



# Kirklees Model Teacher Pay Policy

September 2022

Adopted by Mill Lane  
Primary School November  
2022

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## INTRODUCTION

- 1.01 Kirklees Council believes that a fair, transparent and consistent pay policy which recognises and rewards teachers as highly skilled professionals, is a key element in effective school improvement.
- 1.02 This model pay policy will help to recruit, retain and motivate teachers, provide the basis for sound financial and personnel planning and minimise the risk of grievance and discrimination.
- 1.03 It follows the format of the DfE's model policy and is entirely consistent and compliant with the revised statutory provisions for teachers' pay due to take effect from 1 September 2022.

## Interpretation

- 1.04 Where individual academies do not have governing bodies, references in this model policy to the Governing Body should be taken to mean the relevant body to which the power to adopt the pay policy and take pay decisions has been delegated. The term 'Governing Body' denotes the body which is responsible for pay decisions.

## Adoption of the Policy

- 1.05 It is recommended that schools and their governing bodies adopt the Model policy outlined in this document. In doing so they should ensure that the name of the school is inserted and **only wording in italics contained within this document is changed** to meet the requirements of the individual school, including determining who will be responsible for making decisions on teachers' pay e.g. the full governing body or a committee. If the decisions are delegated to a committee terms of reference and powers of delegation must be agreed by the full governing body and reviewed annually as must the policy itself.

## TIMING OF SALARY DETERMINATION & NOTIFICATION

### ***Governing Body confirmation***

***The Governing Body of Mill Lane primary School adopted this policy on date 30<sup>th</sup> November 2022***

*Teachers salary will be reviewed as part of the performance management process in the Autumn Term of each year.*

*Teachers will be notified immediately following the conclusion of their performance management and approval by the governing body (meeting held November 2022)*

*Head teacher will be reviewed no later than the last school day of the Autumn term.*

- 2.01 This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and includes wording from the STPCD. It has been consulted on with the recognised trade unions/professional associations. A copy of this policy and all relevant documents on pay and conditions will be made available to staff by the school.
- 2.02 In adopting this pay policy the aim is to:
- *assure the quality of teaching and learning at the school;*
  - *support recruitment and retention and reward teachers appropriately; and*
  - *ensure accountability, transparency, objectivity and equality of opportunity.<sup>1</sup>*
- 2.03 The Governing Body has the option to maintain teachers' previous pay entitlements in accordance with the principle of pay portability and ensure that teachers suffer no financial or professional detriment as a consequence of the changes to the teachers' pay structure.
- 2.04 Pay decisions at this school are made by the Governing Body which has delegated certain responsibilities and decision making powers to the *Pay Committee* as set out in Appendix C. The *Pay Committee* shall be responsible for the establishment and review of the pay policy, subject to the approval of the Governing Body, and shall have full authority to take pay decisions on behalf of the Governing Body in accordance with this policy. The head teacher/principal shall be responsible for

<sup>1</sup> Including compliance with equalities legislation i.e. Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012

advising the *Pay Committee* on its decisions.

- 2.05 The Governing Body will ensure that each teacher's salary is reviewed annually with effect from 1 September. Each teacher would usually be notified of the outcome by no later than 31 October (Headteacher usually no later than 31 December each year). All teachers will receive a written statement setting out their salary and any other financial benefits to which they are entitled.
- 2.06 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- 2.07 Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

#### **BASIC PAY DETERMINATION ON APPOINTMENT**

- 3.01 The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
- 3.02 The Governing Body undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.
- 3.03 The Governing Body has discretion to apply the principle of pay portability in making pay determinations for all new appointees as follows:

When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Governing Body will pay the teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis:

- one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school.
- one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned.
- one point for each seven years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people excluding any years spent in full-time study.

- 3.04 The Governing Body will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main or Upper Pay Ranges.
- 3.05 When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the Governing Body can decide to pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.
- 3.06 The Governing Body can also decide to pay classroom teachers who are "post-threshold teachers" as defined by the STPCD on the Upper Pay Range.

### **LEADERSHIP GROUP PAY**

- 4.01 Having complied with the requirements of the STPCD, the Governing Body must determine a salary for headteachers, deputy headteachers or assistant headteachers.
- 4.02 The statutory pay range for members of the leadership group is in Appendix B Table 1.

### **Determination of the school's headteacher group**

- 4.03 A school must be assigned to a headteacher group and the Individual School Range (ISR) determined whenever it is proposed to appoint a new headteacher.
- The ISR must consist of **7** consecutive points within the group size range and should be re-determined if the school group size changes. The ISR can also be re-determined at any point if there has been a significant change in the responsibilities of the headteacher e.g., becoming headteacher of a Federation of Schools. In the event of re-determining the ISR, the Governing Body will not take account of the salary of the serving headteacher.

