



Teacher Pay Policy Guidance

2023-24

Agreed with recognised teacher trade unions

To be read in conjunction with:

Model Teacher Pay Policy	Appraisal Policy
Formal Classroom Observation Agreement	Capability Policy
Leicester Amplification Document	Teachers' pay statement and progression template documents
School Teachers Pay and Conditions Document 2023 (STPCD)	Implementing Your School's Approach to Pay (IYSAP)

Foot note

Throughout this document references to the local authority (LA) are to the Leicester City Council. References to school are to school/college/academy/centre/service. References to the governance board are to the governing body in maintained schools; board of trustees in academies; and the local authority for centrally employed teachers. References to the headteacher mean the principal/line manager/head of service as appropriate.

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Section	Content	Page
1	<u>Introduction</u>	3
2	<u>Roles and responsibilities</u>	4
3	<u>Pay reviews</u>	4
4	<u>Leadership group</u>	5
5	<u>Teachers' pay ranges</u>	8
6	<u>Part-time teachers</u>	10
7	<u>Supply teachers</u>	11
8	<u>Teaching and learning responsibility payments</u>	11
9	<u>Special education needs allowances</u>	12
10	<u>Recruitment and retention incentives and benefits</u>	12
11	<u>Additional payments</u>	12
12	<u>Appeals process</u>	13
13	<u>Safeguarding</u>	13
14	<u>Monitoring the impact of the policy</u>	14
15	<u>Document control</u>	15
16	<u>Summary of changes</u>	15
Appendix 1	<u>The appraisal and pay determination cycle</u>	16
Appendix 2	<u>Leicester Approved Pay Structure - Pay Progression Guidance</u>	17
Appendix 3	<u>Teachers' pay – experience</u>	18
Appendix 4	<u>Equality monitoring template</u>	19
Appendix 5	<u>Post data analysis equality monitoring exploration</u>	20

1. Introduction

The School Teachers' Pay and Conditions Document (STPCD) places a statutory duty on schools/local authorities to have a teacher pay policy in place. Leicester City Council provides a model policy which is recommended for adoption and has been agreed with the recognised teacher trade unions.

The purpose of a pay policy is to set out the principles which are to guide all pay decisions for headteachers, deputy headteachers, assistant headteachers and teachers at the school, both on first appointment and thereafter, and the procedures which will be followed, in the context of the school improvement plan. This should ensure fair and equitable treatment for teaching staff and minimise the prospect of disputes and legal challenges of pay decisions, incorporating relevant employment legislation and the principles of public life, namely **objectivity, openness, and accountability**.

It is the responsibility of the governance board to produce the pay policy. However, in order to ensure that full consideration is given to all aspects of pay and conditions, the governance board may wish to consider establishing a working party with delegated responsibilities to draft the policy. This process will provide a more appropriate forum for consultation to take place with all the interested parties.

When preparing the pay policy, the governance board should take care to be consistent and to avoid approaches likely to give rise to complaints under any of the following legislation:

- The Working Time Regulations 1998
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Flexible Working Regulations 2014

All pay decisions must be taken in the context of the pay policy which must be linked to the appraisal system, noting the Education (School Teachers' Appraisal) (England) Regulations 2012. There is no automatic pay progression for any teacher. Prior to any pay progression being considered a performance/pay review must be carried out in line with the school's appraisal policy. The appraisal and pay determination process is summarised in appendix 1. Regard must also be had for the teacher's particular post within the staffing structure. A copy of the staffing structure – revised as appropriate following any review of school staffing – should be attached to the pay policy together with the implementation plan for bringing in changes.

No payments or conditions of employment other than those provided for in the STPCD and the Conditions of Service for School Teachers in England and Wales (known as 'the Burgundy Book') may be applied to teachers, except those conditions which are always determined locally, and which do not conflict with the STPCD, unless the Secretary of State has granted exemptions under other legislation. Local Agreements, e.g. Leicester Amplification Document, Leicester Approved Pay

Structure for Teachers, have been negotiated with trade unions and professional associations and any future changes to policy will be dealt with in this way. The STPCD does not provide for the payment of bonuses or so-called “honoraria” in any circumstances.

