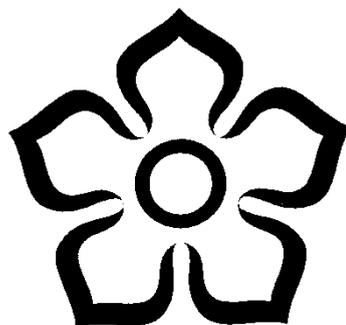




‘Broadening Horizons’

Model Teacher Pay Policy

Policy Date:	20/11/2023	Version: 1		
Policy Review Date:	November 2024	Headteacher Nitash Odedra	Signed <i>N. Odedra</i>	20/11/2023
Ratified by Governing Body:				
Sue Welford (Chair of Governors)		Insert Signature <i>Sue Welford</i>	20/11/2023	



Leicester
City Council

Model Teacher Pay Policy

2023-24

This model policy has been agreed with trade unions present at the teachers negotiating committee meeting on 12 October 2023. If a school wishes to adopt an amended version of the model policy, or develop its own policy, consultation with the recognised trade unions must be undertaken locally.

To be read in conjunction with

Teacher Pay Policy Guidance	Leicester Amplification Document
Appraisal Policy	Capability Policy
Formal Classroom Observation Agreement	Teachers' pay statement and progression template documents
School Teachers' Pay and Conditions Document 2023	Implementing your School's Approach to Pay

Document control

Date agreed with trade unions	Date issued to schools	Author	Summary of changes	Date to be reviewed
October 2023	November 2023	M.K. Judge HR Policy & Projects	Detailed in briefing note	Summer 2024

Footnote:

References to school throughout the document are to school/college/academy/central service.

References to the governance board in this document are to the governing body in maintained schools; board of trustees in academies; and the local authority (LA) for centrally employed teachers.

References to the headteacher in this document are to the principal/manager/head of service as appropriate.

Rushey Mead Primary School

Teacher Pay Policy 2023/24

1. Introductory statement

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with the current legislation and requirements of the Schools Teachers' Pay and Conditions Document and after consultation with recognised trade unions.

The governance board will exercise the discretion available under any nationally and locally agreed pay and conditions, according to the aims and objectives outlined below.

The governance board adopted this policy on 20th November, 2023.

2. Aims and objectives

- 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 whilst eliminating unnecessary bureaucracy for all concerned

The governance board will endeavour to ensure that teachers receive proper recognition for their work and contribution to the education of the pupils, to the life of the school and in aspiring to achieve the aims and objectives of the school improvement plan.

The governance board supports equality of opportunity in employment, will follow the school's own equal opportunity policy and will not discriminate on the grounds of gender, gender reassignment, marriage/civil partnership status, pregnancy/maternity status, ethnic origin, disability, religion*, beliefs, sexual orientation, or age.

*Voluntary aided schools should qualify this by reference to section 6 of [Staffing and employment advice for schools](#).

All pay related decisions will be taken in compliance with relevant legislation including: Working Time Regulations 1998; Equality Act 2010; Employment Relations Act 1999; Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000; Fixed Term Employees Regulations 2002; Flexible Working Regulations 2014; and Education (School Teachers' Appraisal) (England) Regulations 2012.

Pay related decisions will also reflect the principles of the Leicester Approved Pay Structure (LAPS) - appendix 1 adopted by this school.

Any use of discretion will be in accordance with the aims of the school improvement plan and in accordance with criteria agreed within the pay policy.

3. Roles and responsibilities in pay progression

School leaders, the governance board and teachers all have a role and responsibilities in the appraisal and pay progression process. The advice on these roles contained in [Implementing your School's Approach to Pay](#) has been adopted and is reproduced in appendix 2.

4. Pay committee

The governance board will delegate to a pay committee its powers relating to pay. The current terms of reference are:

1. Apply fairly all areas of pay as identified in the policy, including the discretionary elements.
2. On an annual basis, in line with agreed timetable, carry out salary reviews for teaching staff in line with performance reviews as per the appraisal policy.
3. Determine the pay range for a vacancy prior to advertising it and the starting salary on appointment.
4. Ensure all statutory and contractual requirements are complied with.
5. Ensure full and accurate records of decisions are kept.
6. Ensure the headteacher advises staff in writing about the outcome of the pay reviews.

The quorum for all meetings is at least three members of the governance board and a clerk will be appointed to the committee.

