Cranham Church of England (VA) Primary School

School Pay Policy 2025/26

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1.0 How to use this document

1.1 **Schools that abide by the School Teacher's Pay and Conditions Document (STPCD) are required to develop and maintain a Pay Policy.**

1.2 Schools are recommended to maintain a record of all formally adopted employment policies, including a note of the date on which the appropriate resolution of the Governing Board was made and whether the provisions of the policy are discretionary or constitute a term of the contract of employment.

1.3 For the purpose of this policy, relevant body is defined as the Governing Boards in maintained schools and academies.

1.4 The STPCD's advisory pay points are referred to in this policy. School's own pay points may not align as they depend on the individual school's historical pay increase decisions, unless the school chooses to move onto the advisory pay points. For schools who abide by the STPCD, the minima and maxima of a school's pay scale is required to match. N.B Maintained schools are required to match the minima and maxima of the pay scale. Any school that is committed to the STPCD should comply with the minima and maxima of the pay scale as outlined in the STPCD.

2.0 Introduction

2.1 This policy has been adopted by the Governing Board to ensure that all employees are fairly and consistently treated in relation to pay and pay related issues. The Governors are responsible for its implementation.

2.2 A copy of this policy must be made available to staff upon request and employees should be aware of its contents and any amendments.

2.3 The policy is linked to the school's appraisal system and in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012.

2.4 Under this policy, the Governing Board will fulfil its obligations to all staff employed in the school, across all grades and conditions of service:

2.4.1 teachers: as set out in the STPCD and the conditions of service for school teachers in England and Wales (Burgundy Book)

2.4.2 support staff: the National Joint Council for Local Government Services National Agreement on pay and conditions of service (Green Book)

2.4.3 Terms and Conditions protected under the Transfer of Undertakings Protection of Employment (TUPE) Regulations. Where employees transfer into the school under TUPE, their terms and conditions will be protected and will continue to apply.

- Details of the school's staffing structure can be found in appendix 2.

3.0 Purpose and aims of the policy:

3.1.1 Provide guidance to the governors and Headteacher in the strategic and day to day management of staff

3.1.2 Adopt a whole school approach to pay issues, with pay decisions taken in the context of consideration of the school's resources

3.1.3 Ensure all staff are treated fairly, objectively and consistently in the recognition and reward of their contribution to the school

3.1.4 To support the School Improvement Plan and to supplement other school policies relating to equal treatment, recruitment, performance management and staff development

3.1.5 Support the recruitment and retention of a high-quality workforce which will maximise the quality of learning at the school

3.1.6 Ensure staff are aware of the pay related school policies and encourage their participation in developing these polices through consultation

3.1.7 Ensure the school meets its legal responsibilities under the STPCD, local and national agreements, legislation and regulation

3.1.8 Support the school to remain within its budget and meet required standards in the management and disbursement of public monies

4.0 Pay decisions

4.1 The school will review the salary progression for teaching staff and the leadership team through the appraisal system which is set out in the school's appraisal policy. Teachers will be provided with a written statement setting out their salary and financial benefits. The school has decided that the annual appraisal cycle will be:

4.1.1 In the Autumn term by 31 October for teachers

4.1.2 In the Autumn – Winter term by 31 December for Headteachers

4.1.3 In the Autumn – Winter term by 31 December for support staff

4.2 In determining the pay for support staff, the Governing Board will apply the principles in section 14 of this document.

4.3 The school's appraisal policy allows requests for review of the employee's performance assessment, but not matters of pay progression. It is recognised that these factors can often be closely linked and so the school will advise the employee of the most appropriate route to follow for appeal. Should an employee wish to appeal against their pay, then this will be required to be undertaken under the pay policy and not the appraisal scheme policy. This will ensure that an employee will be guaranteed a fair consideration of their representations but will not be entitled to pursue the same concerns through two separate review processes.

5.0 Classroom Teachers

5.1 **Basic pay determination on appointment:**

5.2 A committee of the Governing Board (Pay Panel) will determine the pay range for a vacancy prior to advertising it.

5.3 In determining the pay range, the Pay Panel may take into account a range of factors, including:

5.3.1 the nature and responsibilities of the post
5.3.2 how closely the appointee meets the qualifications, skills and experience required
5.3.3 market conditions
5.3.4 the wider school context
5.3.5 the school's ability to recruit and retain staff

5.4 These options are for guidance only and are not intended to provide an exhaustive list and may not apply to all appointments.

5.5 On appointment, the relevant body will determine the starting salary within that range to be offered to the successful candidate. This will normally be at the bottom or lower end of the range, but they may consider the successful candidate's skills and experience and appoint at a higher point within the range. In making such determinations, the school will normally take into account the previous salary level of the teacher, if this was a point on the classroom teacher main pay range or upper pay spine and award a salary level at least commensurate with that previous level.

