomes and impact of this policy on a regular basis in conjunction with recognised union representatives and will publish an annual written report on the operation of the pay policy, including its compliance with equalities legislation and make the report available to recognised union representatives upon request.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1110990/2022\\_STPCD.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1110990/2022_STPCD.pdf)

## **Appendix One**

REMIT FOR THE APPROPRIATE COMMITTEE OF THE GOVERNING BODY WHICH IS RESPONSIBLE FOR PAY MATTERS Finance & Personnel Committee:

Example remit, incorporating recommended requirements:

*The Finance & Personnel Committee will comprise at least three governors. All governors, including those employed at the school, will be eligible for membership of the Pay Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school.*

### **Establishment of the policy**

*The Finance & Personnel Committee is responsible for:*

- *establishing the policy, in consultation with the Head Teacher, staff, and trade union representatives, and submitting it to the Governing Body for approval.*

*The Governing Body is responsible for:*

- *formal approval of the policy.*

### **Monitoring and review of the policy**

*The Finance & Personnel Committee is responsible for:*

- *reviewing the policy annually, in consultation with the Head Teacher, staff and trade union representatives; and submitting it to the Governing Body for approval.*

*The Governing Body is responsible for:*

- *considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;*

### **Application of the policy**

***The Head Teacher is responsible for:***

- *ensuring that pay recommendations for all other Teachers and support staff are made and submitted to the Finance & Personnel Committee in accordance with the terms of the policy;*
- *advising the Finance & Personnel Committee on its decisions; and*
- *ensuring that staff are informed of the outcome of decisions of the Finance & Personnel Committee and of the right of appeal.*



***The Finance & Personnel Committee is responsible for:***

- *taking decisions regarding the pay of these Teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the Head Teacher;*
- *taking decisions regarding the pay of the Head Teacher following consideration of the recommendations of the governors responsible for the Head Teacher's performance review;*
- *submitting reports of these decisions to the Governing Body; and*
- *ensuring that the Head Teacher is informed of the outcome of the decision of the Finance & Personnel Committee and of the right of appeal.*

***The Appeals Committee of the Governing Body is responsible for:***

- *reviewing and taking decisions on appeals against the decisions of the Finance & Personnel Committee in accordance with the terms of the appeals procedure of the policy.*

## Appendix Two

### PAY APPEALS PROCEDURE

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and has been adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a Committee acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the committee by whom the decision was made:

- a) incorrectly applied any provision of the [STPCD](#);
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the Teacher.

For any formal meeting, the Teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable.

Formal meetings must allow both parties to explain their cases.

### **The order of proceedings is as follows:**

- 1 The Teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- 2 If the Teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head Teacher within ten working days (excluding school closure periods) of the decision.

Where this is not possible or where the Teacher continues to be dissatisfied, they may follow a formal process:

- 3
  - a. The Teacher should set down in writing the grounds for questioning the pay decision and send it to the committee responsible for the determination, within **ten working days** (excluding school closure periods) of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

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- b. The Committee responsible for the determination should provide a hearing, within **ten working days** of receipt of the written appeal (excluding school closure periods), to consider the appeal and give the Teacher an opportunity to make representations in person.

Following the hearing the employee should be informed in writing of the decision and the right to appeal.

- c. Any further appeal should be heard by a panel of Three Governors who were not involved in the original determination, normally within **20 working days** of the receipt of the written appeal notification (excluding school closure periods). The Teacher will be given the opportunity to make representations in person.

The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

The procedure for the conduct of formal meetings shall be as follows:

## ***Introductions***

Chair introduces everyone and what their role is:

- Self as Chair
- Other panel member(s) (if applicable)
- Employee
- Employee's representative
- Any witnesses for the employee side
- Management representative who will state the employer's/management's case
- Any witnesses for the employer/management side
- Person who will clerk the meeting
- HR Advisor to give advice to the panel

Chair goes over the order of the hearing:

- Employee will state his/her case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state the employer's/management's case
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Chair to sum up both sides
- Chair to adjourn hearing to deliberate

## ***The employee case***

Employee/Employee representative presents employee case and is dealt with as follows:

- presentation of the evidence that supports the employee's case

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- introduces and questions any witnesses
- Chair asks questions
- Chair opens the discussion to the panel (if applicable).

