



Glebe School

Pay Policy

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Introduction

This document sets out the basis by which the Board will determine all school employees' pay. It also establishes the procedures for determining appeals.

When taking pay decisions, the Board must have regard to both the Pay Policy and to the particular post within the staffing structure (see Appendix 1).

The Pay Policy should be published to all staff.

The School's Pay Policy and the staffing and pay structure should be reviewed annually and in consultation with staff and their representatives, or whenever significant changes in national and local agreements on pay and conditions necessitate a review.

Policy Statement

The Board will adopt a 'whole school' approach to pay issues. Pay decisions will be taken in the context of a full consideration of the resources available to the School. This means that pay decisions relating to any given group of staff will not be taken in isolation, and that all pay decisions will be taken in the context of the School as a whole.

This policy aims to ensure fair and equitable treatment for both teaching and support staff. These procedures for determining pay are consistent with the principles of public life and will ensure objectivity, openness and accountability.

The overall objective of this policy is to ensure that all teaching and support staff are valued, treated fairly and receive recognition for their work and their contribution to school life.

When advertising all posts the School will provide job applicants with the appropriate salary details.

All information on which pay decisions are based will be treated with strict confidentiality.

Equal Opportunities

The Board is committed to promoting equality in all areas of employment and to challenging discrimination and bias.

The Board seeks to use this Pay Policy to maintain and promote equal opportunities within the School and ensure that no member of staff is discriminated against for any reason.

The School will provide appropriate support to all staff and will give them sufficient opportunity to have their training and development needs reviewed regularly as part of the performance management review arrangements.

The Board will make every effort to address the needs of those with disabilities or physical or mental health conditions, and will make any reasonable adjustments necessary in order to overcome any barriers to access.

Access to Salary Records

The School holds personal files for all staff. Staff may have access to their salary records by making a written request to the School Business Manager.

When the Pay Committee makes a reasonable request for salary information this should be extracted from the employee's personal file and supplied. All salary information is held and processed accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

Key Legislation

This Pay Policy ensures the School's compliance with The Employment Rights Act 1996, The Working Time Regulations 1998, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Act 2002, The Employment Act 2008, The Agency Workers Regulations 2010, The Equality Act 2010 The Education (School Teachers' Appraisal) (England) Regulations 2012, The School Teacher Appraisal (Wales) Regulations 2011, The Flexible Working Regulations 2014 which cover the following:

- Age discrimination
- Disability discrimination
- Equal pay
- Fixed-term employees
- Gender reassignment
- Rehabilitation of offenders
- Marriage and civil partnership
- Part-time employees
- Pregnancy and maternity
- Race discrimination
- Religion or belief
- Sex discrimination
- Sexual orientation.
- Trade union membership

In implementing this policy, the Board will work within the national and local agreements on pay and conditions of service and the accompanying statutory and non-statutory guidance. The school follows the pay and terms of conditions of employment as determined by the School Teachers' Pay and Conditions Document (STPCD) for teachers and the National Joint Council (NJC) for Local Government Services for support staff.

This policy will be reviewed each year, or when other changes occur to the School Teachers' Pay and Conditions Document/Burgundy Book and/or changes to support staff pay and conditions of employment.

1. Principles – All School Staff

1.1 The Pay Committee

Only the Board has the power to agree the Pay Policy and to approve the membership and the terms of reference for committees. The membership of committees may change from time to time subject to full Board approval.

It is recommended that the role of the Pay Committee is delegated to the Finance, Operations and Audit Committee and the headteacher or their substitute.

1.1.1 Terms of Reference

- To implement the Pay Policy with reference to staffing and financial budget plans.
- To achieve the aims of the Pay Policy in a fair and equitable manner and within statutory and contractual obligations.
- To apply the criteria of the Pay Policy consistently in determining the pay for each member of staff in the annual review.
- To determine the size of the leadership group; and set an Indicative Pay Range (IPR) for the headteacher Leadership Pay Range and for other staff in the leadership Pay Spine and decide where leadership group members should be placed on these.
- To consider difficult and discretionary pay issues, such as the use of recruitment and retention incentives.

The Pay Committee shall also be required to:

- Minute all decisions taken and submit these minutes to the Board as required.
- Keep abreast of any relevant developments and advise the Board when the Pay Policy needs updating.
- Observe all statutory, non-statutory and contractual conditions in respect of pay matters.
- Maintain the strictest confidentiality.
- Recommend any budget adjustments needed for annual pay reviews.
- Work with the headteacher to ensure that the Board complies with the Education (School Teachers' Appraisal) (England) Regulations 2012.

1.2 The Headteacher

Although the Pay Committee has overall responsibility for the management of the Pay Policy, it is not always practical for every single pay decision to be referred to it. Therefore, the headteacher has delegated responsibility for the following:

- Setting performance objectives and carrying out performance development reviews as required.
- Ensuring effective appraisal arrangements are in place and that appraisers have the knowledge and skills to apply procedures fairly.
- Approving salary assessments for all staff (except themselves, the headteacher).
- Ensuring that when pay recommendations are made to the Board that they are provided with sufficient and appropriate evidence and information to make pay decisions.
- Applying pay discretions where these are clear and non-contentious within the scope of the policy.
- Overseeing temporary and supply staff appointments.

- Reviewing, drafting and finalising job descriptions for all staff (with the exception of themselves, the headteacher).
- Ensuring staff are informed about pay decisions reached, and that records are kept of recommendations and decisions made.
- Agreeing staffing appointments and grade for all appointments with the exception of leadership posts, within the scope of the Policy.

1.3 Pay Appeals Procedure

An employee may seek a review of any decision taken in relation to their pay. The following list includes the usual reasons for seeking a review of a pay determination.

The person or committee by whom the decision was made:

- incorrectly applied any provision of this document;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased, or
- otherwise unlawfully discriminated against the employee.

1.3.1 Procedures

The order of proceedings is as follows:

1. The employee receives written confirmation of the pay determination and, where applicable, the basis on which the decision was made.
2. If the employee is not satisfied, they should seek to resolve this by discussing the matter informally (normally with the headteacher or School Business Manager) within 10 working days of the decision.
3. Where this is not possible or where the employee continues to be dissatisfied, they may follow a formal appeal process.
4. The employee should set down their grounds of appeal in writing for questioning the pay decision and send it to the Chair of the Finance, Operations & Audit Committee within 10 working days of being notified of the decision, or, of the outcome of the informal discussion referred to above. This time limit may be extended by either side if good and sufficient reason is given.
5. Any appeal should be heard by a panel of three non-staff trustees. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification and giving the employee at least 10 working days' notice of the date of the appeal hearing. For any hearing the employee 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 the formal meeting must be reasonable and must allow both parties to attend and explain their case.