5.6 **Pay progression:**

5.7 The relevant body will consider whether or not to increase the salary of a teacher who has completed a year of employment (as defined in annex 2, point 6 of the STPCD) since the previous annual pay determination. An employee is not required to have been in school a full year in order to request a salary review. Periods of leave such as absence from work, maternity and adoption leave, parental leave and paternity leave will be viewed as ongoing employment.

5.8 The criteria this school will use when making decisions on pay progressions are:

5.8.1 Following an individual teacher's annual appraisal, they should expect to receive pay progression within the maximum of their pay range unless they are subject to formal capability procedures.

5.9 Any pay increase awarded to a teacher on the main/upper pay range (or progression to the UPR) will be permanent for as long as the employee remains continuously at this school as a teacher, unless gaining promotion to a higher graded post.

5.10 The relevant body will ensure that appropriate funding is allocated for pay decisions made under this policy.

5.11 Early career teachers (ECT's) are exempt from this process and have different appraisal arrangements. The relevant body must determine the teacher's performance and any pay

recommendations by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The relevant body must also ensure that ECT's are not negatively affected by the extension of the induction period from one to two years. This change does not prevent the school from awarding pay progression to ECT's at the end of their first year.

5.12 To ensure fairness and transparency, assessments of performance will be based on a judgement rooted in evidence.

5.13 **Pay scale for main pay range teachers**

5.14 The relevant body will review the main pay range annually, taking into consideration market and inflationary factors and determine the pay scale for main pay range teachers, including part time teachers.

- The school has a single pay scale for qualified teachers in six steps M1-M6 (see appendix 1 for the advisory pay point structures and scale points)

- The school sets a salary of no less than £32,916 and progression will be at an agreed % or incremental increase determined by the school up to the maximum of the range £45,352.

5.15 **Pay scale for upper pay range (UPR)**

5.16 The Governing Board will review the upper pay range annually, taking into consideration market and inflationary factors. Progression to the upper pay range is set out below in 5.3. The Governing Board need to be satisfied that the teacher is highly competent in all elements of the relevant standards, and that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

- The school will have a single pay range for upper pay range teachers in three steps, based on the STPCD's advisory pay points for 2025/26.

  - **£47,472**
  - **£49,232**
  - **£51,048**

- **Progression to the upper pay range**

5.17 There are two routes to the upper pay range

1. Recruitment to an UPR post
2. Application to progress to UPR

5.18 Appointment to a pay point on the UPR will be subject to the Governing Board being satisfied that the teacher is highly competent in all elements of the relevant standards, and that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. The teacher must meet the school's criteria for progression to UPR and the allocation of accountabilities proportionate to a senior teaching role.

5.19 Teachers will have the right to be considered for progression both to and up the upper pay range, and such progression will not unreasonably be withheld.

5.20 **Application process to progress to the upper pay range**

- The school has determined that applications will be accepted for progression to the upper pay range once per year by 31st October.

5.21 **Applications and evidence to the upper pay range**

5.22 If recruited to an upper pay range post, the salary will be determined at an appropriate point on the range, considering the requirements of the post, qualifications and essential experience.

5.23 If applying to progress to the upper pay range, a qualified teacher should be able to demonstrate two years of successful performance management. The school should enable targets/objectives to be set to make demonstrating the criteria part of the teacher's normal workload.

5.24 It is the responsibility of the teacher to decide whether or not to apply and provide the necessary evidence.

5.25 If a teacher is simultaneously employed at another school(s), they must submit separate applications if they wish to apply to be employed in an upper pay range role in that school. The school will not be bound by any pay decision made by another school.

5.26 Applications will normally include the employee's two most recent appraisal results. Where such information is not applicable or available (e.g. those new to the school or returning from maternity or sickness absence), the applicant must submit a written statement and summary evidence to demonstrate meeting the assessment criteria.

5.27 This will be an evidence-based process so teachers should ensure they build an evidence base through their normal performance management process to support their application. Teachers who have been absent, through sickness, disability or maternity, may submit further evidence to support their application.

5.28 Teachers who have worked in more than one school during the two-year period can still make an application and provide performance reviews and evidence from previous schools.

5.29 **The assessment to the upper pay range**

5.30 An application from a qualified teacher will be successful where the Governing Board is satisfied that:

5.30.1 the teacher is highly competent in all elements of the relevant standards; and

5.30.2 the teacher's achievements and contribution to the school are substantial and sustained

5.31 In the pay policy for this school:

- "highly competent" means
  - the teacher has the ability, aptitude and experience to coach and mentor other teachers, be assessed as having exceptional depth and breadth of knowledge and a demonstrated ability to perform at a good and often better level against all the relevant teaching standards.