The model pay policy is reviewed and revised annually following publication of each year’s STPCD. Governance boards should review and update their pay policy accordingly.

This guidance is provided to assist governors and headteachers in the practical development and application of their school’s pay policy. The information offered assumes schools have adopted the LA model policy.

2. Roles and responsibilities

The roles and responsibilities of headteachers, the governance board and, teachers in appraisal and determining pay progression are detailed within appendix 2 of the model policy.

The pay committee terms of reference are detailed within the model policy. This committee will have delegated powers to decide awards without further reference to the governance board. A summary of the decisions will be provided to the full governance board for ratification. This may be in the format of minutes as long as they do not name individual teachers in line with data protection.

3. Pay reviews

The annual cycle for appraisal and pay determination is depicted in appendix 1.

In normal circumstances appraisal reports should be completed by 31 October for teachers and 31 December for headteachers. In exceptional circumstances, if this cannot be achieved, a revised deadline should be set, and all staff notified. Even in such circumstances the process must not be unnecessarily delayed.

All pay recommendations, contained within appraisal reports, are to go to the pay committee for determination. Within one month of the determination teachers must receive written notification of the outcome. The process must be completed by 30 November. Template letters are available on the Extranet.

Teachers who are on maternity or long-term sickness absence

Schools should ensure that their pay policy does not discriminate on grounds of disability or pregnancy/maternity status. Schools should ensure that the pay progression criteria recognise the potential for indirect discrimination in relation to pay progression decisions and that measures which disadvantage teachers on grounds of absence due to pregnancy/maternity or disability are potentially discriminatory and, therefore, unlawful. Further guidance is available in [IYSAP](#) page 42.

4. Leadership group

The [STPCD](#) details the conditions for leadership group pay in part 2. Essential information is provided in the following paragraphs:

STPCD Paragraph	Summary of content
4 - introduction	Application of changes introduced in the 2014 STPCD and the statutory pay range.
5 - determination of the headteacher group	The governance board must assign its school to a headteacher group to determine leadership pay ranges and for pay progression purposes.
6 - unit totals and headteacher group	Ordinary schools - how to calculate
7 - unit totals and headteacher group	Special schools - how to calculate
8 - unit totals and headteacher group	Particular cases: expected changes in number of registered pupils and teaching establishments plus new schools
9 - determination of leadership pay range	The governance board must determine pay ranges for the headteacher, deputy headteachers and assistant headteachers
10 - determination of temporary payments to headteachers	The governance board may determine payments be made to a headteacher for temporary responsibilities or additional duties
11 - pay progression for leadership group members	The governance board must consider annually whether to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination

Role of the governance board

The board must assign the school to a headteacher group and determine the headteacher's pay range whenever it proposes to appoint a new headteacher. It should also re-determine the headteacher's pay range if it becomes necessary to change the headteacher group (including where the headteacher becomes responsible and accountable for more than one school in a federation on a permanent basis). It may also determine the headteacher's pay range at any time if it considers it necessary to reflect a significant change in the responsibilities of the post. The board should not take account of the salary of the serving headteacher if it re-determines the headteacher's pay range for a new appointment.

The role of the board in setting the pay of the leadership group is further detailed in [IYSAP](#) page 33.

New appointments

When setting the pay for new headship or wider leadership team appointments the three-stage process below (well detailed in IYSAP) should be used. The pay of those in post should only need to be reviewed when there have been significant changes to responsibilities – 'significant' is defined in [IYSAP](#) page 33.

Stage 1 – Defining the role and determining the headteacher group

Stage 2 – Setting the indicative pay range
Stage 3 – Deciding the starting salary and individual pay range

All decisions, and the reasons for them, should be well documented at every stage. All pay decisions must be made on objective criteria so that there is no discriminatory effect on any teacher, or group of teachers with a particular protected characteristic under the Equality Act 2010.