6. This procedure performs the function of the grievance procedure and therefore pay decisions should not be reopened under the general grievance procedures.
7. In the event of a complaint by the headteacher, the Chair of the Board will act as the Review Officer, unless the Chair has been previously involved in the performance review proceedings. In this case another trustee should act as the Review Officer.

2. Basic Pay Determination – All School Staff

2.1 Performance Management

All members of staff are required to participate in arrangements made for the annual review of their performance. This will be managed in accordance with the Appraisal Policy, which is based on the national revised appraisal arrangements which came into force from 1st September 2012 and revised in March 2019.

Relevant information from performance management reviews will be taken into account when taking pay decisions or when advising those responsible for taking pay decisions in relation to the annual pay review process.

The Board agrees the School budget and will ensure that appropriate funding is allocated for performance pay progression at all levels.

For teaching staff, all annual pay reviews that take place in the autumn term will be backdated to 1st September.

2.2 Job Descriptions

All members of staff will be provided with a job description. The task of reviewing, drafting and finalising job descriptions is delegated to the Leadership Team.

Job descriptions may be periodically reviewed, in consultation with the employee concerned, in order to make reasonable changes. Any member of staff is entitled to request a review of their existing job description. Any such request will be considered first by their line manager and then by the headteacher where requested.

2.3 Training and Development

All employees will be encouraged and supported in their development through appropriate training. The opportunity will be made available to review their needs with their line manager.

2.4 Capability or Disciplinary Action

Being subject to capability or disciplinary action may have an impact on the pay review for that, or the following, academic year.

However, the incremental point may be considered following a further pay review retrospectively if the capability or disciplinary process is discontinued or if the employee makes sufficient progress to reach a satisfactory level of performance.

The employee concerned should be formally notified of the possibility of not being awarded the forthcoming incremental point as soon as possible. Every effort should be made to provide the employee with the appropriate support and training to help them improve their performance within the context of the capability framework.

3. Teaching staff

3.1 Pay Reviews

The Pay Committee will ensure that every teacher's salary is reviewed with effect from 1 September and no later than 31 October (except in the case of the headteacher for whom the deadline is 31 December) each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given within one month after any review and where applicable will give information about the basis on which it was made.

Individual teachers may make a written submission to the Pay Committee for particular consideration of their salary assessment.

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

Where a teacher is absent from work for a significant period of time, for example due to maternity or long term sickness absence, the school will still undertake performance and pay reviews for that member of staff.

Where a teacher is acting up, the school will still undertake performance and pay reviews for that member of staff.

3.2 Classroom Teachers on the Main Pay Range

The headteacher will determine the pay range for a vacancy prior to advertising it. On appointment they will determine the starting salary within that range to be offered to the successful candidate.

The headteacher will, if necessary, use their discretion to award a recruitment and incentive benefit to secure the candidate of their choice (this must be time framed). Very clear and specific criteria should be adopted if doing so and documented evidence may be required to verify any experience claimed.

The Board undertakes that it will not restrict the pay range advertised for the starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

The School is committed to the principle of pay portability. On appointment, classroom teachers moving from one school to another will be placed on the same or higher pay point to ensure their current salary is not reduced.

In determining the pay range, the headteacher may take into account a range of factors including:

- The nature of the post;

- The level of qualifications, skills and experience required;
- Market conditions;
- The wider school context.

3.2.1 Pay Determination for Existing Main Scale Teachers

The School Teachers' Pay and Conditions Document 2023 requires the Pay Committee to set their pay structures within the minimum and maximum of the main pay range for teachers.

The outer London teacher pay scales 2023 can be viewed at Appendix 2.

Classroom teachers will be awarded pay progression on the Main Pay Range. The School will follow these provisions and award a point following each successful performance management/appraisal review, until the maximum point, provided that the teacher's performance in the previous year was at the very minimum good.

If however, capability or disciplinary proceedings are underway Section 2.4 (Capability or Disciplinary Action) of this policy will apply.

Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher in line with the Appraisal Policy 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.

Progress will be awarded and backdated to 1st September provided the required Teachers' Standards are maintained.

Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

Please see the Teacher Standards: Guidance for school leaders, school staff and Governing Bodies <https://www.gov.uk/government/publications/teachers-standards>

3.3 Moving to the Upper Pay Range

Any teacher who has achieved Qualified Teacher Status can apply to be on the Upper Pay Range. There is no longer the requirement to be at the top of the main pay range; however, this would normally be the case. Only one application can be made each year. Separate applications can be made if the teacher also works at another school.

It is for the teacher to decide whether or not they wish to be paid on the Upper Pay Range. In order to be considered the teacher will have achieved Qualified Teacher Status and must provide two consecutive successful performance management reviews. It is important to highlight that there may be exceptional circumstances where two cannot be provided e.g. maternity leave.

A teacher, who wishes to become a post threshold teacher, should ideally advise their reviewer two years in advance so that targets can be set accordingly. It is also important that reviewers ask the teacher if they would want to consider applying for threshold to ensure that performance is assessed over the appropriate period. The teacher is entitled to receive clear advice on how they need to develop in order to reach the

threshold standards. The targets set will assess practice as being highly competent, substantial and sustained.

Those wishing to apply for performance threshold assessment may do so before 31st October by completing and returning the Application to be Paid on the Upper Pay Range form attached to this policy at Appendix 4. Consideration will be given to accepting late applications dependent on individual circumstances e.g. absence prevents this deadline being met.

Successful applicants will be placed on point 1 of the Upper Pay Range.

Teachers who are unsuccessful in passing the performance threshold assessment should be given written reasons, detailing which standards have been met and those which have not. It is expected that normally any concerns will have already been identified and shared with the teacher during the last 2 years. If they wish to appeal against this decision they should follow the procedures outlined in Pay Appeals Procedure, in paragraph 1.3.

Teachers appointed to the School who have previously become entitled to be paid on the Upper Pay Scale will retain their entitlement to any points already awarded on this scale.

3.3.1 The Application Process

Applications must:

- Be submitted to the headteacher
- Include two consecutive successful performance management reviews.
- Include any other evidence, if required that is supportive to the application process e.g. classroom observations, children's work, marking etc.
- Be submitted by 31 October in each year (consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline being met).