- "substantial" means
  - the teacher's achievement and contribution to the school are of real significance, validity, or value to the school; they play a critical role in the life of the school and they may make a distinctive contribution to raising pupil standards and improving pupil's learning.

- "sustained" means
  - typically, the teacher will have had two consecutive successful appraisal reports in this school and will have met or exceeded their objectives during this period (see exceptions in the application/evidence section above).

5.32 To apply, applicants should write a formal letter of application to the Headteacher, including the following:

5.32.1 how and why the applicant feels they meet the UPR criteria
5.32.2 evidence of successful performance management results over the last two years
5.32.3 evidence of consistently good or better performance in the classroom
5.32.4 examples that demonstrate how they have used their leadership skills to positively impact on teaching and learning across the whole school

5.33 The teacher will receive notification of the name of the assessor for their application within five working days.

5.34 The assessor will examine the application and include a recommendation to the Pay Panel.

5.35 The application, evidence and recommendation will be passed to the Headteacher for moderation purposes (if the Headteacher is not the assessor). The teacher may be required to provide reasonable additional information to support their application.

5.36 The Pay Panel will make the final decision, advised by the Headteacher.

- The teacher will receive written notification of the outcome of their application by 30th November. Where the application is unsuccessful, the written notification will include the opportunity for oral feedback from the assessor, covering areas where it was assessed that the teacher's performance did not satisfy the relevant criteria.

- Successful applicants will move to the minimum of UPR on 1 September of the school year in which the application was submitted.

- Unsuccessful applicants can make representation and appeal the decision using the appeals process set out in section 17.4 of this policy.

5.37 A teacher who is judged to have not met the criteria for the upper pay range will be offered advice and ongoing Continued Professional Development (CPD). The teacher can resubmit at the next available application period if they wish.

6.0 Part Time Teachers

6.1 Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part time.

6.2 The pay for a part time teacher will be determined in the same way as a full-time teacher, but will be paid pro rata in accordance with the STPCD and the formulae in 6.4

6.3 The Governing Board will give the teacher a written statement detailing their working time arrangements, and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time obligations and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

6.4 **Calculation of part time proportion for classroom teachers**

$$\frac{\text{Employees Timetabled Teaching Week (ETTW)}}{\text{Schools Timetabled Teaching Week}}$$

6.5 The timetabled teaching excludes break times, registration and assemblies and any mandatory lunch break required under the Working Time Regulations/STPCD when teachers are not required to be on duty.

6.6 An allowance will be made within the specified timetabled hours for a minimum of 10% planning, preparation and assessment time (PPA).

6.7 Part time teachers will work a similar proportion of directed time as their full-time colleagues, based on the calculation above. For example, if the FTE of the part time teacher is 0.6, this equated to 60% of directed time, i.e. 60% of 1258.5 hours for the school year beginning in September 2025 or 759 hours per year.

6.8 **Variation to timetabled/scheduled hours**

6.9 A part time teacher should not be required to attend work on any day (or part) of the week that they are not normally required to be available under the contract of employment.

6.10 A teacher can be asked to attend work on a day outside their normal timetable and, if they agree to this additional work, they will be compensated either by providing time off in lieu or by making an additional payment, applying the pro-rata rule as set out in the STPCD.

7.0 Supply Teachers

7.1 Supply teachers are defined in this policy as teachers who are engaged on a short notice basis, where the school is not obliged to offer work and the teacher is not obliged to accept any work offered. A supply teacher will only be used on those occasions when it is necessary to fill a short term and/or unexpected vacancy where it is impractical to recruit by normal methods or for the time needed to undertake a recruitment and selection process.

7.2 Supply teachers will be appointed to a pay point on the appropriate pay band according to the same criteria as those used for other newly appointed main range teachers in the school.

7.3 The method of payment will depend on the anticipated duration of the appointment. The school's policy for the payment of teachers employed on this basis is as follows:

7.4 **Supply teachers employed where appointment is anticipated to be for six weeks or more:**

7.4.1 teachers will be employed on a temporary or fixed term contract as regular full or part time teachers
7.4.2 contractual length will be linked for the specific reason for the appointment
7.4.3 salary will be paid on a regular monthly basis and employment will be on a basis identical to the conditions that apply to other regular staff, except for notice periods which may be determined at the start of the contract to meet the circumstances

7.5 **Supply teachers employed where appointment is anticipated to be for less than six weeks:**

7.5.1 Teachers will be employed on a day-to-day basis and will be paid by claim. The weekly rate of pay will be calculated using the following formula:

$$\frac{\text{Weekly Hours worked}}{6.5} \times \frac{\text{Annual salary}}{195}$$

7.5.2 supply teachers will be paid for the hours that they are required to work including preparation, assessment and marking time where these activities are required by the school
7.5.3 working requirements will be made clear and the hours to be claimed will be agreed with the supply teacher at the time the offer is made and before the commencement of their work
7.5.4 supply teachers who work a full timetabled day should be paid for a full day of 6.5 hours which includes directed time, which must be agreed when the contract is offered
7.5.5 use of this calculation method enhances pay to include a 'rolled up' holiday entitlement to ensure that they receive a payment for school holiday periods, as proportionate to colleagues employed on a regular basis. This should be made clear to supply teachers. This arrangement may be subject to future change.