The governance board agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression on all levels. The governance board recognises that funding cannot be used as a criterion to determine progression.

5. Pay reviews

The governance board will ensure that each teacher's salary is reviewed annually, with effect from 1 September.

Decisions regarding pay progression will be made with reference to appraisal reports and the pay recommendations they contain. Progression is not automatic and will relate to the teacher's performance as assessed under the school's appraisal policy.

Teachers' performance will be assessed from a range of sources and against the relevant standards and objectives evidenced by:

- Impact on pupil progress
- Impact on wider outcomes for pupils

- Improvements in specific elements, e.g. behaviour management or lesson planning
- Impact on effectiveness of teachers or other staff
- Wider contribution to the work of the school.

The school will ensure appropriate arrangements are made to accommodate teachers who are absent for part or all of the reporting year.

Appraisal reports will be completed by no later than 31 October and by no later than 31 December for the headteacher.

Teachers will be given a written pay statement, setting out their salary and any other financial benefits to which they are entitled, within one month of the pay committee determination and, other than in the case of the headteacher, by 30 November at the latest.

Withholding of incremental points

It is possible for a 'no progression' determination to be made. Points awarded for performance may only be withheld where performance concerns have been formally identified, there has been an appropriate review period including appropriate support, and the teacher has shown no signs of improvement. This is further detailed in the LAPS (appendix 1).

6. Leadership group pay

The governance board will consider annually whether to increase the salary of leadership group members who have completed a year of employment since the previous pay determination. This will be subject to paragraph 11 of the STPCD.

Setting pay for leadership group members

New appointments

The governance board will apply the requirements of part 2 of the STPCD when determining the pay range for a new headteacher or other leadership posts.

The governance board will, when determining the pay range, take account of the full range of permanent responsibilities, any challenges that are specific to the role and other relevant issues e.g. recruitment issues.

The governance board will use the reference points within the pay range to determine the indicative salary range.

Headteacher group size

This school is headteacher group 4.

On an annual basis the governance board will document a review of the headteacher group size.

In determining the salary range the governance board have taken account of the permanent responsibilities of the post, any challenges specific to the role and all other relevant considerations.

The headteacher's pay range will be reviewed by the governance board:

- when it proposes to appoint a new headteacher;
- if it becomes necessary to change the headteacher group (including when the headteacher becomes responsible for, and accountable for, more than one school in a federation on a permanent basis);
- at any time if they consider it necessary to reflect a significant change in responsibilities of the post.

Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where it is determined that circumstances specific to the role or candidate warrant a higher than normal payment. The maximum of the headteacher's pay range, and any additional payments, will not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances. If such a circumstance occurs the pay committee will prepare a business case for payment to the full governance board. The governance board must seek external, independent advice from an appropriate person/body on this matter. There will be a clear audit trail of any advice provided and of the decisions taken by the governance board, including the reasoning behind them. Any payment exceeding the maximum of the group pay range will be reviewed on an annual basis.

Where the headteacher is appointed as a headteacher of more than one school, the governance board will determine the indicative group size by the application of the total unit score for all of the schools, calculated in accordance with the STPCD.

The pay range for this school will be **Group 4, Points 21-27**. See appendix 4 for pay ranges.

Headteacher's temporary payments

Payments for temporary responsibilities or duties that are in addition to the determined salary will be in accordance with paragraph 10 of the STPCD.

If a headteacher takes on the post of acting headteacher at another school this position would be regarded as temporary pending the appointment of a permanent headteacher or until alternative arrangements are made.

The temporary arrangements would be time limited, subject to regular reviews and be no longer than a maximum of two years duration. At the end of this arrangement the headteacher would revert to their substantive post.

Deputy and assistant headteacher(s)

The governance board will determine the pay range for the deputy or assistant headteacher posts when it proposes to appoint to such a post or where there is significant change in the responsibilities of serving deputy or assistant headteachers. The governance board will take account of the permanent responsibilities of the post together with challenges of the role and whether it is difficult to fill.

The governance board will determine the pay range for deputy headteacher and assistant headteacher posts allowing for performance related progression over time. The governance board will use reference points within the discretionary pay

range to determine the salary range and leave at least 4 reference points for performance related pay progression.

The maximum of the deputy headteacher/assistant headteacher range will not exceed the maximum of the headteacher group for the school.