The Threshold Application document may be used as a method of providing evidence in addition to two consecutive performance management reviews.

3.3.2 Criteria

Applications will be assessed against the School Teachers' Pay and Conditions Document 2023 (stated below). For an application to be successful the headteacher must be satisfied that:

- The teacher is **highly competent** in all elements of the relevant standards; and
- The teacher's achievements and contribution to an education setting or settings are **substantial and sustained**.

Definitions

'Highly competent' means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the School, in order to help them meet the relevant standards and develop their teaching practice.

'Substantial' means of real importance, validity or value to the School; play a critical role in the life of the School; provide a role model for teaching and learning; make a distinctive contribution to the raising

of student standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning.

'Sustained' means the teacher must have had two consecutive successful appraisal reports in this School and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the School's Appraisal Policy.

3.4 Moving up the Upper Pay Range

Progression through the Upper Pay Scale is not automatic. Teachers can only progress if their performance has been reviewed and they are **highly competent** and have made a **substantial and sustained** contribution to the School.

Teachers would normally spend two years on each Upper Pay Scale point to demonstrate a sustained good level of overall performance at the level expected for that Upper Pay Range scale before being considered for pay progression.

In exceptional circumstances the Pay Committee can award progression to the next point on the Upper Pay Scale faster than this. In making this decision the headteacher will consider the following:

- Objectives have been met as determined during the appraisal process
- Evidence for the appraisal which confirms that the criteria of STPCD Section 15.2 has been met
- The recommendation of the appraiser.

3.4.1 The Application Process

Applications must:

- Be submitted to the headteacher.
- Include two consecutive successful performance management reviews.
- Include any other evidence that is supportive to the application process e.g. classroom observations, student's work, marking, etc.
- Be submitted by 31 October in each year (consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline being met).
- The teacher's achievements and contribution to an education setting are **substantial and sustained**.

The Threshold Application document may be used as a method of providing evidence in addition to two consecutive performance management reviews

3.5 Part-Time Teachers

Teachers employed on an ongoing basis at the School but who work less than a full working day or week are deemed to be part time. For the purposes of calculating pay for a part time teacher:

- a) "pro rata principle" means that proportion of total remuneration which corresponds to the number of hours that the teacher is employed in that capacity during the course of the School's timetabled teaching week as a proportion of the total number of hours in the School's timetabled teaching week; (and for this purpose "total remuneration" means the remuneration that would be payable to that person if employed in the same post on a full time basis); and

- b) “the School’s timetabled teaching week” means the aggregate period of time in the School timetable during which students are normally taught.

The School will give them a written statement detailing their working time obligations and the mechanism used to determine their pay subject to the provisions of the statutory pay arrangements and in comparison with the School’s timetabled teaching week for a full-time teacher in an equivalent post.

Part-time teachers are entitled to planning, preparation and assessment time pro-rata to fulltime teachers. Part-time teachers must be paid in accordance with the pro rata principle. The same principle must be applied to any allowances awarded to the part-time teacher.

Any additional hours such a teacher may agree to work from time to time at the request of the Headteacher should also be paid at the same rate.

3.6 Supply Teachers

The pay of supply teachers employed via agencies is determined by the agency concerned.

3.7 Leading Practitioner Posts

The Leading Practitioner range is for teachers who support the modelling and improvement of teaching skills. The School can create posts whose primary purpose is the modelling and leading improvement of teaching skills and that are paid above the maximum of the Upper Pay Range.

For teachers working in this capacity, additional duties will be set out in the job description which link to developing, implementing and improving school effectiveness and performance of staff, colleagues and pupils.

Pay determination has a minimum and maximum range, and the Pay Committee will be responsible for determining where within that range a post will be placed. The Pay Committee shall also ensure that there is scope for performance related progress over time within the pay range they set. The Leading Practitioner Pay Range can be viewed at appendix 2.

All pay increases will be backdated to 1st September of the relevant year.

3.8 Special Educational Needs Allowances

As a special school, an SEN allowance 1 will be automatically payable to all qualified classroom teachers employed at Glebe School.

SEN allowance 2 will be awarded to classroom teachers who qualify for SEN allowance 1 and who:

- i. Hold a recognised special educational needs qualification and/or
- ii. Where the Pay Committee consider that their experience and/or qualifications enhance the value of the work they undertake with special needs students.

When considering the award of SEN allowance 2, the relevant body should in particular consider what relevant qualifications or experience holders of SEN allowance 1 have, and whether these are being used for the benefit of the School.

4. Unqualified Teachers

The unqualified teacher pay range is shown at Appendix 2. The headteacher will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience.

The unqualified teacher pay range can be found at appendix 2.

4.1 Qualifications

Unqualified teachers, based on their qualifications, should be awarded the following:

- one point for a recognised overseas teaching qualification.
- one point for a recognised post-16 teaching qualification.
- one point for a first or second class honours degree (or equivalent as determined by the DfE).
- one point for a recognised qualification relevant to their subject area.

At the discretion of the headteacher, unqualified teachers who are on one of the employment-based routes into teaching may be paid on the qualified or unqualified teachers' scale as long as they occupy a classroom or support teacher position. Overseas trained teachers will be paid on the unqualified teachers' pay scale, with an allowance to take them up to the qualified rate of pay at the equivalent spine point.

4.2 Experience

Unqualified teachers, based on their experience, should be awarded the following:

- One point on the unqualified teachers' scale for each period of one years of service as an overseas-trained teacher.
- One point on the unqualified teachers' scale for each period of one years of service teaching in further education, including sixth form colleges.
- One point on the unqualified teachers' scale for each period of one years of service teaching in higher education.

The headteacher will consider awarding on a case by case basis:

- One point on the unqualified teachers' scale for each period of three years spent outside teaching but working in a relevant area. This might include 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 either in a paid or voluntary capacity.

The headteacher will reserve discretion to withhold an experience point where performance has been unsatisfactory. However, this will only occur where formal action during the review year has been taken under the capability procedure or the disciplinary procedure.

The headteacher may review this position if, at the conclusion of any formal action, satisfactory performance has been achieved.

4.3 Unqualified Teachers' Allowance

The headteacher may pay an unqualified teachers' allowance to unqualified teachers when they consider

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.

4.4 An Unqualified Teacher Who Becomes Qualified

Upon obtaining qualified teacher status (QTS), an unqualified teacher must be transferred to a salary within the main pay range for teachers. Where the teacher continues to be employed by the same school within which they were employed before they obtained QTS the teacher must be paid a salary which is the same as, or higher than, the sum of their QTS salary payable and any allowances payable, as the headteacher considers to be appropriate. Further guidance on payments for teachers who achieve QTS retrospectively can be found in the STPCD document.

