



Whole School Pay Policy

Produced by Human Resources

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WHOLE SCHOOL PAY POLICY FOR 1 SEPTEMBER 2023 TO 31 AUGUST 2024

The governing body of Callands Community Primary School adopted this policy on 30th October 2023

1. BASIC PRINCIPLES

- 1.1 The governing body will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decision and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life, objectivity, openness and accountability.
- 1.2 The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. The governing body will comply with the relevant equalities legislation:
 - Equality Act 2010
 - Employment Relations Act 1999
 - Employment Right Act 1996
 - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
 - The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
 - The Agency Workers Regulation 2020
 - Equal Pay Act 1970
 - The Employment Act 2002
- 1.3 Adjustments will be made to take account of special circumstances, e.g. an absence related to maternity or long term sick leave.

2. SUPPORT STAFF PAY

- 2.1 The Governing Body determines the number and structure of support staff posts in the school.
- 2.2 The governing body has adopted the Warrington Borough Council equality proofed pay and grading structure for monthly paid staff employed under the NJC scheme of Conditions of Service. To ensure consistency of treatment, this will be undertaken by reference to the Borough Council's job evaluation schemes and total reward package (TRP).

3. TEACHERS PAY

- 3.1 The pay range for teachers on main and upper pay scales are as set out in Appendix A.
- 3.2 The following paragraphs set 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) and has been consulted on with staff and/or the recognised trade unions.

3.3 In adopting this pay policy the aim is to:

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

Pay decisions at this school are made by the Governing Body.

3.4 Recommendations for pay progression will be made by the Appraiser of each individual, which will be signed off by the Headteacher and then confirmed by the Pay Committee of the Governing Body. The Governing Body should see all appraisal outcomes.

4. THE PAY COMMITTEE

4.1 The terms of reference for the Pay Committee include:

- To achieve the aims of the whole school pay policy in a fair and equal manner;
- To apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review;
- To make decisions on expenditure following recommendations from other committees;
- To ensure that public services remain affordable and sustainable.
- To keep abreast of relevant development and to advise the governing body when the schools pay policy needs to be revised;
- To work with the Headteacher in ensuring that the governing body complies with the Appraisal Regulations 2012 (teachers).

5. PAY REVIEWS

5.1 The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, that the Headteacher's salary is reviewed with effect from 1 September and no later than 31 December, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

5.2 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.

- 5.3 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.
- 5.4 Where an individual is absent for a protracted period (e.g. on maternity/adoption or sick leave) and hasn't had the opportunity to fulfil the requirements of pay progression criteria, the governing body will need to adjust their objectives for the remainder of that performance management cycle or judge what the performance would have been had he/she been at work (based on past performance or performance so far in that year).

6. HEAD, DEPUTY AND ASSISTANT HEAD TEACHERS PAY

- 6.1 The Leadership pay range is as set out in Appendix A.
- 6.2 The Governing Body will assign its school to a headteacher group when they propose to make a new appointment, or if there has been a significant change in the responsibilities of the Head, Deputy or Assistant Headteacher (See section 2, paragraph 5, 6, 7 and 8 of The Document).
- 6.3 Once the school has been assigned to a headteacher group the Governing Body will assign a pay range for the headteacher within that group size. All leadership pay ranges will be determined by taking into account all of the permanent responsibilities of the role as follows:
- *Permanent responsibilities for more than one school or extended services,*
 - *High number of SEN, English as a 2nd language, free school meals, pupil mobility*
 - *Any other considerable challenges and all other relevant considerations*
(see Section 2, paragraphs 9.1 to 9.4 of the Document).
- 6.4 The Governing body will document their considerations and any benchmarking that has been undertaken in order to conclude their decisions on pay. The Governing Body will seek external advice when taking decisions in relation to the Headteachers pay.
- 6.5 When assigning the pay range for other leadership posts, the Governing Body will have regard to how the role fits within the wider leadership structure of the school.
- 6.6 The pay range of the Deputy and/or Assistant Headteacher will not overlap the head teachers pay range.

Temporary Payments

- 6.7 The Governing Body may determine that additional payments be made to a Headteacher for clearly temporary responsibilities or duties that are additional to the post subject to Section 2, paragraph 10 of the Document.

6.8 The temporary responsibilities of the Headteacher's role that the Governing Body will consider when making a determination of any temporary payments, are (but not limited to):

- temporary responsibility for more than one school
- temporary extended services.

Pay Progression

6.9 The governing body will consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination. The decision whether or not to award pay progression will be related to the individual's performance as assessed through the school's appraisal policy.

6.10 A recommendation on pay will be made in writing by the appraiser as part of the individual's appraisal report. In making their decision the governing body will have regard to this recommendation.