The pay range for a deputy or assistant headteacher will only overlap with the headteacher's pay range in exceptional circumstances.

The annual pay review for the deputy and assistant headteacher(s) will be conducted by the pay committee based on the recommendation(s) of the headteacher, following an appraisal review.

The decisions of this group will be reported to the full governance board for ratification.

If the headteacher is absent from the school a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the governance board

Exceptionally, if the headteacher is absent for an extended period of four weeks or more, and the deputy headteacher acts up into the role of acting headteacher, a review will take place regarding the deputy headteacher's salary during this interim period.

In line with their terms and conditions this responsibility does not apply to assistant headteachers, unless agreed otherwise.

Acting allowance

Subject to the last paragraph of this section, where a teacher is assigned, and carries out, duties of a headteacher, deputy headteacher or assistant headteacher, but has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher, the governance board will, within four weeks beginning on the day such duties are first assigned and carried out, determine whether or not an "acting allowance" must be paid in accordance with the following provisions.

If the governance board determines that the teacher will not be paid an acting allowance, but the teacher continues to be assigned and to carry out duties of a headteacher, deputy headteacher or assistant headteacher (and has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher), the governance board may, at any time after that determination, make a further determination as to whether or not an acting allowance must be paid.

If the governance board determines that the teacher must be paid an acting allowance, (subject to the next paragraph), it will be of such amount as is necessary to ensure that the teacher receives remuneration equivalent to the salary that the governance board considers to be appropriate.

Where a teacher is assigned, and carries out, the duties of a headteacher, deputy headteacher or assistant headteacher in relation to whom a pay range (as the case may be) has been determined, and an acting allowance is paid, the teacher's total remuneration will not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.

The teacher may be paid an acting allowance with effect from such day, on or after the day on which duties of a headteacher, deputy headteacher or assistant headteacher are first assigned and carried out, as the governance board may determine.

If 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 governance board may pay the teacher a lump sum in accordance with the provisions of STPCD paragraph 24.

Where a teacher is paid an acting allowance, then for so long as that allowance is paid, Part 7 of STPCD applies as if the teacher has been appointed to that post permanently.

7. Teachers' pay ranges

In addition to the leadership group pay range there are four other pay ranges for teachers:

Leading practitioner pay range

Upper pay range

Main pay range

Unqualified pay range

The pay ranges are set out in appendix 4.

Pay progression for the four pay ranges above will be for a teacher who has completed a year of employment in line with performance management and appraisal arrangements at this school.

In applying the statutory elements of the STPCD the school will apply the discretionary elements regarding teachers' pay as set out in the Leicester Approved Pay Structure (appendix 1).

Leading practitioners

The governance board has decided to **not to create** leading practitioner posts. The primary purpose of this/these role(s) will be to model and lead improvement in teaching skills. The post holder must take a leadership role in developing, implementing, and evaluating policies/practices in the school, as identified by the headteacher, which contribute to school improvement.

The headteacher will decide whether or not an element of outreach will apply to this/these post(s).

Teachers employed in this role will be paid on the leading practitioner pay range. The school will determine the range taking account of the demands of the individual post and internal pay relativities.

Upper pay range

A teacher on the upper pay range will be paid within the minimum/maximum of the range.

Upper pay range application process

The school will consider any application received from a qualified teacher employed at this school who seeks to be paid on the upper pay range.

In order for the application to succeed the teacher must demonstrate, and provide evidence to satisfy the governance board, that:

- they are highly competent in all elements of the relevant standards; and
- their achievements and contribution are substantial and sustained.

In this school this means:

Highly competent:

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of teachers' standards demonstrating effective teaching practice and how they make a wider contribution to the work of the school.

Substantial:

The teacher's performance is assessed as significant in raising pupil standards not only in their own classroom or groups but contributing to the wider school improvement in pupil progress.

Sustained:

The teacher must have two consecutive successful appraisal reports and have made good progress in this period.

Applications should be submitted by 31st October, or within 15 working days after the performance review, whichever is later.

The application will be assessed on whether the applicant has successfully met the performance management objectives agreed upon in the academic year, as well as any additional evidence that demonstrates that the applicant has met the success criteria for moving onto UPS. For example, this could cover any extracurricular responsibilities, including whole school initiatives to improve outcomes for all children.

An initial assessment will be made by the applicant's line manager and headteacher. The final determination will be made by the pay committee. Applicants will be informed of the outcome no later than one month following the determination.