Examples of how the three-stage process might be used in practice are provided in [IYSAP](#) page 50 – current salary figures should be used for the different groups.

Establishing a pay range above the school's headteacher group

The governance board should have oversight of a headteacher's entire role and, any paid responsibilities attached to the role. This should ensure the board can take a fully informed decision about the appropriate remuneration for a headteacher and any consequential implications for the pay of other staff who may be taking on additional responsibilities in the absence of the headteacher.

It should be wholly exceptional for the total value of the salary, including temporary payments, to exceed the limit of 25% above the maximum for the headteacher group for the school(s) in any year.

If the board considers there are wholly exceptional circumstances warranting payment in excess of this limit, the pay committee must make a business case for the payment to the full governance board. The board must seek external, independent advice from an appropriate person or body who can consider the STPCD provisions, and if, they have been properly applied, and advise the governance board before it decides whether it is justifiable to exceed the limit in a particular case.

There must be a clear audit trail of any advice given to the governance board and a full and accurate record of all its decisions and the reasons behind them.

Headteachers responsible and accountable for more than one school on a permanent basis

When a headteacher is appointed to be permanently responsible and accountable for more than one school the governance board should base the determination of the headteacher group on the total number of pupil units across all schools. This will give a group size for the federation, or schools involved, in accordance with the STPCD.

Consideration also needs to be given to the remuneration of other teachers who, as a result of the headteacher's role, are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher) which should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.

Headteachers temporarily accountable for more than one school

Occasionally, where there is a headteacher vacancy and it is not possible to appoint a deputy headteacher or another member of the teaching staff as acting headteacher, a headteacher of another school may be appointed to be responsible and accountable in addition to their continuing role as headteacher of their own school.

The overall objective for the headteacher should be reviewed in such circumstances to reflect the temporary change in responsibilities.

This role should be regarded as an acting headship on a temporary basis for as long as arrangements are being made for a permanent headteacher to be recruited, or to make alternative permanent arrangements such as amalgamating the schools or creating a hard federation. There is an expectation that these temporary arrangements should be time-limited and subject to regular review, and the maximum duration should be two years.

In such temporary arrangements a fixed term variation of contract must be issued by the contracting employer. This will specify that the headteacher, in addition to their substantive post, is, for a fixed period, employed as headteacher of the additional school(s). At the end of the fixed term variation the headteacher will revert to their substantive post.

Under the Collaboration Regulations the governance board may arrange for a joint committee, made up of governors from all the schools involved, to be established to oversee the fixed term arrangements. This committee should have delegated power to deal with the pay and performance management of the headteacher and other relevant staffing issues. The committee should also have delegated power regarding the financial arrangements which will apply during the collaboration period. For example, the committee should determine any payment on the basis of temporary additional responsibility for teachers, other than the headteacher, in each school and the arrangements for reviewing and ending those payments.

The joint committee should also take account of the circumstances of each school and the workload implications, including the extent to which the headteacher is likely to be absent from the individual schools. Any adjustments to pay in this circumstance, for the headteacher or any other staff, are temporary and, therefore, safeguarding provisions do not apply.

To support a headteacher who temporarily takes on responsibility and accountability for more than one school, the respective governance boards should establish clarity regarding how these arrangements will work in practice and how they will be brought to an end. Schools contemplating this arrangement should note that it is only ever intended to be temporary.

Any discretionary payments made under paragraph 10 of the [STPCD](#) should take account of the full responsibilities of the post. Where there is a deputy headteacher in the school it may be more appropriate to temporarily increase their pay range to take account of the increased responsibilities in the absence of the headteacher.

Additionally, a teacher may be temporarily appointed in the absence of the substantive post holder to a post in the staffing structure which attracts a TLR payment; and, in the case of a classroom teacher where none of those are appropriate, the joint committee may consider the use of additional payments under paragraph 26.1d of the [STPCD](#). The joint committee should ensure that any payment for additional responsibilities is in line with the provisions of the STPCD and the school's pay policy.