5. Leadership Group

The STPCD made changes to the determination of the Leadership Group Pay (headteacher, deputy head or an assistant head) for those appointed on or after 1st September 2014 (or for those whose responsibilities have significantly changed on or after that date). The changes do not mean that a review will need to be undertaken for all staff undertaking leadership roles unless there is a need to maintain consistency.

The statutory range for member of the leadership group can be found at appendix 2.

5.1 Determination of the School's Headteacher Group

The headteacher group is divided into 8 groups with associated pay ranges (see section 5.3 of the STPCD 2023). The Pay Committee must assign its school to a headteacher group in accordance with paragraphs 6, 7, 8 and 9 of the STPCD 2023.

Once the Pay Committee has assigned the headteacher group for the school, it can determine the leadership pay ranges with the assigned headteacher group.

5.2 Determination of leadership pay ranges

The Pay Committee must determine pay ranges for the headteacher and for deputy and assistant headteachers in accordance with paragraphs 9.2 to 9.4 of the STPCD 2023. In summary the Pay Committee must consider:

- The permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations.
- Pay ranges for headteachers should not normally exceed the maximum of the headteacher group, unless there are circumstances specific to the role or the candidate. The relevant body must ensure that the maximum of the headteacher's pay range and any temporary payments (see section 10 of the STPCD) does not exceed the maximum of the group by more than 25% other than in exceptional circumstances; in such circumstances, the board must seek external independent advice before providing such agreement and support its decision with a business case.
- The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school, calculated in accordance with paragraphs 6-8 of the STPCD 2023. The pay range for a deputy or assistant headteacher should only overlap the headteacher's

pay range in exceptional circumstances.

Individual pay ranges for headteachers and deputy and assistant headteachers may be of whatever length the board deems appropriate and may or may not include fixed scale points.

5.3 New appointments - The Three Stage Process

A three stage process will be adopted by the board to determine leadership pay for new appointments. This provides them with greater flexibility to make pay decisions to attract headteachers and other members of the leadership team. However, to be an effective tool it is imperative that each stage is well documented.

The three stages are stated below and further guidance can be found in the DfE document: [Implementing your School's Approach to Pay](#).

1. Defining the role and determining the headteacher group (calculate the total unit score for the School in accordance with paragraphs 6-9 of the STPCD 2023).
2. Setting the indicative pay range (consider the complexities of the School (internal and external factors) and if it warrants it up to a maximum of 25% uplift can be made).
3. Deciding the starting salary and the individual pay range (taking into consideration relevant skills and attributes, ensuring room for performance related progression as additional allowances are now restricted). See section 9.2-9.4 of the STPCD 2023.

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

5.4 Performance Management Reviews

5.4.1 Executive Headteachers and Headteachers

A panel of up to three Trustees will undertake annual performance reviews for the headteacher and make recommendations to the Board. This panel must not include any staff trustees. The School Improvement Partner (SIP) or an appropriately qualified external advisor will assist with the process.

The headteacher must demonstrate a sustained high quality of performance, with particular regard to leadership, management and student progress at the School and will be subject to a review of performance against performance objectives before any performance points will be awarded.

In considering whether performance objectives have been met, account will be taken of whether unforeseen circumstances may have led to a particular objective not being achieved.

5.4.2 Deputy Headteachers and Assistant Headteachers

The headteacher is responsible for undertaking annual performance reviews for other leadership group members.

Deputy and assistant headteachers must demonstrate sustained high quality of performance, in

respect of school leadership and management and student progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded.

The Pay Committee will be advised by the headteacher of the agreed performance objectives and the outcome of the review of these. Deputy headteachers and assistant headteachers will be able to make submissions in the form of a verbal or written statement to the Pay Committee as part of their annual performance review. They should also be able to make written submissions commenting on the objectives set if these have not been agreed and the Pay Committee should take these into account during the annual performance review process.

In considering whether performance objectives have been met, account will be taken of whether unforeseen circumstances may have led to a particular objective not being achieved.

5.5 Pay Progression on the Leadership Group

Where the STPCD regulations apply the Pay Committee will consider the award of one point (maximum two for exceptional performance) where performance objectives have been met and there has been a sustained high quality of overall performance.

Save to the extent that a movement up the pay spine is necessary to ensure that the salary equals the minimum of the individual school range, the salary shall not be increased by more than two points in the course of one school year.

The relevant body must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination and, if so, to what salary within the relevant pay range.

The decision whether or not to award pay progression must be related to the individual's performance, as assessed through the School's appraisal arrangements in accordance with the 2012 regulations in England.

Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. The relevant body must ensure that the maximum of the headteacher's pay range and any additional payments made does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances. In such circumstances, the Board must seek external independent advice before providing such agreement and support its decision with a business case.

The maximum of the deputy headteacher or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the School, calculated in accordance with the STPCD. The pay range for a deputy headteacher or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances.

5.6 Acting (Leadership) Allowances

The Pay Committee will consider paying a teacher who is temporarily carrying out the full duties of an absent headteacher, deputy headteacher or assistant headteacher at an appropriate point within the headteacher's or deputy/assistant headteacher's pay ranges when the absence extends beyond four weeks. The increase in salary will be backdated to the first day of absence. The level of allowance must be at least at the minimum leadership spine point payable in the School for the post in which the teacher is acting.

In the case of planned prolonged absence, an acting pay point within the applicable pay range should be established in advance and payment made as soon as the duties are taken up.

Except in the case of the deputy headteacher, who is contractually obliged to act as the headteacher in their absence, any member of staff acting up to a higher position should have first agreed to take on the acting duties in question.

Acting up allowances for any position other than a leadership group member (including support staff posts) will be determined by the headteacher, taking into account the responsibilities of the post, the salary of the person acting up and the post holder's salary.

6. Allowances and Payments

6.1 Additional Payments

The headteacher may make such payments as they see fit to a teacher in line with the School Teachers' Pay and Conditions Document.

6.2 Teaching and Learning Responsibility Payments (TLRs)

The Board will award TLR payments to teachers who occupy posts of additional responsibility or take on a sustained additional responsibility in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document.

TLRs will be awarded to the holders of the posts indicated in the School's staffing structure. The School may determine whether to award a TLR1 or a TLR2. TLR payments can be awarded on a fixed term basis, this allowance is called TLR3. The factors relating to these payments are stated below in paragraph 6.1.2 (Criterion and Factors for Award of TLRs).