If successful, applicants will move to the first point of the upper pay range from the start of the current academic year.

If unsuccessful, feedback will be provided by the headteacher within 10 working days of the decision. Any appeal against a decision not to move the teacher to the upper pay range will follow the appeals process detailed below.

Main pay range

A teacher on the main pay range will be paid within the minimum/maximum of the range.

Progression through the pay range will be subject to a performance review under the school's appraisal policy as defined in the LAPS (paragraph 2.3).

Early careers teachers (ECT)

ECT performance and pay recommendations will be in accordance with the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The extension of the induction period from one to two years will not prevent the award of pay progression at the end of the first year.

Unqualified teachers

This school will only consider appointing an unqualified teacher where attempts to recruit a qualified teacher have failed. Appointments of unqualified teachers will be on a temporary basis, whilst appointment of a qualified teacher is sought throughout this temporary appointment.

Unqualified teachers will be paid within the minimum and maximum of the pay range for unqualified teachers.

Progression will be subject to a performance review in line with the appraisal policy.

Allowance payable to unqualified teachers

The governance board may determine additional allowances to be paid where it considers, in the context of its staffing structure and pay policy, that the unqualified teacher has:

- a) taken on a sustained additional responsibility which is focused on teaching and learning; and requires the exercise of a teacher's professional skills and judgment;
- or**
- b) qualifications or experience which bring added value to the role.

Part-time teachers

Salary and any allowances, except for TLR3s, of a part-time teacher will be determined in accordance with the pro rata principle.

A teacher employed full-time is required to work 1265 hours (less those for any additional bank holidays). A part-time teacher will be remunerated in accordance with the pro rata principle for a percentage of the school's timetabled teaching week.

The governance board will calculate days to be worked across the whole academic year and instruct additional remuneration for a part-time teacher where it is found they will work beyond the percentage they are remunerated for.

Supply teachers

Rates of pay for any directly engaged supply teachers will be in accordance with the pay ranges in this policy and the rate for an individual will be established through the normal process of assessing the appropriate point on the main or upper pay range. The principle of pay portability, in accordance with the LAPS, will also be applied.

Teachers employed on a day-to-day or other short notice basis will be paid on a daily rate basis calculated on the assumption that a full working year consists of 195 days (adjusted for any additional bank holidays); periods of employment for less than a day being calculated pro-rata.

8. Notification of outcomes

The headteacher will ensure teaching staff are informed in writing of the outcome of their pay review. All teachers will receive their annual pay statement within one month of the pay committee's determination and by 30 November at the latest.

Those who have not been awarded pay progression will be informed of the reasons for the decision, in writing, and advised of their right to appeal.

9. Pay appeals procedure

A teacher has the right to appeal against a pay recommendation/ pay determination if, for example, they believe that the person or committee making the decision:

- a) incorrectly applied the pay policy
- b) incorrectly applied any provision of the STPCD
- c) failed to have proper regard for statutory guidance
- d) failed to take proper account of relevant evidence
- e) took account of irrelevant or inaccurate evidence
- f) was biased
- g) unlawfully discriminated against the teacher

There are three appeal stages; the pay recommendation/determination may be changed at any of these stages.

Stage one: Informal discussion with the headteacher prior to confirmation of pay recommendation.

Stage two: Submit a formal representation to the pay committee making the pay determination.

The teacher can submit a written statement to the pay committee making the determination, stating the grounds of their disagreement with the pay recommendation. The teacher will be given the opportunity to make representations, including presenting evidence, calling witnesses, and asking questions, at a formal meeting with the pay committee. Following this meeting the pay committee will make a pay determination that will be communicated to the teacher in writing.

Stage three: Formal appeal hearing.

If the teacher does not agree with the pay determination, they may appeal the decision at an appeal hearing before an appeals panel. A written appeal should be submitted within five working days of the stage 2 decision.

The appeal will be heard normally within 20 working days of receipt of the written appeal notification. The appeals panel will consist of three members of the governance board, none of whom are employees of the school or have been previously involved in making pay decisions. Appendix 3 details the hearing format.

10. Portability

The portability arrangements contained within the LAPS (appendix 1) apply.

The majority of turnover takes place at the end of the academic year. Where a teacher is moving schools, they can be considered for a performance point. The headteacher can consider evidence of performance from the previous school provided by the teacher and, where necessary, liaise with the previous headteacher.