Where the arrangement for the headteacher is temporary any adjustment to their pay, and that of other teachers, is also temporary. Safeguarding will not apply when the arrangements cease.

Pay progression

The governance board is responsible for ensuring that performance based progression awards reflect individual performance. This should be based on identified objectives as set out in the appraisal process.

Deputy headteacher/assistant headteachers

For new appointments, as with headteachers, the full range of permanent responsibilities/any challenges or any other consideration relevant to the post, including recruitment issues, for example if the post is difficult to fill, will be considered to determine the pay range.

Serving deputy headteacher/assistant headteacher

The pay range for the deputy headteacher or assistant headteacher will only be reviewed if there are significant changes to the responsibilities. Progression will be based on the appraisal process.

While differentials have been removed within the leadership group, governors may still wish to consider these in relation to the staff structure.

5. Teachers' pay ranges

The LAPS is an appendix to the model policy and specifies how certain discretionary elements will be applied. The LAPS guidance (appendix 2) provides additional guidance on teacher pay progression.

The LAPS also provides that teaching and relevant non-teaching experience may be recognised when placing a teacher new to the school on the pay scale. Some examples of experience which may be considered for the award of discretionary points for teachers and unqualified teachers are provided in appendix 3.

Pay progression

Annually the governance board must consider whether to increase the salary of teachers who have completed a year of employment since the previous annual pay determination. Pay progression determination is subject to the following:

- a) the decision whether to award pay progression must be related to the teacher's performance, as assessed through the school's appraisal arrangements;

- b) a recommendation on pay must be made in writing as part of the appraisal report and, in making its decision, the governance board must have regard to this recommendation;
- c) where a teacher is not subject to the 2012 Regulations, the governance board must determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision;
- d) in the case of early career teachers (ECTs), the governance board must determine the teacher's performance and any pay recommendation by means of the statutory induction process;
- e) pay decisions must be clearly attributable to the performance of the teacher in question;
- f) continued good performance, as defined by the school's pay policy, should give a classroom or unqualified teacher an expectation of progression to the top of their respective pay range;
- g) a decision may be made not to award progression whether or not the teacher is subject to capability proceedings, also see paragraph 2.3 of the LAPS.

The pay policy must set out how pay progression will be determined.

Leading practitioners

If leading practitioners are employed the pay range for each individual post must be identified. The number/range of points is for the governance board to determine, although these must be within the minimum/maximum range. Advice on the leading practitioner range, is available in [IYSAP](#) page 25, [STPCD](#) paragraph 16 and [section 3 paragraphs 33-37](#).

Upper pay range (UPR)

Any qualified teacher can apply to be paid on the upper pay range.

The policy must detail the application and assessment process. In assessing, applications, the outcome of two appraisal reviews are to be considered where the teacher is subject to the 2012 Regulations.

The criteria for determining whether a teacher meets the upper range requirements are identified within the policy. However, to demonstrate an open and fair approach schools will need to identify how the criteria will be applied. [STPCD](#) paragraphs 14 and 15, and [section 3 paragraphs 29-32](#) contain provisions for the movement to UPR. Further advice on appointments to the UPR is available in [IYSAP](#) page 22.

The three pay points in the local pay scale is as prescribed and advised in the STPCD.

Main pay range (MPR)

A teacher on the main pay range must be paid a salary within the minimum and maximum of the main pay range. The local pay points are as prescribed and advised in the STPCD.

Schools are recommended to award points for relevant experience in schools and other educational establishments. Examples of relevant teaching and non-teaching experience to consider are provided in appendix 3.

Early careers teachers (ECT)

In the case of ECTs the governance board must determine the teacher's performance, and any pay recommendation, by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The governance board must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years which does not prevent a school from awarding pay progression to ECTs at the end of the first year.

Unqualified teacher pay range (UTPR)

An unqualified teacher must be paid a salary within the minimum and maximum of the unqualified teacher pay range. The local pay points are those prescribed and advised in the STPCD.