### **The ISR relates to the position being filled rather than the individual filling the position.**

- Discretionary payments (which are permanent) will be considered if our school falls into any of the following cases: schools causing concern, difficulties filling a vacant head teacher post, difficulties retaining the current head teacher and temporary appointment as a headteacher of more than one school.
- Additional payments may also be agreed in relation to the following circumstances: Continuing Professional Development (CPD), Initial Teacher

Training Activities, Out of School Learning Activities and the provision of Services to another school (e.g., National Leader of Education).

- A school is assigned to a headteacher group by determining its unit total score in accordance with pupil numbers on the most recent School Census. (HR Services will be able to provide the Governing Body with advice and support – Appendix A provides more detailed guidance).

### **Determination of leadership pay ranges**

- 5.01 The governing body must determine pay ranges for the headteacher and for deputy headteachers and assistant headteachers.
- 5.02 When determining an appropriate pay range, the governing body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the governing body may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum of the relevant headteacher group. The governing body must ensure that there is appropriate scope within the range to allow for performance related progress over time.
- 5.03 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 the governing body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The governing body must ensure that the maximum of the headteacher's pay range and any additional payments do not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case.
- 5.04 The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances.

### **Determination of temporary payments to headteachers**

- 6.01 The governing body may determine that payments be made to a headteacher for additional temporary responsibilities or duties. In each case the governing body must not have previously taken such reason or circumstance into account when determining the headteacher's pay range.
- 6.02 The total sum of the temporary payments made to a headteacher in any school year must not exceed 25% of the annual salary, which is otherwise payable to the



headteacher, and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group.

6.03 Paragraph 6.02 does not apply to payments made in accordance with:

- (a) paragraph 25 of the STPCD where those residential duties are a requirement of the post; or
- (b) paragraph 27 of the STPCD to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of that headteacher.

6.04 The governing body may determine that additional payments be made to a headteacher which exceed the 25% limit in exceptional circumstances and with the agreement of the governing body. The governing body must seek external independent advice before producing a business case, seeking such agreement.

### **Pay progression for leadership group members**

7.01 The governing body must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination and at what salary within the relevant pay range in accordance with the STPCD.

7.02 The governing body must decide how pay progression will be determined, subject to the following:

- (a) the decision whether or not to award pay progression must be related to the individual's performance, as assessed through the school appraisal arrangements.
- (b) a recommendation on pay must be part of the individual's appraisal report, and in making its decision the governing body must have regard to this recommendation.
- (c) pay decisions must be clearly attributable to the performance of the individual.
- (d) sustained high quality of performance having regard to the results of the most recent appraisal carried out and should give the individual an expectation of progression up the pay range.
- (e) where the governing body has determined a pay range the maximum of which exceeds the highest salary payable it must continue to pay any salary determined by reference to that pay range until such time as it reassesses the pay range for its leadership posts.

### **Other teachers' pay ranges**

There are four pay ranges for other teachers:

- (i) the main pay scale (MPS).
- (ii) the upper pay scale (UPS).
- (iii) the leading practitioner pay range; and
- (iv) the unqualified teacher pay range.

### **Main Pay Scale Classroom Teachers**

- 8.01 Classroom teachers will be awarded pay progression on the Main Pay Scale following each successful performance management/appraisal review cycle. Reviews will be deemed to be successful unless sufficiently significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through appropriate support provided by the school by the conclusion of that process.
- 8.02 Classroom teachers in their induction period (ECTs) will be awarded pay progression following the teachers' performance and any pay recommendation by means of the statutory induction process as set out in the Education Regulations 2012. The Governing body must ensure that ECTs 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 ECTs at the end of the first year.
- 8.03 A qualified teacher on the MPS must be paid such salary within the minimum and maximum of the main pay range set out below (appendix B, table 2).

### **Upper Pay Scale (UPS) Classroom Teachers**

- 9.01 A teacher on the UPS must be paid such salary within the minimum and maximum of the upper pay scale set out below as the relevant body determines. The UPS for qualified teachers is in Appendix B, Table 3.

### **Applications and Evidence for UPS Teachers**

- 9.02 Any qualified teacher may apply to be paid on the Upper Pay Scale and any such application must be assessed in line with this policy. It is the responsibility of the teacher, not the school, to decide whether or not they wish to apply to be paid on the Upper Pay Scale. Applications may be made once a year, and a school may require applications to be submitted by a specific date in line with the school's appraisal review cycle. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix E) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement for assessment at the end of the appraisal cycle. To be successful in moving to Upper

Pay Scale a teacher must usually have completed two consecutive appraisal cycles immediately prior to the move (though in exceptional circumstances may be successful after one appraisal cycle) and be able to evidence that they are making a substantial and significant contribution to the school (see 9.05 below).