11. Teaching and learning responsibility (TLR) payments

The award of a TLR1/TLR2 to a teacher will be for undertaking sustained additional responsibility in the context of the staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. TLR1 and TLR2 payments will be awarded to various posts according to the agreed school structure which is attached to this document (appendix 5). The structure may be reviewed as appropriate to meet the organisational needs of the school and the learning needs of the pupils/students. Any review of the staffing structure will involve full consultation with the recognised teacher trade unions/professional associations.

TLR1 and TLR2 payments will be allocated on a permanent basis unless to cover an absence of a permanent post holder, or a vacancy pending permanent appointment, in which case they may be awarded on a temporary basis. Unqualified teachers may not be awarded TLR's.

The TLR range in this school will be within the ranges set out in appendix 4.

Any teacher who loses their TLR1/TLR2 as a result of a staffing review will have their salary safeguarded for a period of three years where the TLR was permanent, or until the notified end date of a temporary award.

TLR3 fixed term allowances may be offered for clearly limited school improvement projects or one-off externally driven responsibilities, or where teachers undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day.

Consecutive TLR3s will not be awarded for the same responsibility unless that responsibility relates to tutoring, as set out above.

The governance board will pay fixed term awards, within the range set out in appendix 4, in the following circumstances:

1. To be focused on teaching and learning
2. Require the exercise of a teacher's professional skills and judgement
3. Require the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum
4. Have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils
5. Involve leading, developing and enhancing the teaching practice of other staff

TLR3 awards do not form part of the permanent staffing structure and, therefore, will not form part of any staffing review or be subject to safeguarding and will cease on the notified end date.

12. Special educational needs allowances

Payment of mandatory allowances

The governance board will determine the spot value of a SEN allowance, within the range set out in appendix 4, in accordance with the criteria in the STPCD.

Assessment of appropriate allowance values

This policy sets 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.

The value of allowances will be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post. This will require a judgement about the nature and challenge of a teacher's work with pupils with SEN compared and related to that of other teachers in the school.

In establishing appropriate values for SEN allowances, the school will ensure that it has considered the full range of payments available and that the values chosen are properly positioned between the minimum and maximum established in the national framework.

This school will take account of the way in which SEN provision is organised and delivered locally and may want to seek advice on establishing appropriate payments.

A teacher who works 51% or more of their working week solely and alone with a pupil with an education, health and care plan will receive the allowance.

A teacher who teaches small group of pupils where most, but not all, of the pupils have an education, health and care plan will receive the allowance.

13. Recruitment/retention incentives and benefits

The governance board will determine, and keep under review, payment of recruitment and retention awards.

Headteachers/deputy headteachers/assistant headteachers are not eligible to be awarded these payments under paragraph 27 of the STPCD other than for housing or relocation costs.

The incentives may, for example, include a cash sum or benefits e.g. childcare costs.

The governance board will review the level of payment/benefits annually.

14. Additional payments

The governance board may make payments as detailed below:

Out of school learning activities

Payments to classroom teachers will only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full-time teachers or the appropriate proportion of the 1265 hours of directed time for part-time teachers. All agreements and payments to be made will be documented. All such activities will require the exercise of the teacher's professional skills or judgement. The level of payment will be as follows:

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.

Easter Holiday Y6 SATs Booster Club

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.

Continuing professional development (CPD)

The governance board will recompense teachers (including headteachers) who undertake CPD activities outside of normal school hours. Participation in CPD outside of directed time is voluntary and will not be directed. The level of payment will be as follows:

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.

Initial teacher training activities (ITT)

Rushey Mead Primary School does not have teachers on initial teach training programmes.

Service provision

If the headteacher should provide a service to another school, for example as a National Leader of Education, they would not ultimately be accountable for the outcomes in the school, but for the quality of the service being provided. The governance board whose headteacher is providing the service will determine how much, if any, additional payment is due to the individual concerned in line with the provisions of the STPCD and this policy, for example where the contract requires work outside school sessions.

Consideration would be given to the remuneration of other teachers who, as a result of the headteacher's additional role, take on additional responsibilities and activities. This would be based on any additional responsibilities attached to the post (not the teacher), which will be recorded.

If the arrangement for the headteacher was temporary, any adjustment to pay of other teachers would also be temporary, and safeguarding provisions would not apply when the arrangements cease.