The level of TLR payments paid by the School is show in Appendix 2.

TLRs may only be awarded in the context of the School's staffing structure and Pay Policy.

6.2.1 Criterion and Factors for Award of TLRs

A Teaching and Learning Responsibility (TLR1 or TLR2) payment may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the School's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable.

Temporary or fixed-term TLRs (TLR3) cannot be paid except where a teacher is occupying another post in the temporary absence of the post holder. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post holder.

TLRs awarded to teachers employed under a fixed term contract or whilst they occupy another post in the temporary absence of the post holder will not be safeguarded after the fixed term contract expires or after the date (or circumstance if occurring earlier than that date) as notified to the teacher, which will bring the fixed period or fixed term contract to an end.

A teacher may not hold a TLR1 or TLR2 concurrently; however, a teacher in receipt of either

allowance may also hold a TLR3 for specific time limited school improvement projects outside of remit of their current allowance or for a one off external driven responsibility (by monthly payment). A TLR is a payment integral to a post in the School's staffing structure and therefore may only be held by two or more people when job sharing that post.

In relation to the TLR3, the headteacher will be required to set out in writing to the teacher the duration of the fixed term, and the amount of the award to be paid in monthly instalments.

The headteacher should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring to deliver catch up support to pupil on lost learning due to the pandemic.

No safeguarding will apply in relation to an award of a TLR3.

Factors

Before awarding a TLR, the relevant body must be satisfied that the teacher's duties include a significant 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.
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum.
- has an impact on the educational progress of students other than the teacher's assigned classes or groups of students.
- involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes line management responsibility for a significant number of people.

Values

The values of TLRs must fall with the ranges shown in Appendix 2.

If the headteacher awards TLRs of different values, they must be fully satisfied that the decision taken is fair. Details of TLRs to be awarded at the School will depend on the outcome of the review of the staffing structure and the timing of its introduction will be in line with the implementation plan.

If a post meets the criterion and all of the factors, this does not mean automatically that the post will be graded as a TLR1.

TLR payments will cease when teachers move to different schools. They can also cease where any teacher refuses to perform the responsibilities, is dismissed from them or where responsibilities are restructured.

TLRs awarded to part-time teachers must be paid pro rata at the same proportion as the teacher's part-time contract.

6.2 Continuing Professional Development (CPD)

The headteacher should decide which CPD activities teachers may be paid for.

Payments to classroom teachers will only be considered in respect of those activities undertaken outside of either the 1265 hours of directed time for full-time teachers; or the appropriate proportion of the 1265 hours of directed time for part-time teachers. Participation in CPD outside of directed time is voluntary and cannot be directed.

The headteacher will consider payments to teachers for the above where it is demonstrated that they are currently engaged in such activities and where it is financially practicable for the School to do so.

6.3 Recruitment and Retention Incentives and Benefits

The Pay Committee may consider paying recruitment or retention awards in line with the School Teachers' Pay and Conditions Document in circumstances where they anticipate or encounter recruitment and/or retention difficulties.

Note: This no longer applies to those on the leadership group (headteachers, deputy headteachers and assistant headteachers) as this must be taken into account when determining the School's pay range.

This may be awarded as an annual allowance, lump sum payment, periodic payment or some other non-monetary benefit. If the Pay Committee think it is relevant to apply this incentive, they will clearly state in writing to the employee the amount and review date that the incentive may be withdrawn.

The Board should specify clearly the basis on which such incentives may be paid (e.g. to all teachers; to those in shortage subjects as defined by the School; or after one/two advertisements have failed to produce a suitable candidate for appointment).

Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons. In particular, the Pay Committee will determine:

- Whether the award is for recruitment or retention.
- The nature of the award.
- When/how the award will be paid.
- The start date and duration of the award.
- The basis for any uplift that may be applied.

The Pay Committee will award such allowances where, in their view:

- The post is considered to be difficult to fill.
- The post holder teaches a subject in which there is a shortage of teachers.

A review of rates will be necessary if the Board intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the Board may determine.

The School will consider making use of existing pay facilities within the School Teachers' Pay and Conditions Document – for example to help with the recruitment of teachers of shortage subjects such as mathematics and sciences.

6.4 Safeguarding

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

A safeguarded sum will not be increased during the safeguarding period. The safeguarded sum will be payable for a maximum period of three years.

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

There is provision for teachers who occupy another post on a temporary basis to have their safeguarding restored on return to their original post (unless it would otherwise have ceased). For more information, please refer to the School Teachers' Pay and Conditions Document.

7. Support Staff

7.1 Pay and Conditions

Support staff pay and conditions will correspond with the scheme of conditions of services prescribed by the National Joint Council for Local Government Services (the 'Green Book').

7.2 Criteria for Determining Pay

All support staff posts will be advertised on the appropriate Local Government pay grade. The current pay scales can be found at Appendix 3.

Newly appointed support staff will normally be paid on the first point of the stated pay range. However, the appointment could be made on any of the points within the range where the headteacher wishes to recognise particular experience and/or qualifications appropriate to the post, or where there are any particular recruitment difficulties.

All new support staff appointments will be subject to the School's probationary requirements.

7.3. Pay Reviews

Employees who are appointed between 1st April and 30th September will receive their first increment on 1st April of the following year.

Employees appointed between 1 October and 31 March will receive their first increment six months after appointment.

Progression to the maximum of the scale will then be annually on 1st April each year until the maximum of the range has been reached.

The headteacher will reserve the discretion to withhold an increment where performance has been unsatisfactory. However, this will only occur where formal action during the review year has been taken under the capability procedure or disciplinary procedure. The headteacher may review this position if, at the conclusion of any formal action, satisfactory performance has been achieved.

Where the employee has reached the maximum of the range, only a cost of living increase will apply.

Where an employee is absent from work for a significant period of time, for example due to maternity or long term sickness absence, the headteacher will ensure that performance and pay reviews are still undertaken for that member of staff.

7.4 Honoraria Payments

The headteacher will retain the discretion to award support staff honoraria or additional payments when required.

Honoraria payments may be awarded for undertaking activities such as:

- One off projects such as applying for kite mark accreditations
- Other specific roles which carry additional responsibility.

Note: There is no provision for honoraria payments for teachers.