8.0 Unqualified Teachers

8.1 The use of unqualified teachers is limited to very specific circumstances and only on a time limited basis. The Governing Board will only consider use of unqualified staff in the most exceptional circumstances. For example:

8.1.1 when attempts to secure suitable qualified teachers have failed
8.1.2 when the unqualified teacher possesses proven specialist skills, qualifications and experience to enable the Headteacher to guarantee a quality of performance equivalent to that of a qualified teacher
8.1.3 during a period whereby the unqualified teacher is gaining a recognised teaching qualification or qualified teachers status including Graduate Teaching Programme and overseas teachers. When a teacher receives notification of Qualified Teacher's Status, the school will review the teacher's salary in line with the STPCD.
8.1.4 on a temporary basis whilst further attempts are made to recruit a qualified replacement

8.2 **Pay on appointment**

8.3 The Pay Panel will pay any unqualified teacher in the pay range **£22,601 – £35,259** (in line with the STPCD).

8.4 The Pay Panel will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience they may have, which they consider to be of value. The Pay Panel will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22 of the STPCD.

8.5 If during their period of employment at the school, an unqualified teacher becomes qualified, the pay will be determined on the main pay range from the date of qualification.

8.6 **Pay progression for unqualified teachers**

8.6.1 Following an individual teacher's annual appraisal, they should expect to receive pay progression within the maximum of their pay range unless they are subject to formal capability procedures.

8.7 Judgements will be properly rooted in evidence. As unqualified teachers move up the pay scale, evidence should show:

8.7.1 an improvement in teaching skills
8.7.2 an increasing positive impact on pupil progress
8.7.3 an increasing impact on wider outcomes for pupils
8.7.4 improvements in specific elements of practice identified to the teacher
8.7.5 an increasing contribution to the work of the school
8.7.6 an increasing impact on the effectiveness of staff and colleagues

8.8 Information on sources of evidence is contained within the school's appraisal policy.

8.9 The Pay Panel will be advised by the Headteacher in making decisions relating to pay progression and should be able to objectively justify its decisions. Periods of leave such as absence from work, maternity and adoption leave, parental leave and paternity leave will be viewed as ongoing employment.

9.0 The Leadership Group

9.1 The relevant body will establish a grading structure for the leadership group following appropriate consultation with staff and their representatives.

9.2 **Headteacher**

9.3 The Governing Board will define and set out the responsibilities and accountabilities of the post as well as the skills and competencies required.

9.4 The Governing Board will calculate the total unit score for the school (in accordance with paragraph 5-8 of the STPCD) which assigns the school to a Headteacher group and determines a broad pay range.

9.5 Taking into account the role in the particular context of the school, including recruitment and retention considerations or permanent responsibilities, the Governing Board will determine a Headteacher pay range within the STPCD broad pay range. This decision and the reasons behind it will be recorded.

9.6 In some circumstances (e.g. difficulties in recruitment, need to incentivise responsibility for a very large school or to lead multiple large schools), the Governing Board may decide to extend the pay range up to 25% above the maximum of the range. Please note that discretionary allowances and payments are included in this 25% extension limit.

9.7 The Governing Board has the discretion to award limited payments to the Headteacher for temporary or irregular responsibilities or other specific reasons where it is not appropriate to incorporate into permanent pay, such as relocation costs. Such payments should be clearly time-limited, recorded, and cease when the responsibility ceases or circumstances change. In any one year, the total value of salary and temporary payments made to a Headteacher must not exceed 25% above the maximum of the headteacher group for their school.

9.8 The school will set the starting salary according to candidate specific factors such as the extent to which they need the specific requirements for the post, taking into account future scope for performance related progression.

9.9 The Headteacher's pay range will be reviewed when there is a vacancy in the leadership team or a significant change in the school's circumstances.

9.10 **Deputy headteacher(s) and assistant headteacher(s)**

9.11 The relevant body will set a pay range for the deputy and assistant headteachers, with the maximum point sitting below the minimum of the headteacher's pay range.

9.12 The relevant body will ensure that the pay range selected adequately reflects the level of duties and responsibilities required of the posts.