15. Safeguarding

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

16. Monitoring the impact of the policy

The governance board is committed to ensuring that pay related processes are fair, non-discriminatory, and comply with duties and responsibilities under the Equality Act 2010 and the Public Sector Equality Duty (PSED).

The governance board will review and monitor the outcomes and impact of this policy on an annual basis, by way of an annual report prepared by the pay committee or headteacher. This will include trends in progression analysed by protected characteristics and the basis on which decisions have been made.



Leicester Approved Pay Structure (LAPS) for Teachers

Leicester
City Council

Although this document refers to the headteacher, it also applies to the principal/head of service/line manager/governors/trustees as appropriate.

In acknowledging the School Teachers Pay and Conditions Document (STPCD), and the need to adhere to the statutory elements, the LAPS specifies how certain discretionary elements will be applied.

1. Purpose of the LAPS

- 1.1 To provide a coherent and transparent structure for the remuneration of teachers employed in Leicester schools.
- 1.2 To provide clear budget predictability for teacher staffing costs so that the annual budget allocation can be appropriately managed.
- 1.3 To provide a direct incentive to the best qualified, most able teachers to seek to work in schools in Leicester.
- 1.4 To offer teachers who choose to work in schools covered by the LAPS a clear, transparent career pay structure including an identifiable progression route in the early years of teachers' careers.
- 1.5 To ensure teachers who choose to work in Leicester schools will have their experience recognised through the LAPS and will not be financially disadvantaged when transferring between schools within the city, where the school is also operating under the LAPS.
- 1.6 To provide an equitable basis for collaborative working between schools.

2. Structure and functioning of the main pay range (MPR)

- 2.1 Each year the government will identify a minimum point of the main pay range and a maximum point. These will determine the minimum and maximum operated in Leicester schools.
- 2.2 Between these two points, under the LAPS, there will be four additional graduated points which will be determined annually by the council in consultation with the recognised teacher trade unions/professional associations.
- 2.3 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.

- 2.4 A teacher on the MPR may apply to pass through the threshold and move onto the UPR.
- 2.5 Any progression up the MPR will be permanent. Teachers moving to Leicester from other schools, colleges or academies will assimilate onto the LAPS at the point most nearly equivalent to their current salary.
- 2.6 Teachers moving between schools, colleges and academies that adopt the LAPS will assimilate to the same level on which they are currently paid, unless the transition takes place at the start of the Autumn term in which case they will progress to the next point of the pay range if they are below point 6.
- 2.7 Non-teaching experience may be recognised when placing new entrants to the profession on the MPR.

3. The upper pay range (UPR)

- 3.1 Progression within the UPR will be based on annual appraisal and teachers' standards. It will not require an application process.
- 3.2 Teachers on UPR are not required to undertake any other additional defined responsibilities other than those defined within the teachers' standards.
- 3.3 UPR progression will not be adversely affected by a period of absence due to illness or due to maternity leave.
- 3.4 Any progression up the UPR will be permanent. Teachers moving between schools within the city, or moving to Leicester from other schools, colleges, or academies, will have their UPR status recognised and be paid at an equivalent level. This will facilitate teacher mobility and support equal opportunities.

4. Teaching and learning responsibility payments

- 4.1 The award of TLR payments will be made in accordance with the principles outlined in the STPCD. Discretionary elements regarding the value of permanent TLR1 and 2 payments, and whether or not temporary TLR3 payments will be awarded, and at what value, will be in accordance with the school's pay policy, as adopted or amended from the LCC model pay policy.

5. Leadership pay group

- 5.1 The governance board of each school will set/review the ISR in accordance with the STPCD.

September 2019

Roles and responsibilities in determining pay progression

School leaders, governance boards and teachers all have a role to minimise burdens on their staff, including in relation to paperwork and evidence collection.