7.5 Two Week Half Term

All support staff will be expected to work their contracted hours per week as set out in their contract. However, in order to accommodate a two-week autumn half term, support staff will be expected to work the equivalent of the annual hours detailed in their contract in one less week than they are contracted to work. This arrangement will be discussed with every member of support staff upon their appointment to determine their weekly working pattern.

7.6 Class Cover Duties

In the event of a short term absence of a teacher, a cover supervisor will be requested to cover the classes. On those occasions that the cover supervisor is unavailable, a member of support staff with relevant experience may be requested to cover a class in their absence. An authorised cover slip will be handed to the staff member being requested to cover the absence by a deputy or assistant headteacher.

An additional payment will be made to the staff member to recognise the additional responsibility being undertaken. This will be calculated as the difference between the rate of pay for a teacher on main pay scale 2 and a teaching assistant on NJC scale point 6. The teaching assistant will be paid one hour of this differential rate for each cover worked. The calculation can be seen in Appendix 5.

8. Other Payments – All School Staff

8.3 Wood Lodge Overnight Duties

Staff members accompanying students for overnight stays at the Wood Lodge facility will be entitled to a flat rate sleeping in duty in addition to 9 hours paid at an hourly rate as advised by Marjorie McClure School to maintain consistency across the Schools that use the facility (see Appendix 5).

8.4 Out of School Learning Activities

The Board acknowledges that some staff supervise out of school activities purely on a voluntary basis. The Board is extremely grateful to staff who support students in this way. The Board acknowledges that these activities are entirely voluntary and that staff should not feel under any obligation (moral or contractual) to provide these services. The School also acknowledges that many other staff support students in other ways.

The headteacher has discretion to make payments to teachers and support staff who agree to provide

learning activities outside of the normal school hours and whose salary range does not take account of such activity and where it is financially practicable for the school to do so.

Each activity will be decided upon by the headteacher on a case by case basis such as to determine an hourly rate such as base pay multiplied by a factor of 1.5 etc. to compensate for out of hours work. Another possibility would be a flat rate payment in line with the employee's level of responsibility and the size of the commitment.

Possible activities that will attract a payment include: residential trips, summer schools, sporting activities and other clubs linked to curriculum, arts and hobby interest areas.

With the advent of remodelling the school workforce and the need to ensure downward pressure on teachers' working hours, the school uses support staff to undertake these activities wherever possible.

Details of already agreed payments can be seen at Appendix 5.

9. Salary Sacrifice Arrangements

A salary sacrifice arrangement refers to any arrangement under which an employee gives up the right to receive part of their gross salary in return for the employer's agreement to provide them with a benefit-in-kind under any of the following schemes:

- a child care voucher or other child care benefit scheme,
- a cycle to work or cyclist's safety equipment scheme,

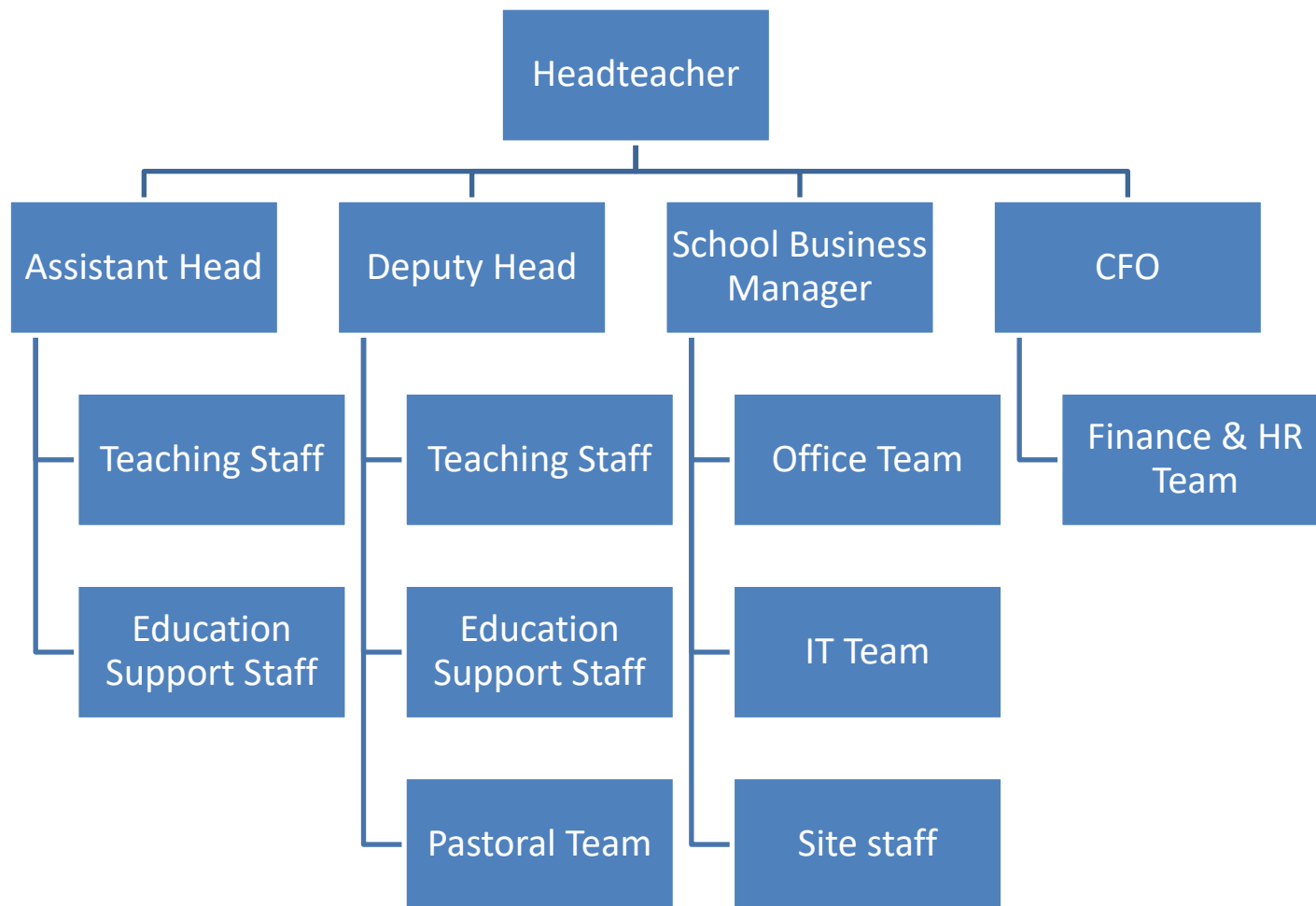
Where a salary sacrifice arrangement is in operation, the employee may participate in such an arrangement and their gross salary will be reduced accordingly for the duration of their participation in it.