- 9.03 The evidence to be used will be only that available through the performance management/appraisal process.
- 9.04 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Scale in that school or schools. This school will not be bound by any pay decision made by another school.

### **The Assessment for UPS Teachers**

- 9.05 An application from a qualified teacher will be successful where the Governing Body is satisfied that:
- (a) the teacher is highly competent in all elements of the relevant standards; and
  - (b) the teacher's achievements and contribution to the school are substantial and sustained.
- 9.06 For the purposes of this pay policy, the Governing Body will be satisfied that the teacher has met the expectations for progression to the Upper Pay Scale (see Appendix E).

In making its decision, the Governing Body will have regard to assessments and recommendations in the teacher's appraisal. Reviews will be deemed to be successful unless sufficiently significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **Processes and procedures for UPS Teachers**

- 9.07 The assessment will be made within 10 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Scale from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the head teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Scale will be heard under the school's (general) pay appeals arrangements.

### **Classroom teachers on the UPS**

- 9.08 Classroom teachers will be awarded pay progression on the Upper Pay Scale usually following two successful performance management/appraisal review cycles, although in exceptional circumstances progression may be awarded following one successful performance/appraisal review. Reviews will be deemed to be successful unless sufficiently significant concern(s) about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through appropriate support provided by the school by the conclusion of that process.

### **Lead Practitioner teachers**

- 10.01 The governing body shall determine where, within the individual post range for that particular post, each teacher covered by this paragraph shall be paid. The leading practitioners pay range is Appendix B Table 4.
- 10.02 Leading Practitioner teachers will be awarded pay progression on their pay scales following each successful performance management/appraisal review cycle. Reviews will be deemed to be successful unless sufficiently significant concern(s) about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through appropriate support provided by the school by the conclusion of that process.

### **Unqualified classroom teachers**

- 11.01 An unqualified teacher must be paid such salary within the minimum and maximum of the unqualified teacher pay range set out below as the governing body determines. The unqualified teacher pay range is in Appendix B Table 5.
- 11.02 Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful performance management/appraisal review cycle. Reviews will be deemed to be successful unless sufficiently significant concern(s) about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through appropriate support provided by the school by the conclusion of that process.
- 11.03 Where an unqualified teacher gains qualified teacher status (QTS) while in post, they will be transferred to a salary on the main pay range for teachers, which will be equal to or higher than their previous unqualified teacher salary and any other payable allowances.
- 11.04 In cases where an unqualified teacher gains QTS retrospectively, they will be paid a lump sum calculated as the difference (if any) between their unqualified teacher salary and the salary they would have been paid as a qualified teacher for the

same period (not including any allowances). The lump sum will cover the period from which they obtained QTS to the date the lump sum is paid.

### **Pay Progression Based on Performance**

- 12.01 The arrangements for teacher appraisal are set out in the school's appraisal policy.
- 12.02 Decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and the pay recommendations they contain. In the case of early career teachers (ECTs), pay decisions will be made by means of the statutory induction process. The Governing body must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.
- 12.03 To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
- 12.04 The evidence used will be only that available through the performance management/appraisal process (see Appraisal Policy).
- 12.05 Where teachers have joined the school part way through a performance management/appraisal cycle, the Governing Body will, where necessary, seek evidence from the previous schools to assist pay decisions and will, where necessary, seek evidence from the teachers themselves.
- 12.06 Teachers' performance management/appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the performance management/appraisal report and taking into account advice from the senior leadership team.
- 12.07 The Governing Body will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
- 12.08 All teachers can expect progression to the top of their pay range as a result of successful performance management/appraisal reviews.
- 12.09 The Governing Body will make pay decisions according to the criteria for progression set out in this document.

### **Allowances and other payments for classroom teachers**

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

- 13.01 The Governing Body pays TLR 1 and 2 payments to teachers as indicated in the attached staffing structure, in accordance with the pay ranges specified in the STPCD as updated from time to time and the following levels and values will apply:

TLR 1:

*Mill Lane primary School does not currently use TLR1 payments*

TLR 2:

*Mill lane Primary School currently and usually pays a TLR2 at band a in line with Kirklees (£3017 in 2022-2023)*

The current Kirklees ranges are as follows:

TLR1 a minimum of a £8,706 to a maximum of £14,732 with the following recommended levels:

- a. £8,706
- b. £10,713
- c. £12,722
- d. £14,732

TLR 2 a minimum of £3,017 to a maximum of £7,368

- a. £3,017
- b. £5,026
- c. £7,032
- d. £7,368

- 13.02 The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payments, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a. is focused on teaching and learning.
- b. requires the exercise of a teacher's professional skills and judgement.
- c. requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum.
- d. has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e. involves leading, developing and enhancing the teaching practice of other staff.