9.13 The relevant body will review the deputy and assistant headteacher's salary range when a new appointment to the post is made, and periodically to reflect changes in the school's situation. The maximum of the assistant headteacher's range will be at least one point below the maximum point of the deputy headteacher range.

9.14 In the event that the deputy headteacher is required to replace the headteacher during an absence for a period of four weeks or more, the relevant body will pay an allowance to recognise the additional responsibility. The allowance will be calculated as the difference between the deputy headteacher's salary and the minimum of the headteacher's salary range and will be paid from the beginning of the acting appointment.

9.15 In the event that an assistant headteacher or classroom teacher agrees to act up in part or the whole post within the leadership group, total salary will be paid at or over the minimum of the salary range for the full post involved or an amount equivalent to two points on the leadership scale, whichever is more appropriate. The allowance will be paid from the beginning of the acting up period.

9.16 It is accepted that assistant headteachers cannot be required to become acting headteacher under these circumstances but may agree to do so.

9.17 The school will review the deputy and assistant headteacher's pay range when there is a vacancy in the leadership team, or a significant change in the school's circumstances.

9.18 The school will set the starting salary according to candidate specific factors such as the extent to which they need the specific requirements for the post, taking into account future scope for performance related progression.

10.0 Additional Payments to Teachers and Headteachers

10.1 The Governing Board only has the discretion to make payments to teachers (except headteachers) for:

10.1.1 continuing professional development undertaken outside the school day
10.1.2 initial teacher training activities
10.1.3 out of school learning activities agreed between the headteacher and teacher
10.1.4 additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards

10.2 The Governing Board has resolved to make such payments only in the most exceptional circumstances. The relevant body may make such payments as they see fit in line with the STPCD.

10.3 For schools operating within the terms of the STPCD, honoraria are not accommodated other than 'acting up' arrangements previously described in this document.

10.4 **Discretionary allowances and payments**

10.5 The STPCD makes provision for Governing Boards to award additional allowances to teachers under specific circumstances where there are clear operational reasons to justify the additional payment only. This reason will be clearly identified in each case and will be reflected in job descriptions and/or appointment letters. For part time staff the allowance or payment will be pro-rata.

10.6 The Governing Board will conduct an annual formal review of all such awards.

10.7 In relation to the headteacher, any additional payment under this section will form part of the 25% limit on the use of all discretions unless the Governing Board identify the exceptional circumstances discretion. The headteacher pay range should take into account difficulties in recruitment or retention so no additional allowance can be paid to the headteacher for these reasons.

10.8 **Teaching and learning responsibility payments (TLR)**

10.9 The relevant body may award a TLR to a classroom teacher.

10.10 TLR 1 or 2 will be for clearly defined and 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.

10.10.1 The annual value of a TLR 1 must be between **£10,174** and **£17,216**

10.10.2 The annual value of a TLR 2 must be between **£3,527** and **£8,611**

10.11 The job descriptions will clarify the responsibilities for which a TLR is awarded, taking into account the criterion and factors set out in paragraph 20.1 and 20.4 in the STPCD.

10.12 Before awarding a TLR, except a TLR 3, the teacher's duties must include a significant responsibility that is not required of all classroom teachers and that:

10.12.1 Is focused on teaching and learning,

10.12.2 requires the exercise of a teacher's professional skills and judgement,

10.12.3 requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum,

10.12.4 has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils, and,

10.12.5 involves leading, developing and enhancing the teaching practice of other staff.

10.13 In addition, before awarding a TLR 1, the sustained, additional responsibility must include line management responsibility for a significant number of people.

- From **1st September 2026**, it will become a requirement that relevant bodies determine the value of any existing or new TLR1 and TLR 2 payment based on the proportion of the TLR responsibility the teacher is undertaking i.e. the proportion of the full-time equivalent duty.

  Insert 11.16 or 11.17 below]

- The value of a TLR 1 and/or TLR 2 payment will be based on the proportion of the TLR responsibility the teacher is undertaking i.e the proportion of the full-time equivalent duty.

10.14 The pro-rata principle does not apply to any TLR3 award

10.15 Only one TLR1 or 2 may be held at any time; however, a teacher in receipt of either a TLR1 or 2 may also hold a concurrent TLR3. Where duties of the post holder substantially change, the value of the TLR should be reviewed.

10.16 The TLR3 is a fixed-term award. The fixed-term for which they are awarded must be established at the outset of the award. The relevant body should not award consecutive TLRSs for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic. The relevant body may award a TLR3 of between **£702** and **£3,478** for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in the STPCD (this would not normally be for a period of more than one year).