The model policy reflects a position to recommend that governors only appoint an unqualified teacher on a temporary basis whilst seeking to appoint a qualified teacher throughout the temporary appointment.

There are special provisions for the assessment of an unqualified teacher who becomes qualified. The criteria for assessment are in paragraph 18 of the [STPCD](#).

The salary assessment, in line with the LAPS, will take account of qualifications or experience that are considered to be of value in the performance of the duties of the post (see appendix 3).

6. Part-time teachers

The [STPCD](#) paragraphs 40 – 41 and [section 3 paragraphs 39 - 44](#) detail the application of remuneration for part-time teachers.

Part-time teachers must be paid a percentage of the appropriate full-time equivalent salary. The same percentage must be applied to any allowance awarded to a part-time teacher except for TLR3s.

The number of days in a teaching week can vary depending on which day of the week term starts and ends, what day bank holidays fall on and what day of the week INSET days are held on. Therefore, for teachers who do not work 5 days a week, the school needs to total days to be worked across the whole year and pay additional remuneration if it is found they are working beyond the percentage they are remunerated for. It is advisable for any additional remuneration due to be paid at the end of the academic year in case there are variations (e.g. additional bank

holidays or changes in working arrangements). Where it is found a teacher is working less than the percentage they are remunerated for, they cannot be required to work on a non-working day or have pay reduced.

The example below illustrates a teacher working 4 days a week, which equates to 80% full time equivalent, will be paid for (195 days x 0.8) 156 days. However, depending on what days of the week they work, the total number of days they work in the year may vary.

Work 80% fte = 156 teaching days	Work: Monday - Thursday	Work: Tuesday - Friday
Teaching days excluding BH & INSET	153	156
INSET on working days	3	3
TOTAL	156	159

If the number of teaching days in the academic year is reduced (e.g. due to additional bank holidays) part-time teachers must also have a proportionate reduction in teaching time or be remunerated proportionately.

7. Supply teachers

The [STPCD](#) paragraph 42 details the pay controls for such teachers. Guidance on agency workers can be found on the [Extranet](#).

The principles identified within the Leicester Approved Pay Structure should be applied.

Teaching experience and other relevant experience, as outlined in appendix 3, should be considered when determining the rate of pay on appointment.

New supply teachers will be paid on the minimum point of the unqualified teacher pay range until evidence of qualification and experience are provided. Where evidence is accepted payment will be backdated to the commencement of supply work for the school.

Progression through the pay range is to be subject to performance reviews. In order to award an increment following a year's service a teacher will need to have worked in any 26 separate weeks of the previous academic year (1st September to 31st August). Any period of teaching service during a week gives an entitlement for that week to be counted for incremental purposes.

8. Teaching and learning responsibility payments (TLR)

The governance board must determine the number of TLRs, and the value of each one, and identify these within its pay policy.

The main conditions for awarding a TLR payment to are stated in [STPCD](#) paragraph 20 and further detailed in [section 3 paragraphs 47-54](#).

Additional guidance on the use of TLR3 payments to address learning lost to the pandemic is available in STPCD [section 3 paragraph 53](#). Guidance on school led tutoring can be found on [The National Tutoring Programme](#) website.

In accordance with the STPCD main and upper pay range teachers without a TLR should not be given subject leadership responsibilities, nor can they be accountable for a subject area in the school's curriculum.

9. Special educational needs (SEN) allowances

The pay policy should set out the basis for rational, transparent, and fair decisions on levels of payment for SEN allowances. This will reflect the school's organisation of, or provision for, SEN or, for unattached teachers, the organisation of provision in the particular service.

The main conditions for awarding a SEN payment to a teacher are stated in [STPCD paragraph 21](#) and further detailed in [section 3 paragraphs 55 - 59](#).