Participation in any salary sacrifice arrangement will have no effect upon the determination of any safeguarded sum to which the staff member may be entitled.

10. Part-Time and Job Share Staff

The Pay Committee will apply the provision of this policy on a pro rata basis to part-time and job share employees ensuring that no employee receives less favourable treatment by virtue of the fact that they work part time.

Glebe School Staffing Structure



TEACHER PAY SCALES 2023-24

6.5% uplift across all pay
points

Qualified Teachers in Outer London

SPINE POINT	1 Sept 2022- 31 Aug 2023	1 Sept 2023 - 31 Aug 2024
Main Pay Range		
Min M1	£32,407	£34,514
M2	£34,103	£36,320
M3	£35,886	£38,219
M4	£37,763	£40,218
M5	£40,050	£42,654
Max M6	£43,193	£46,001
Upper Pay Range		
Min U1	£44,687	£47,592
U2	£46,340	£49,353
Max U3	£48,055	£51,179

Teaching and Learning Responsibilities (TLRs)

PAYMENT 1 (TLR1)	1 Sept 2022- 31 Aug 2023	1 Sept 2023 - 31 Aug 2024
TLR1a	£8,706	£9,272
TLR1b	£9,675	£10,304
TLR1c	£11,498	£12,245
PAYMENT 2 (TLR2)	1 Sept 2022- 31 Aug 2023	1 Sept 2023 - 31 Aug 2024
TLR2a	£3,017	£3,214
TLR2b	£4,837	£5,151
TLR2c	£6,660	£7,093
TLR2d	£7,368	£7,847
PAYMENT 3 (TLR3) (Fixed Term)	1 Sept 2022- 31 Aug 2023	1 Sept 2023 - 31 Aug 2024
Minimum	£600	£639
Maximum	£2,975	£3,169

Special Educational Needs Allowances

	1 Sept 2022- 31 Aug 2023	1 Sept 2023 - 31 Aug 2024
SEN (Min)	£2,384	£2,539
SEN (Max)	£4,703	£5,009

Unqualified Teachers Pay Range in Outer London

SCALE POINT	1 Sept 2022- 31 Aug 2023	1 Sept 2023 - 31 Aug 2024
Min 1	£22,924	£24,415
2	£25,144	£26,779
3	£27,362	£29,141
4	£29,323	£31,229
5	£31,539	£33,590
Max 6	£33,759	£35,954

Leadership Group Pay Range for Outer London

SPINE POINT	1 Sept 2022- 31 Aug 2023	1 Sept 2023 - 31 Aug 2024
L1	£47,820	£50,929
L2	£48,932	£52,113
L3	£50,060	£53,314
L4	£51,225	£54,555
L5	£52,415	£55,822
L6	£53,637	£57,124
L7	£54,990	£58,565
L8	£56,174	£59,826
L9	£57,488	£61,225
L10	£58,876	£62,703
L11	£60,308	£64,229
L12	£61,623	£65,629
L13	£63,077	£67,178
L14	£64,553	£68,749
L15	£66,073	£70,368

L16	£67,740	£72,144
L17	£69,218	£73,718
L18	£70,871	£75,478
L19	£72,542	£77,258
L20	£74,249	£79,076
L21	£76,003	£80,944
L22	£77,795	£82,852
L23	£79,635	£84,812
L24	£81,526	£86,826
L25	£83,464	£88,890
L26	£85,441	£90,995
L27	£87,471	£93,157
L28	£89,555	£95,377
L29	£91,682	£97,642
L30	£93,877	£99,980
L31	£96,116	£102,364
L32	£98,411	£104,808
L33	£100,774	£107,325
L34	£103,177	£109,884
L35	£105,651	£112,519
L36	£108,178	£115,210
L37	£110,785	£117,987
L38	£113,439	£120,813
L39	£116,114	£123,662
L40	£118,930	£126,661
L41	£121,811	£129,729
L42	£124,770	£132,881
L43	£126,539	£134,765

Ranges for Headteachers in Outer London

GROUP	1 Sept 2022- 31 Aug 2023	1 Sept 2023 - 31 Aug 2024
1	£53,637 - £70,169	£57,124 - £74,730
2	£56,174 - £75,250	£59,826 - £80,142
3	£60,308 - £80,718	£64,229 - £85,965
4	£64,553 - £86,604	£68,749 - £92,234
5	£70,871 - £95,164	£75,478 - £101,350
6	£76,003 - £104,606	£80,944 - £111,406
7	£82,256 - £114,964	£86,826 - £122,437
8	£89,555 - £126,539	£95,377 - £134,765

Lead Practitioners

SPINE POINT	1 Sept 2022- 31 Aug 2023	1 Sept 2023 - 31 Aug 2024
Min L1	£48,055	£51,179
L2	£49,172	£52,369
L3	£50,307	£53,577
L4	£51,478	£54,825
L5	£52,673	£56,097
L6	£53,900	£57,404
L7	£55,260	£58,852
L8	£56,452	£60,122
L9	£57,770	£61,526
L10	£59,167	£63,013
L11	£60,604	£64,544
L12	£61,927	£65,953
L13	£63,389	£67,510
L14	£64,872	£69,089
L15	£66,398	£70,714
L16	£68,074	£72,499
L17	£69,558	£74,080
Max L18	£71,220	£75,850

GLEBE SCHOOL Support Staff NJC Outer London			
Pay Scale	Point	Apr-22 £2,229	Apr-23
SCALE 1	1	£23,457	deleted
	2	£23,628	£25,854
	3	£24,012	£26,238
SCALE 2	3	£24,012	£26,238
	4	£24,408	£26,634
SCALE 3	4	£24,408	£26,634
	5	£24,804	£27,030
	6	£25,212	£27,438
SCALE 4	6	£25,212	£27,438
	7	£25,629	£27,855
	8	£26,046	£28,272
	9	£26,472	£28,698
	10	£26,913	£29,139
	11	£27,357	£29,583
SCALE 5	12	£27,807	£30,033
	13	£28,269	£30,495
	14	£28,737	£30,963
	15	£29,214	£31,440
	16	£29,700	£31,926
	17	£30,195	£32,421
SCALE 6	18	£30,699	£32,925
	19	£31,212	£33,438
	20	£31,731	£33,957
	21	£32,265	£34,491
	22	£32,805	£35,031
SO 1	23	£33,351	£35,577
	24	£33,819	£36,045
	25	£34,341	£36,567
SO 2	26	£35,217	£37,443
	27	£36,138	£38,364
	28	£37,038	£39,264
PO1	27	£36,138	£38,364
	28	£37,038	£39,264
	29	£37,725	£39,951
	30	£38,607	£40,833
PO2	29	£37,725	£39,951
	30	£38,607	£40,833
	31	£39,582	£41,808
	32	£40,614	£42,840