School leaders	Governance board	Teachers
<p>Review, develop and streamline pay and appraisal policies which clearly link appraisal to pay progression, consulting staff and union representatives as appropriate.</p> <p>Submit policies to the governance board for approval.</p> <p>Ensure that all teachers are made aware of policies and that they have the knowledge and skills to apply procedures fairly and effectively.</p> <p>Ensure that teachers are appraised in accordance with the school's appraisal policy and the relevant regulations.</p> <p>Moderate appraisal outcomes, put pay recommendations to the governance board and ensure that they have sufficient information upon which to make their decisions. This should always be proportionate to reduce workload as much as possible for both school leaders and the governance board, and is normally provided in whatever form it is currently being used in the school.</p> <p>Keep records of the decisions and recommendations in order to demonstrate that all judgements have been made objectively and in compliance with the school's policy and equalities legislation.</p> <p>Ensure that teachers are notified in writing of recommendations made and decisions reached.</p>	<p>Review, streamline, consider and adopt pay and appraisal policies, including the criteria for pay progression.</p> <p>Ensure robust appraisal policy is in place which minimises impact on teacher workload.</p> <p>Agree the extent to which specific functions relating to the pay and appraisal processes will be delegated to others, such as the headteacher.</p> <p>Assure that appropriate arrangements for linking appraisal to pay are in place and that these arrangements can be applied consistently; ensure that pay decisions can be objectively justified.</p> <p>Consider and, where required, approve teachers' pay progression and consider the recommendations of the senior leadership team as to whether to award performance pay progression in line with the school's pay policy.</p> <p>Monitor the outcome of pay decisions, including the extent to which different groups of teachers may progress at different rates. Check that processes operate fairly.</p> <p>Identify and consider the budgetary implications of pay decisions and consider the impact that they will have upon the school's budget planning process.</p> <p>Be responsible for ensuring pay appeals are managed in line with the school pay and appraisal policies.</p>	<p>Participate in arrangements for their own appraisal in line with the school's appraisal policy and ensure that they understand their responsibilities and the arrangements within their school.</p> <p>Keep records of their objectives and provide evidence as part of review throughout the appraisal process.</p> <p>Where applicable, appraise the performance of other teachers (as delegated by the headteacher).</p> <p>Decide whether they wish to apply for access to the upper pay range and provide the appropriate evidence.</p>

Teacher Pay Policy - Appeal Hearing Format

Introduction

Employee case

Questions by employer

Questions by panel

Management response

Questions by employee

Questions by panel

Brief summary by employee (no new issues)

Brief summary by management (no new issues)

Employee/management sides leave while panel consider the case

Panel decision provided in writing within 10 working days

Leadership group pay range

Points in **bold** are those prescribed in STPCD as minima and maxima of headteacher group ranges; other points are local discretionary reference points.

*Maximum of the headteacher's pay range.

Point	£pa	Headteacher group							
1	47,185								
2	48,366								
3	49,574								
4	50,807								
5	52,074								
6	53,380	1							
7	54,816								
8	56,082		2						
9	57,482								
10	58,959								
11	60,488								
12	61,882		3						
13	63,430								
14	65,010								
15	66,628	4							
16	68,400								
17	69,970	5							
18*	71,019								
18	71,729								
19	73,509								
20	75,331	6							
21*	76,430								
21	77,195	7							
22	79,112								
23	81,070								
24*	82,258								
24	83,081	8							
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								

Leading practitioner pay range

The points below are the prescribed minimum and maximum as per the STPCD. Local discretionary points between these two points may be used to form a pay range for a leading practitioner post.

minimum	£47,417
maximum	£72,085

Upper pay range

Points in bold are the prescribed minimum and maximum as per the STPCD. The other point is a local discretionary reference point.

UPR 1 minimum	£43,266
UPR 2	£44,870
UPR 3 maximum	£46,525

Main pay range

Points in bold are the prescribed minimum and maximum as per the STPCD. The other points are local discretionary reference points.

M1 minimum	£30,000
M2	£31,737
M3	£33,814
M4	£36,051
M5	£38,330
M6 maximum	£41,333

Unqualified teacher pay range

Points in bold are the prescribed minimum and maximum as per the STPCD. The other points are local discretionary reference points.

U1 minimum	£20,598
U2	£22,961
U3	£25,323
U4	£27,406
U5	£29,772
U6 maximum	£32,134

Allowances – annual values

Teaching and learning responsibility (TLR) payments

Points in bold are the prescribed minimum and maximum as per the STPCD. The other points are local discretionary reference points.

TLR1		TLR2		TLR3	
1A	£9,272	2A	£3,214	min	£639
1B	£11,407	2B	£5,348	max	£3,169
1C	£13,547	2C	£7,847		
1D	£15,690				

Special educational needs allowance

SEN	minimum	maximum
	£2,539	£5,009

Rushey Mead Primary School - Staffing Structure 2023 -2024