## ***The management case***

Management representative presents the employer's/ management's case and is dealt with as follows:

- presentation of the evidence that supports the disputed pay decision
- introduces and questions any witnesses
- Chair asks questions
- Chair opens the discussion to the panel (if applicable).

## ***Summing up***

If appropriate, the Chair sums up the key points on both sides.

## ***End of hearing***

Chair ends the hearing and advises employee the panel's decision will be presented in writing within timescale that applies.

Chair advises employee that he/she has a **right of appeal** and that this will be communicated in the letter conveying the decision.

## ***Decision making***

Panel obtains HR advice, if required to inform the decision-making from the HR Advisor, the Clerk/Minute Taker notes main points of panel discussion and the decision.

## ***Communication of decision***

Employee is notified of the decision and the reason for the **decision confirmed in writing**,

## Appendix Three

### UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name	
Post	
PM/Appraisal Details:	
Years covered by planning/review statements	
Schools covered by planning/review statements	
Declaration:	
I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.	
Applicant's signature	
Date	

This signed proforma should be appended to the Teacher's performance management/appraisal planning record statement.

## Appendix Four

### Upper Pay Range Progression Criteria

#### (1) Professional attributes

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

#### (2) Professional knowledge and understanding

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

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

2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

#### (3) Professional skills

3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3 Promote collaboration and work effectively as a team member.

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

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## Appendix 5

Teachers' Allowance Levels		
	Current range	Recommended September 2022
Teaching and Learning	£pa	£pa
Responsibility (TLR) payment 3 (Fixed term)		
Minimum	£571	£600
Maximum	£2,833	£2,975
Teaching and Learning Responsibility (TLR) payment 2		
Minimum	£2,873	£3,017
Maximum	£7,017	£7,368
Teaching and Learning Responsibility (TLR) payment 1		
Minimum	£8,291	£8,706
Maximum	£14,030	£14,732
Special Educational Needs Allowance (SEN)		
Minimum	£2,270	£2,384
Maximum	£4,479	£4,703

Leadership Pay Levels – Inner London area		
	Current Salary Range	Recommended September 2022
	£pa	£pa
Leadership Minimum Broad Bands for Head Teacher		
1	£55,715 – £71,411	£58,501 - £74,982
2	£58,132 - £76,249	£58,501 - £80,062
3	£62,066 - £81,461	£65,170 - £85,535
4	£66,114 - £87,062	£69,420 - £91,416
5	£72,125 - £95,216	£75,732 - £99,977
6	£77,011 - £104,211	£80,862 - £109,422
7	£82,277 - £114,074	£86,391 - £119,778
8	£89,919 - £125,098	£94,415 - £131,353

### Leadership Group Pay Range

#### Inner London Area



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L1	£52,676	
L2	£53,791	
L3	£54,929	
L4	£56,085	
L5	£57,280	
L6	£58,501	
L7	£59,854	
L8	£61,039	
L9	£62,349	
L10	£63,737	
L11	£65,170	
L12	£66,485	
L13	£67,935	
L14	£69,420	
L15	£70,934	
L16	£72,604	
L17	£74,080	
L18a	£74,982	
L18b	£75,732	
L19	£77,401	
L20	£79,113	
L21a	£80,062	
L21b	£80,862	
L22	£82,662	
L23	£84,496	
L24a	£85,535	
L24b	£86,391	
L25	£88,325	
L26	£90,302	
L27a	£91,416	
L27b	£92,330	
L28	£94,415	
L29	£96,551	
L30	£98,741	
L31a	£99,977	
L31b	£100,977	
L32	£103,273	
L33	£105,635	
L34	£108,039	
L35a	£109,422	
L35b	£110,516	
L36	£113,041	
L37	£115,650	
L38	£118,298	
L39a	£119,778	
L39b	£120,976	
L40	£123,793	
L41	£126,678	
L42	£129,635	
L43	£131,353	

Notes: Scale point 'a' to be used only by schools in Groups 1 to 8 where it is the maximum value of the Head Teacher group range for the school