6.11 In this school, judgements of performance for the leadership team will be made against:

- Appraisal objectives set
- Sustained high quality of performance with regard to leadership, management and pupil progress
- Headteacher standards/teacher standards

6.12 Where, following assessment, pay progression is awarded, this will be equivalent to one point on the pay spine.

6.13 In the following circumstances, the Governing Body may decide to award two increments:

- Achievement of outstanding from Ofsted,
- Exceptional pupil progress.

6.14 Where, following assessment, enhanced pay progression is awarded, this will be equivalent to two points on the pay spine.

7. BASIC PAY DETERMINATION ON APPOINTMENT - TEACHERS

7.1 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.

7.2 In making such determinations, the Governing Body 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

7.3 There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

8. PAY PROGRESSION BASED ON PERFORMANCE

8.1 In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.

8.2 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of ECTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

8.3 To be fair and transparent, assessments of performance will be properly rooted in evidence.

8.4 Teachers' appraisal reports will contain pay recommendations. Decisions about whether or not to accept a pay recommendation will be made by the Pay Committee, having regard to the appraisal report and taking into account advice from the senior leadership team. The Pay Committee will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

8.5 In this school, judgements of teacher's performance will be made against:

- The extent to which teachers have met their individual objectives and the relevant standards that inform them (the Teachers Standards)
- Impact on pupil progress
- Impact on wider outcomes for pupils
- Wider contribution to the work of the school
- Any other responsibilities of the role (e.g. TLR, Management)

9. MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

9.1 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.

- 9.2 Applications may be made at least once a year and this should be submitted to the Headteacher between 1st September and the end of the performance review cycle, which should be no later than 31st October.
- 9.3 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.
- 9.4 All applications should include the results of reviews or appraisals over the last two years, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).
- 9.5 Where an individual is absent for a protracted period (e.g. on maternity/adoption or sick leave) and hasn't had the opportunity to fulfil the requirements of pay progression criteria, the governing body will need to adjust their objectives for the remainder of that performance management cycle or judge what the performance would have been had he/she been at work (based on past performance or performance so far in that year).

9.6 The Assessment

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.**

For the purpose of this pay policy:

'highly competent' means performance which will be assessed as having excellent depth and breadth of knowledge, skill and understanding, which is 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 and values of the School, in order to help them meet the relevant standards and develop their teaching practice

'substantial' means performance 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 pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning); and

'sustained' means performance is maintained continuously over a long period and can be demonstrated in the two most recent appraisal reviews.

The application will be assessed robustly, transparently and equitably by the Headteacher and will make recommendations to the Pay Committee. It will be the Pay Committee who will make the final

determination.

9.7 Processes and procedures

The assessment will be made by 31st October. If successful, applicants will move to the upper pay range from the previous 1 September.

If unsuccessful, feedback will be provided by the Headteacher to the teacher no later than 5 working days following communication of the decision. The feedback will cover the reasons for the decision and make specific reference to any areas for further development. The teachers should be informed of the appeals process.

Any appeal against a decision not to move the teacher to the upper pay range will be heard in accordance with section 15 below.

10. PART-TIME TEACHERS

10.1 Teachers employed on an ongoing basis at the school 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.

11. SHORT NOTICE/SUPPLY TEACHERS

11.1 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.

12. DISCRETIONARY ALLOWANCES AND PAYMENTS

• Teaching and Learning Responsibility Payments (TLRs)

12.1 The TLR allowance range is as set out in Appendix A.

12.2 A Teaching and Learning Responsibility payment ("TLR") 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 he/she is made accountable. The value of a TLR appropriate for the post, should be within the parameters laid down within the Document and in accordance with job weight. Posts of equal weight should be allocated equal value. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.

12.3 A TLR3 may be awarded for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The Governing Body will set out in writing to the teacher the duration of the fixed term and the amount of the award to be paid. A TLR3 award will be paid in monthly instalments. Safeguarding does not apply to a TLR3.

Any TLR will be paid in accordance with the criteria set out in STPCD. All job descriptions will be regularly reviewed and will make clear, the responsibility or package of responsibilities for which a TLR is awarded.

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

13. SPECIAL EDUCATIONAL NEEDS (SEN) ALLOWANCES

13.1 SEN allowance range is as set out in Appendix A.

13.2 SEN allowance must be awarded to a classroom teacher:

- in any SEN post that requires a mandatory SEN allowance
- In any special school;
- Who teaches pupils in one or more designated special classes or units in a school or, in a case of an unattached teacher, in a local authority unit or service.

13.3 Where an SEN allowance is to be paid, the governing body will determine the spot value of the allowance, taking into account 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
- The relative demands of the post.