10. Recruitment and retention incentives and benefits

Governance boards may make payments, or provide other benefits, under [STPCD paragraph 27](#) and [section 3 paragraphs 70-72](#) as an incentive for the recruitment and retention of teachers. Governance boards are free to determine the value of any award. The board will need to determine:

- a) whether recruitment and retention incentives and benefits should be offered to new or existing teachers; and
- b) if so, their nature, value and duration and the circumstances in which they will be paid.

This must be clearly stated in the policy to ensure parity amongst staff.

Where a teacher is given an incentive or benefit written notification is to be given at the time of the award.

11. Additional payments

The governance board may make payments as it sees fit to a teacher, other than a headteacher, in respect of the following activities:

a) continuing professional development (CPD)

Payments may be made for activities undertaken outside of the 1265 hours of directed time for full-time teachers; or the appropriate proportion of directed time for part-time teachers. Participation outside of directed time is voluntary and cannot be directed.

b) initial teacher training (ITT)

Payments may be made for ITT provided as part of the ordinary conduct of the school. The STPCD [section 3 paragraphs 61-64](#) provide further detail.

c) out-of-school hours learning activity

Payments may be made for activities agreed between the teacher and the headteacher and undertaken outside of the 1265 hours of directed time for full-time teachers or the appropriate proportion of directed time for part-time teachers. All agreements and payments to be made should be documented. All such activities should require the exercise of the teacher's professional skills or judgement.

If payment is to be made for the above activities it is recommended a rate based on the calculation for supply staff is used, i.e. 1/195 per day or 1/1265 per hour of the annual salary multiplied by the number of days/hours worked then multiplied by a factor e.g. x 1.5, x 2 etc. to compensate for out of normal hours work.

d) service provision

Payments may be made for additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

Guidance, and a table setting out the operating principles and requirements which apply, are provided in STPCD [section 3 paragraphs 65-68](#).

Acting allowance

Where a teacher is assigned, and carries out, duties of a headteacher, deputy headteacher or assistant headteacher, but has not been appointed as such, the governance board must, within a period of four weeks beginning on the day on which such duties are first assigned and carried out, determine if an allowance will be paid in accordance with [STPCD](#) paragraph 23.

Performance payments to seconded teachers

Where a teacher is temporarily seconded to a post as headteacher in a school causing concern, and the governance board of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment, the board may pay the teacher a lump sum in accordance with [STPCD](#) paragraph 24.

12. Appeals process

The process is detailed in the policy, further guidance is available in [IYSAP](#) page 29.

13. Safeguarding

Safeguarding will apply as per the [STPCD](#) part 5; which details the following:

1	General circumstances in which safeguarding applies
2	Entitlement to a safeguarded sum
3	Notification of safeguarding
4	The safeguarding period
5	Calculating relevant dates
6	Suspension and partial reduction of the safeguarded sum
7	Additional duties

8	Miscellaneous
9	Other safeguarding - teachers taking up post on or before 31-12-2005

Guidance is also available in STPCD [section 3 paragraph 74 – 78](#). Additional guidance and examples are provided in [IYSAP page 46](#).

14. Monitoring the impact of the policy

Comprehensive guidance on the Equality Act 2010 and how schools can meet their Public Sector Equality Duty is provided in [IYSAP](#) page 39. The guidance states *'equality monitoring is the most effective and efficient method of identifying potential inequality in workplace policies and procedures'*.

An annual report, prepared by the headteacher for the governance board following collection and analysis of pay progression outcomes, can be used to recognise potentially discriminatory practices, address discrimination and to plan for positive action where the need is identified.

Data collected on provisional pay decisions, as well as final pay decisions, can indicate where corrective action may be required. This can be evidenced in the report as a record of action taken to avoid discrimination.

If all eligible teachers within the school have been awarded progression, there may be no need to prepare a report and it will suffice to inform the governance board as to why a report is unnecessary.

Data on appeals such as how many have been raised, at what stage they were concluded, outcomes and characteristics of those raising them will also provide useful information on the soundness of the process for the report.