GLEBE SCHOOL Support Staff NJC Outer London			
Pay Scale	Point	Apr-22 £2,229	Apr-23
PO3	32	£40,614	£42,840
	33	£41,793	£44,019
	34	£42,795	£45,021
	35	£43,815	£46,041
	35	£43,815	£46,041
PO4	36	£44,814	£47,040
	37	£45,834	£48,060
	38	£46,857	£49,083
	38	£46,857	£49,083
PO5	39	£47,805	£50,031
	40	£48,867	£51,093
	41	£49,890	£52,116
	40	£48,867	£51,093
PO6	41	£49,890	£52,116
	42	£50,910	£53,136
	43	£51,903	£54,129
PO7	43	£51,903	£54,129
	44	£52,929	£55,155
	45	£53,946	£56,172
	46	£54,975	£57,201
PO8	46	£54,975	£57,201
	47	£56,022	£58,248
	48	£57,102	£59,328
PO9	48	£57,102	£59,328
	49	£58,209	£60,468
	50	£59,313	£61,614
	51	£60,402	£62,746
PO10	51	£60,402	£62,746
	52	£61,491	£63,877
	53	£62,595	£65,024
	54	£63,684	£66,155
PO11	54	£63,684	£66,155
	55	£64,776	£67,289
	56	£65,880	£68,436
	57	£66,978	£69,577
PO12	56	£65,880	£68,436
	57	£66,978	£69,577
	58	£68,067	£70,708
	59	£69,165	£71,849

APPLICATION TO BE PAID ON THE UPPER PAYSCALE

Please complete this form and return it to the Headteacher no later than 31st October each year, including written evidence to support your application.

Examples of evidence that you may wish to include are:

- Most recent appraisal report(s)
- Classroom observations
- Reviews of assessment results
- Reviews of lesson planning records
- Reviews of children's work
- Internal tracking of pupil progress
- Moderation within and across schools
- Pupils' voice
- Parents' voice
- Subject leadership and evidence of impact
- Evidence supporting progress against Teachers' Standards including self-assessment
- Records of CPD and evidence of impact.

APPLICATION TO BE PAID ON THE UPPER PAY RANGE

Actual Evidence

Staff Members Name:

Date:

1. Progression to the Upper Pay Range (UPR) requires evidence that the applicant is a "highly competent" in all elements of the relevant standards.

Please outline below how you meet this criteria, with reference to the Teachers' Standards (<https://www.gov.uk/government/publications/teachers-standards>), the Expectations for UPR Teachers and the particular role that you are fulfilling/the context within which you are working:

2. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school are “substantial”.

Please outline below how your contribution has raised standards of teaching and learning, not just in your own classroom but as a significant wider contribution to school improvement – this should show a clear impact on pupil progress across the school and on the effectiveness of colleagues.

3. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school have been “sustained”.

Please outline below how your teaching expertise has grown over a sustained period of time and is consistently good/developing outstanding professional practice:

Please attach any other written evidence that you have collated to support your application. Thank you.

Name:

Signed:

Date:

EXPECTATIONS FOR UPPER PAY RANGE TEACHERS

All teachers on Upper Pay Range (UPR) will be:

- Highly competent in all elements of the Teachers' Standards; and
- Their achievements and contribution to the school will be substantial and sustained.

This following table provides an overview of what post threshold teachers should aspire to at each pay level and to achieve the next level.

UPR 1	UPR 2	UPR 3
Accepted professional	Established professional	Senior and leading professional
<ul style="list-style-type: none"> • Consistently good teaching and developing outstanding professional practice • Will regularly support activities • Most pupils will make good progress • Will take an enthusiastic and proactive role in the school • Performance Management objectives met each year • Demonstrate and model good practice within own classes for other members of staff • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback especially with those new to the profession • Evaluate and develop the planning and delivery of the curriculum by contributing to schemes of work and developing resources 	<p>Over a sustained period:</p> <ul style="list-style-type: none"> • Consistently good teaching and increasingly outstanding professional practice • Will lead activities • Some pupils will exceed good progress • Will take an enthusiastic and proactive role in school • Performance Management objectives met each year • Will demonstrate and model good practice for other members of staff and contribute to policy and practice which has improved teaching and learning across the school • Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice and providing advice and feedback enabling teachers to improve their teaching practice. • Evaluate and develop the planning and delivery of the curriculum across the school, taking the lead on schemes of work and developing resources 	<ul style="list-style-type: none"> • Consistently good teaching and regularly outstanding teaching and professional practice • Will create, develop and lead activities • Over a sustained period, many pupils will exceed good progress • Will take an enthusiastic and proactive role within the school and with wider stakeholders • Challenging Performance Management objectives met each year • Will coach and mentor staff to excellence and/or lead on the development of policy and practice which will improve teaching and learning across the school • Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice, and providing advice and feedback; moving teachers to Good or Outstanding teaching. • Evaluate and develop the planning and delivery of the curriculum across the school; taking the lead on schemes of work and developing resources, including cross curricular themes

Other Payment Rates**Class cover duties in the absence of a teacher – September 2023**

Teachers' outer London main pay scale 2 = £36,320

Hourly rate = £36,320 / 195 days / 6.48 hours = £28.74

Outer London NJC grade 3 point 6 = £27,438

Hourly rate = £27,438 / 52.14 weeks / 36 hours = £14.62

Difference = **£14.12** to be paid to a support member of staff for each cover session in addition to normal pay rate.

Lunchtime Clubs – September 2023

A flat rate of £9.25 for each club supervision

Wood Lodge Rates – (latest available rates from Bromley)

9 hours at £15.64 plus a nightly sleeping in duty of £42.06 totalling £182.82

HMRC Mileage Rates – April 2023

Type of vehicle	Rate per business mile 2023-24
Car	For tax purposes: 45 pence for the first 10,000 business miles in a tax year, then 25 pence for each subsequent mile For National Insurance purposes: 45 pence for all business miles
Motorcycle	24 pence for both tax and National Insurance purposes and for all business miles
Cycle	20 pence for both tax and National Insurance purposes and for all business miles