10.17 The Governing Board will set out in writing to the teacher the duration of the TLR3, and the amount of the award which will be paid in monthly instalments. At the end of the fixed term period, the employee returns to their substantive role and no safeguarding will apply in relation to an award of a TLR3.

10.18 Temporary awards of TLR payments will only be made during the absence of permanent TLR post holders or where there is a vacancy. The reason for the temporary award will be made clear in writing together with the date/event that will bring the additional duties and associated allowance to an end.

11.0 Special Education Needs (SEN) Allowances

11.1 The Pay Policy will award an SEN allowance at a spot value between **£2,787** and **£5,497** to any teacher who meets the criteria as set out in the STPCD.

11.2 When deciding on the amount of the allowance to be paid, the Governing Board will take into account the structure of the school's SEN provision and the following provisions:

11.2.1 any mandatory qualifications required for the post
11.2.2 qualifications or expertise of the post holder
11.2.3 relative demands of the post

11.3 The Governing Board will establish differential values in relation to SEN roles in order to reflect significant differences in the nature and challenge of the work so that the different pay levels can be objectively justified. The relevant body will take account of the section 3 guidance in the STPCD.

12.0 Recruitment and Retention

12.1 Payment of recruitment or a retention incentive will be determined on the basis of local market conditions. The Governing Board have the discretion to award an allowance or other benefit to attract a suitable candidate to a post or to retain a teacher in a post.

12.2 The amount and nature of this allowance or benefit is not specified in the document but the relevant body will make clear at the outset, in writing, the expected duration of any such incentive or benefits and the review date after which they may be withdrawn.

13.0 SCHOOL SUPPORT STAFF

13.1 Determination of grades (job evaluation process)

- The governors will establish a grading structure for support staff within the school following consultation with staff and their representatives. Community and voluntary controlled schools are required to use the Local Authority's grading structure and conditions of service (Green Book). However, in practice, most if not all foundation and voluntary aided schools employ their support staff under Green Book conditions of service and also use the council's grading structure.

- The Governing Board recognises its legal obligations in relation to equal pay and equal treatment and has resolved to adopt the County Council's job evaluation scheme in full to meet these obligations in relation to support staff.

- The Pay Panel will be responsible for ensuring that support staff grading is reviewed when:
  - new posts are created
  - an existing post has changed to the extent that an evaluation is felt to be necessary
  - a member of staff requests a review of the grade of their post.

- It is suggested that the advice received in relation to the grading of posts under these circumstances will be based on a detailed job evaluation using the scheme applied throughout the County Council and agreed with the recognised trade unions.

13.2 Determination of starting salary on initial appointment to the school

13.3 Support staff new to the school will normally be placed on the minimum point of the scale to which they have been appointed. However, the governors have discretion to, on the recommendation of the headteacher, give credit for skills and experience which is regarded as relevant and of particular value to the school.

13.4 Annual salary progression

13.5 Annual progression within a salary scale is intended to be recognition that staff members have met the requirements of their job and made a full contribution to the work of the school.

13.6 Incremental progression within the salary scale is automatic for support staff on 1 April each year, based on service throughout the previous calendar year unless the school has determined there is unsatisfactory performance.

13.7 The Governing Board will make arrangements to ensure that a review of performance is undertaken during the Autumn Term (Term two) each year as part of this process.

- [Note: Community & Voluntary Controlled Schools should not prevent pay progression for Green Book employees in the sickness absence management procedure or the capability procedure. Academies, Foundation and Voluntary Aided Schools can choose to do so; however, schools need to be aware that preventing pay progression in the sickness absence management procedure and capability procedure could amount to direct discrimination on the grounds of disability]. The Governing Board has the power to withhold or delay the award of an annual salary point in cases where service during the course of the previous calendar year has been rated as unsatisfactory. The power will only be used as part of an ongoing formal performance procedure where a member of staff has been given a formal warning under the appropriate procedure. The Governing Board will require evidence to be available to demonstrate a proper process has been followed.

13.8 There are separate arrangements for staff in their first year of service when the payment of a first increment must be delayed until six months' service has been accumulated.

13.9 **Review of job description and hours of work**

13.10 The Pay Panel will request that the headteacher periodically reviews the job description and hours of work for support staff. The headteacher will be expected to make recommendations for changes where it is felt that hours of work have become inappropriate for the needs of the school and/or for the re-evaluation of the post's grade where the job description has significantly changed. Any changes will be considered with consultation and agreement with the employees.

13.11 **Support staff working in a part time capacity**

13.12 Part time staff have identical entitlements in relation to pay as their full-time colleagues, except that salary is paid on a pro rata basis to reflect the proportion of time worked.