An equality monitoring data collection template is provided at appendix 4. Collecting data will assist with the building of a picture to accurately reflect pay progression outcomes. Also, importantly, to identify if outcomes could have been impacted by conscious or unconscious bias. Only when data is gathered is it possible to reflect on it. The report need not contain the data template particularly if individual teachers may be identifiable; extracts may be included.

Data collection

The data only needs to detail teachers that have been appraised for pay progression i.e. not those at the top of their pay range unless applying for progression to UPR.

It is recommended that data on all protected characteristics is collected on the template (appendix 4) as well as work tenure. Data on other characteristics that may lead to discrimination, such as nationality or caring responsibility, may also be collected.

The majority of the data on employees' protected characteristics, relevant for monitoring pay progression and inclusion in the report, is already collected for the school workforce census or for other purposes such as recruitment.

If the school is unable to provide data on a protected characteristic this can be mentioned in the report along with any action identified such as to undertake a comprehensive workforce monitoring data collection exercise.

Under data protection legislation the collected data is 'special category' data. The schools' privacy notice reflects the processing of personal and special category data and would include processing for this purpose. Accordingly, care must be taken not to enable individual teachers to be identified in the report. Further information is available on the [information governance Extranet page](#) and from the school's data protection officer.

Data analysis

When analysing the information, signs of differences between different groups of teachers should be looked for. For example, how do the rates compare for different characteristics, are there any links between different characteristics e.g. race and sex?

If there are differences, trends, or gaps, are there any known or obvious reasons for this? Is there other relevant information to give a better understanding of the findings such as absences or appeals? Appendix 5 has a scenario exploring outcomes from data analysis.

Action

If differences have been identified appropriate actions that can be associated with the report are to:

- ✓ Consult with teachers and trade union representatives
- ✓ Identify possible actions to improve the situation
- ✓ Discuss with your HR advisor
- ✓ Discuss these with the governance board
- ✓ Gain approval for actions (if needed) and agree a target deadline
- ✓ Allocate responsibility and discuss expectations with those involved
- ✓ Identify improvement targets
- ✓ Update any relevant policies, guidance or procedures affected by the actions
- ✓ Communicate with, or if need be, re-train employees affected by the actions
- ✓ Give feedback to those involved in any consultation
- ✓ Monitor progress through the continued collection and analysis of equality data

15. Document control

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16. Summary of changes

Remuneration of part-time teachers working less than 5 days a week updated.
Reference to new IYSAP salary safeguarding guidance added.

The Appraisal and Pay Determination Cycle

Autumn term

- All objectives and success criteria to be finalised. If agreement cannot be reached, they are set by the appraiser.
- Performance is monitored as set out in the school's appraisal policy (such as through observation and ongoing professional dialogue between the relevant parties and mid-year reviews).

Spring term

- Performance is monitored as set out in the school's appraisal policy (such as through observation and ongoing professional dialogue between the relevant parties and mid-year reviews).

Summer term

- Performance is monitored as set out in the school's appraisal policy (such as through observation and ongoing professional dialogue between the relevant parties).
- Appraisal/ assessments should be completed before the end of the summer term.

Summer/autumn term

- At the end of the appraisal year teachers receive an appraisal report which includes (amongst other things) an assessment against their objectives and success criteria, the relevant standards and a recommendation on pay progression.
- Review and update pay and appraisal policies as necessary in the light of experience and any changes to the STPCD.
- Provide every teacher with an annual pay statement and the school's revised pay policy by 30 November.
- Headteachers need to ensure moderation of initial recommendations with a view to putting individual pay progression recommendations to the governance board for agreement and to account to them overall for the effective operation of links between pay and performance.
- Governance board to determine what provision should be made in the school's budget for discretionary pay awards and progression.
- Appraisal objectives and success criteria, linked to pay progression are set for the next appraisal period.