13.4 Where the relevant body makes a change in its pay policy or to the school's staffing structure, such that the criteria and factors cease to be met or now merit the payment of a lower allowance, this could result in the value of the allowance being reduced or withdrawn. In these cases, the general safeguarding rules under Section 2, Part 5 of the Document will apply.

14. PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT

14.1 All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

15. APPEALS

15.1 A teacher may seek a review of any determination in relation to his/her pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects his/her pay.

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

15.3 That the person or committee by whom the decision was made:

- a) Incorrectly applied any provision of the Document;
- 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.

15.4 The order of proceedings is as follows:

The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

Stage one – informal discussion with the appraiser or Headteacher prior to confirmation of pay recommendation

i. A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the appraiser or Headteacher before the recommendation is actioned and confirmation of the pay decision is made by the school.

Stage two – a formal representation to the person or governors' committee making the pay determination;

ii If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made, he/she may make representation to the person (or governors' committee) making the decision. To begin the process the teacher should submit a formal written statement to the person (or governors' committee) making the determination, setting down in writing the grounds for not agreeing with the pay recommendation;

iii. The teacher is given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions, at a formal meeting with the person (or governors' committee) who will make the pay determination. Following this meeting the person (or governors' committee) will make a pay determination that will be communicated to the teacher in writing.

Stage three – a formal appeal hearing with an appeals panel of governors

iv. Should the teacher not agree with the pay determination, the teacher may appeal the decision and have an appeal hearing before an appeals panel of governors;

v. In the hearing before governors, both the teacher and the management representative will have the opportunity to present their evidence and call witnesses, and to question each other. The panel is permitted to ask exploratory questions – Annex A sets out how an appeal hearing might be run;

vi Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing, including their rationale for reaching the decision. The appeal panel's decision is final and, as set out in Section 3, paragraph 6 of the STPCD, there is no recourse to the grievance procedure.

Appeals against pay decisions must meet the requirements of the ACAS Code of Practice

It is recommended that the panel which hears pay appeals should comprise three governors who were not involved in previous discussions regarding the teacher's pay determination. Governors on appeals panels should be familiar with the school's pay and appraisal policies.

For any formal meeting or appeal the teacher is entitled to be accompanied by a colleague or union representative (both at stage 2 and stage 3). Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.

16. MONITORING THE IMPACT OF THE POLICY

16.1 The Governing Body will monitor the outcomes and impact of this policy on a regular basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

**TEACHERS PAY SPINES AND ALLOWANCES FROM
1 SEPTEMBER 2023**

MAIN PAY RANGE

	England and Wales
1	30,000
2	31,737
3	33,814
4	36,050
5	38,330
6	41,333

UPPER PAY RANGE

	England and Wales (excluding the London Area)
1	43,266
2	44,870
3	46,525

UNQUALIFIED TEACHER PAY RANGE

	England and Wales (excluding the London Area)
1	20,598
2	22,961
3	25,323
4	27,406
5	29,772
6	32,134

LEADING PRACTITIONER PAY RANGE

	England and Wales (excluding the London Area)
Minimum	47,417
Maximum	72,085

LEADERSHIP GROUP PAY RANGE (incorporating the eight headteacher group ranges)

	England and Wales (excluding the London Area)
1	47,185
2	48,366
3	49,574
4	50,807
5	52,074
6	53,380
7	54,816
8	56,082
9	57,482
10	58,959
11	60,488
12	61,882
13	63,430
14	65,010
15	66,628
16	68,400
17	69,970
18*	71,019
18	71,729
19	73,509
20	75,331
21*	76,430

21	77,195
22	79,112
23	81,070
24*	82,258
24	83,081
25	85,146
26	87,253
27*	88,530
27	89,414
28	91,633
29	93,902
30	96,239
31*	97,639
31	98,616
32	101,067
33	103,578
34	106,138
35*	107,700
35	108,776
36	111,470
37	114,240
38	117,067
39*	118,732
39	119,921
40	122,912
41	125,983

42	129,140
43	131,056

* These points and point 43 are the maximum salaries for the eight head teacher group ranges

TLR RANGES

TLR2 minimum £3,214 to £7,847 maximum

TLR2a	3,214
TLR2b	5,351
TLR2c	7,847

TLR1 minimum £9,272 to £15,690 maximum

TLR1a	9,272
TLR1b	11,408
TLR1c	13,549
TLR1d	15,690

TLR3

	England and Wales (excluding the London Area)
Minimum	639
Maximum	3,169

SPECIAL NEEDS ALLOWANCES

	England and Wales (excluding the London Area)
Minimum	2,539
Maximum	5,009

Application to BAND C (UPS) or to move within BAND C

Personal details

Name

DfE teacher reference number

(this must be seven digits including zeros)