13.13 Salary entitlement for staff working all year round on a part time basis is as follows:

$$\frac{\text{Contracted hours of work}}{37} \times \text{Annual salary} = \text{Pro rata salary}$$

13.14 The resultant salary from this calculation includes the entitlement to 6.7 (or 7.7 after five years continuous service) pro rata weeks of paid leave.

13.15 Annual leave entitlements are normally taken during school closure periods.

13.16 **Term time only staff**

13.17 The same conditions apply to staff employed on a term time only basis except that the calculation reflects the shorter working year and paid leave entitlement of 5.6 weeks.

$$\frac{\text{Contracted hours of work}}{37} \times \frac{\text{Weeks worked + 6.7* leave entitlement}}{52.1429} \times \text{Annual salary}$$

*(or 7.7 after five years continuous service)

13.18 **Pay/compensation for additional work**

13.19 Support staff must receive compensation for any additional work they are required to do by the headteacher or line manager. Permission must be sought before additional work is undertaken.

13.20 Compensation will be agreed when permission is given for the additional work and will be taken as time off in lieu at an agreed time or an additional payment.

13.21 For full time staff a payment will take the form of an overtime payment at the rate specified in conditions of service, for part time staff the payment will be at plain time until 37 hours have been worked (aggregated over the course of a month) then overtime rates will apply.

14.0 Pay procedures

14.1 The relevant body can allocate delegated authority to a Pay Panel (or committee) for pay decisions. This will normally be three governors who administer and manage the pay policy on a day-to-day basis.

14.1.1 one of the three selected governors will act as Chair of the panel
14.1.2 none of the governors serving on the panel is employed within the school
14.1.3 in schools where there is an interim executive board (IEB), alternative panel arrangements may be necessary

14.2 **Pay Panel: Terms of reference**

14.2.1 to apply the school pay policy on behalf of the Governing Board fairly and equitably
14.2.2 to ensure that the school's management team provide all employees with a current and accurate job description which is regularly reviewed
14.2.3 to regularly review the school's pay scales for leadership and teaching staff (and support staff where GCC pay grades are not required or covered by national agreement)
14.2.4 to ensure this policy links effectively with the school's appraisal policy
14.2.5 to arrange the headteacher's performance management as laid out in the school's appraisal policy

14.2.6 To be responsible for requests for the review of pay and grading based on changes in duties and responsibilities
14.2.7 to make appropriate arrangements for representations from employees to be heard on pay related matters including salary, grading or pay decisions and to seek additional evidence, information or advice as necessary to respond to this request
14.2.8 to exercise the governors' discretionary powers as specified in this document
14.2.9 to review the headteacher group pay range and report findings and/or make recommendations for change to the Governing Board regarding leadership group grading where there is a new appointment or role responsibilities change significantly

- to ensure teachers have an annual review of their salary and a written salary statement, no later than one month after the date of determination. (by 30th November).

14.3 The group will record and keep its work and the results of individual reviews and decisions confidential.

14.4 The Chair of the panel will report to the Governing Board periodically, but will not report on details of decisions (to ensure that sufficient governors remain available to hear appeals if necessary). Where changes will have significant implications for the school budget, an urgent report will be made directly to the Chair of Governors.

15.0 Pay Appeals Panel

15.1 The Governing Board will select governors to hear representations relating to pay related decisions on its behalf. This group will have the same composition requirements as the Pay Panel, except that none of these governors can be a member of the Pay Panel or have been involved in any pay decisions.

15.2 The panel will:

15.2.1 follow appeals procedure
15.2.2 ensure terms of this policy and related procedures have been correctly applied
15.2.3 periodically report to the Governing Board to present progress reports

16.3 Teachers have the right to raise formal appeals against pay determinations if, for example, they believe that the person or committee by whom the decision was made:

16.3.1 incorrectly applied the school's pay policy
16.3.2 incorrectly applied any provision of the STPCD
16.3.3 failed to have proper regard to statutory guidance
16.3.4 failed to take proper account of relevant evidence
16.3.5 took account of irrelevant or inaccurate evidence
16.3.6 was biased or,
16.3.7 unlawfully discriminated against the teacher

15.4 **Representations about pay recommendations and/or decisions**

15.5 Any employee who is dissatisfied with a pay decision should:

15.6 **Informal discussion:** with the headteacher to resolve the issue, requested as soon as possible after receiving notice of the pay recommendation, normally within five days.

15.7 **Formal representation:** if the employee remains dissatisfied with the recommendation, they can submit written representations to the Pay Panel who should respond within five days. This will lead to a formal meeting with the panel in which the employee may present evidence, call witnesses and have the opportunity to ask questions. The Pay Panel will make a pay determination which will be confirmed in writing.

15.8 **Formal appeal hearing:** if the staff member remains dissatisfied, they may submit written representations to the Chair of the Pay Appeals Panel. This should include any additional facts for reconsideration and be submitted within five working days of the receipt of the pay statement.