Leicester Approved Pay Structure (LAPS) - Pay Progression Guidance

Section 2.3 of the LAPS states:

‘Annually each September a teacher will progress incrementally up the graduated pay range unless there are formally identified concerns about the teacher's performance. In such circumstances progression will not take place until those concerns have been resolved, either using the process within the appraisal policy for teachers experiencing difficulties or, if this process has been exhausted, via the locally agreed formal capability procedure. Progression will then be when the teacher is deemed to be providing teaching of appropriate quality.’

Judgements of performance will be based on:

- Performance management objectives judged against the teacher standards and possibly including pupil performance;
- Classroom observations.

The rate of progress may be differentiated, according to an individual teacher's performance, to allow progress of up to two increments on the main pay range. The decision about whether a teacher progresses, and by how much, will be based solely on whether the stated criteria have been met; there will be no quota imposed for financial or other reasons.

Overall Assessment

Level One Performance (one increment on the UPR and two on the MPR)

All objectives met, unless they have been agreed as ongoing objectives, when judged against teacher standards. This will include that the teaching would have been judged outstanding over the period of the appraisal cycle. Pupil progress will be in line with, and often exceed, school expectations.

Level Two Performance (one increment on the UPR or MPR)

All objectives met, unless they have been agreed as ongoing objectives, when judged against the teacher standards. This will include that the teaching would have been judged good over the period of the appraisal cycle. Pupil progress is in line with school expectations.

Level Three Performance (one increment possible for teachers on M1 to M3, who are demonstrating improvement).

At least one objective met, with others partially met, when judged against teacher standards. No inadequate teaching over the appraisal cycle. Pupil progress in line with national expectations.

Teachers' Pay – Experience

The LAPS provides for teaching, and relevant non-teaching, experience to be recognised when placing a teacher new to the school on the pay scale.

Teaching experience

It is recommended that one point is awarded for each completed year of teaching service in the following, to the maximum of the MPR:

- any DfE recognised school (e.g. academies, trusts, free schools etc.)
- an independent school
- a further education/higher education establishment
- a MOD school
- an Education Action Forum
- an overseas maintained school
- employment as an unqualified teacher (instructor)

Non-teaching experience

It is recommended that one point is awarded for every two years' relevant experience, other than teaching experience, which is considered to be of value to the performance of the teacher's duties.

Examples of paid and unpaid experience which might be considered relevant to teaching by the LA are:

- Nursery nursing/early years' experience/playgroup leader experience
- Tutoring children
- Subject related experience in industry/commercial training/armed services
- Education welfare experience
- Nursing, if related to children and/or young people
- Child related social care
- Community projects, educational theatre, or dance
- Voluntary or statutory youth work, play centre leader
- Child related experience in an education environment

Note: These recommendations should not be taken as a comprehensive list.

Equality Monitoring Template



[Extranet – equality monitoring template](#)

Post Data Analysis Equality Monitoring Exploration

Example:

If the data shows 10 teachers (5 Asian and 5 White) are eligible for UPR progression, and all of the White teachers and only 2 of the Asian teachers applied, with 4 of the White teachers and none of the Asian teachers successful, the data, would indicate disproportionate pay progression outcomes. The example below suggests actions that the headteacher or another member of the leadership team can take to explore the data findings.

Stage	Actions
Application	<p>Check to see if teachers who did not apply were aware of the progression process and requirements.</p> <p>Ask teachers why they didn't apply e.g. were there any barriers or personal reasons?</p> <p>Consider if an opportunity for an informal chat to address questions and concerns with a member of the leadership team would be appropriate.</p> <p>Did managers discuss possible application, if not why?</p>
Assessment	<p>Look at the assessment and review the decision where progression was not recommended, was it justified? Why were all of the applications from Asian teachers unsuccessful?</p> <p>Check if the progression criteria are fair, transparent, and achievable.</p> <p>Check if the process is fair and transparent, does it need amending?</p> <p>Did teachers have the opportunity to receive feedback, did they?</p> <p>Investigate if there were any appeals, what was the outcome, why did teachers choose not to appeal? Did this relate to their ethnicity or another protected characteristic?</p>