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Experience & Skills	Current Position, Experience & Evidence
<p>Preamble</p> <p>More experienced teachers are committed to the school's aims and ethos, and will actively seek a team approach to fulfil them by good leadership and management of their own and others' responsibilities. They should be proactive and show initiative in promoting collaboration between staff. They should use initiative to identify school needs, develop and deliver new policies and procedures and ensure that they are consistently followed by all staff, whilst mentoring and coaching those who need support with implementation to raise the school quality of teaching.</p> <p>They should make a significant positive contribution to staff meetings, INSET and CPD.</p>	
<p>1. Set high expectations which inspire, motivate and challenge pupils</p> <p>All lesson observations will be judged at least good and often outstanding, as determined against school agreed criteria and inspection expectations. Progress rates of all pupils will match or exceed agreed targets and be at least the same as, with many better than, similar groups nationally. Pupil targets are set to be challenging for more able, high attainers and those that find learning difficult. Planning shows a high level of ideas and activities to meet the needs of all pupils and staff act to support, coach and develop the planning of other team members.</p>	
<p>2. Promote good progress and outcomes by pupils</p> <p>Children in your class are well behaved and motivated to learn through a variety of stimulating and enthusiastic teaching, a wide variety of learning activities and learning styles understood and reacted to.</p> <p>An element of risk to your teaching to achieve outstanding learning by pupils.</p> <p>Pupils will be motivated to make good or above average progress in all subjects as a result of this.</p>	

<p>An excellent role model in the classroom so that pupils have great respect, parents are positive and other staff can learn from.</p>	
<p>3. Demonstrate good subject and curriculum knowledge Professional, conduct, knowledge and skills should be extensive and it is expected that staff will maximise the depth of professional expertise to ensure that learning is personalised for all pupils. To have an extensive knowledge of your subject/curriculum area and fully understand the progression throughout the key stage(s). You will demonstrate within your planning and delivery, a skill for developing cross curricular links appropriate to individual needs. It is the culture in your classes and teaching for pupils to feel confident to be able to challenge each other, the adults and 'to use ICT at the point of learning' appropriately, ensuring that they do not disturb other learners.</p>	
<p>4. Plan and teach well-structured lessons Contribute to strategic review and design of school curriculum beyond individual area of responsibility. Activities build on prior learning and feed well into future learning. Planning should show a creative approach to learning to stimulate and interest the children. Planning shows a variety of learning styles. Evidence of adapting and amending planning through constructive evaluations. Evaluations impacting on future learning for those groups and individuals not achieving objectives.</p>	
<p>5. Adapt Teaching to respond to the strengths and needs of all pupils To coach and give advice to all colleagues, using professional knowledge and experience and the available support of outside agencies. To work closely with the Inclusion Coordinator/Gifted and talented co-ordinator and to assist other staff in identifying the needs of SEND and other pupils and to ensure the curriculum maps or intervention programmes are relevant and SMART, meeting pupils' needs.</p>	
<p>6. Make accurate and productive use of assessment Have an extensive knowledge of the summative assessment requirements expected by the school and the national end of key stage requirements (even if this does not affect your year group). To demonstrate and support other staff to promote the school's requirements for marking, record keeping and tracking.</p>	

<p>7. Manage behaviour effectively to ensure a good a safe learning environment</p> <p>Identify aspects of behaviour management requiring improvement from observation or feedback and proactively support colleagues through coaching and modelling of good practice.</p>	
<p>8. Fulfil wider professional responsibilities</p> <p>Identify aspects for quality of teaching improvement as a result of lesson observation of colleagues and act as a coach to staff to secure such improvements.</p> <p>To take a constructive part in the school monitoring, recording, reporting and self-evaluation programmes.</p> <p>To lead and manage teams in your role and for your responsibility.</p> <p>To set an example for excellent clear communication, building relationships across all aspects of the school, managing change and secure development of agreed action plans to improve school performance.</p> <p>Demonstrate flexibility in moving between key stages to meet the wider needs of the school and all pupils</p>	
<p>Personal & Professional Conduct</p> <p>Demonstrating, setting and maintaining high personal professional standards so that other members of staff may see and learn from the example set.</p> <p>Supporting, mentoring and coaching other members of staff to attain the highest expectations in the profession.</p> <p>To lead and manage teams in your capacity, status, role or responsibility so that they are run efficiently and effectively giving the principles of Best Value practice.</p> <p>To treat all pupils, staff, governors, parents and visitors equitably, with respect, empathy, sympathy and understanding, through openness honesty and fairness. At all times and in all situations.</p> <p>To support all members of staff who are criticised, attacked either physically, verbally or through social ICT networking sites while the full facts are determined and procedures followed.</p>	