15.8.1 The Pay Appeals Panel will acknowledge the request and arrange a meeting within 10 working days to consider the employee's concerns.

15.8.2 In the hearing before the Panel, the employee and management representative will have the opportunity to present their evidence, call witnesses and question each other.

15.8.3 The result of the hearing will be given in writing within a reasonable period, normally five working days. This decision will be final and binding in terms of this policy.

15.9 The employee has the right to be accompanied at all formal meetings by a trade union representative or work colleague if they wish.

Appendix 1 – Advisory pay point structure for the main pay range (MPR) and upper pay range (UPR)

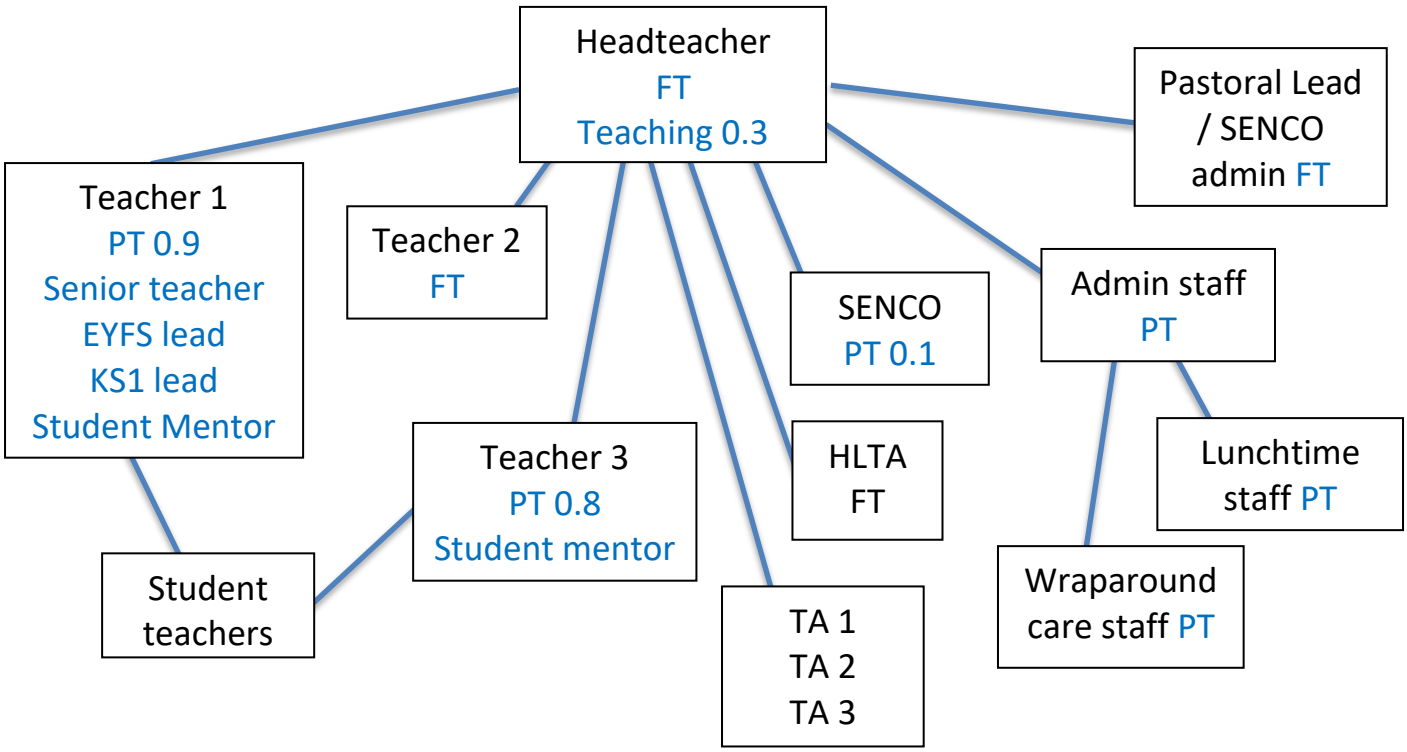
Main pay range advisory pay points 2025/26

M1. **£32,916**
M2. **£34,823**
M3. **£37,101**
M4. **£39,556**
M5. **£42,057**
M6. **£45,352**

Upper pay range advisory pay points 2025/26

U1. **£47,472**
U2. **£49,232**
U3. **£51,048**

Unqualified teacher advisory pay points 2025/26

UQT1. £22,601
UQT2. £25,193
UQT3. £27,785
UQT4. £30,071
UQT5. £32,667
UQT6. £35,259

Appendix 2 – Staff structure