- 13.03 In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
- 13.04 Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.
- 13.05 Before making any TLR3 payment, the Governing Body must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects, externally driven responsibilities or where teachers are 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; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.
- 13.06 Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment within the published range and the duration of payment will be clearly set out (TLR 3 payments must be no less than £600 and must not exceed £2,975).
- 13.07 The Governing Body will ensure that the use of TLR3 applies only to clearly time-limited school improvement projects, one-off externally driven responsibilities and where there is a genuine development or operational need, or where teachers are 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. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.
- 13.08 The Governing body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above.

### **Special educational needs (SEN) allowances**

- 13.09 The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the STPCD (no less than £2,384 (Kirklees' SEN 1) and no more than £4,703 (Kirklees' SEN 2).

The value of SEN allowances to be paid at the school will be:

*These are not used at Mill Lane Primary School.*

### **Allowance payable to unqualified teachers**

- 14.01 The relevant body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy that the teacher has:
- (a) taken on a sustained additional responsibility which:
    - (i) is focused on teaching and learning; and
    - (ii) requires the exercise of a teacher's professional skills and judgment; or
  - (b) qualifications or experience which bring added value to the role being undertake.

### **Acting Allowances**

- 15.01 Where any teacher is required to act in their own school as Head teacher, Deputy head teacher or Assistant head teacher for a period in excess of four weeks, they will receive an additional allowance in order that the total pay received is not lower than the minimum of the respective pay range of the substantive post.
- 15.02 Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

### **Fixed Term Contracts**

- 16.01 There may be a requirement that a Head teacher appointment is made on a Fixed Term basis. This will be an exception and will be a requirement due to the circumstances of the individual school i.e., turning a school around following an Ofsted assessment. In these instances, any reward considered will be structured and achievement objectives will be assessed over a shorter period or longer period than would normally be the case.
- 16.02 If making one of these appointments then an appendix to the Pay Policy will need to be created to provide the detail specific to the Fixed Term contract.

### **Part-time teachers**

- 17.01 Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

### **Residential duties**



- 18.01 Any payment to teachers for residential duties must be determined by the governing body.

### **Additional payments**

- 19.01 The Governing Body/LA may make such payments as it sees fit to a teacher in respect of:
- (a) continuing professional development undertaken outside the school day.
  - (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school.
  - (c) participation in out-of-school hours learning activity agreed between the teacher and the headteacher.
  - (d) 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.

### **Recruitment and retention incentives and benefits**

- 20.01 Subject to paragraph 27.2 of the STPCD, the governing body or, where it is the employer in the case of an unattached teacher, the authority, may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.
- 20.02 Where the governing body or, where it is the employer in the case of an unattached teacher, the authority, is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the governing body or authority must conduct a regular formal review of all such awards. The relevant body or authority should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.
- 20.03 Headteachers, deputy headteachers and assistant headteachers may not be awarded payments under the STPCD paragraphs 27.1 to 27.2 other than as reimbursement of reasonably incurred housing or relocation costs.
- 20.04 All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit awarded to a headteacher, deputy headteacher or assistant headteacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this document.

### **Safeguarding**

- 21.01 The Governing Body will operate salary safeguarding arrangements in line with the provisions of the STPCD.

### **Honoraria**

- 22.01 The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

### **Appeals**

- 23.01 The arrangements for considering appeals on pay determination are set out in Appendix D of this document.

### **Absence during the during the appraisal period - Maternity / Sickness**

- 24.01 Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision because of their maternity. When a teacher returns to work from maternity leave, the school must give any pay increases that they would have received, following appraisal had they not been on maternity leave.
- 24.02 The school will need to take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year.
- 24.03 In those circumstances, the school will ensure that the absent teacher receives fair treatment while ensuring the integrity and robustness of the school's appraisal process for all teachers. When considering these options, the school will seek to ensure that it minimises bureaucracy for all involved. The school will consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal and pay determination on the evidence of performance to date in that appraisal year. Account could also be taken of performance in previous appraisal periods if there is very little to go on in the current year. However, the school will not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal.
- 24.04 When a teacher returns to work following a disability related absence, the school will not refuse a pay increase that the teacher would have received. Any refusal for a pay increase must be objectively justified and not based on the teacher's disability.

*N.B. If the absence is related to a protected characteristic under the Equality Act 2010, E.g., Paternity/Parental leave etc; advice must be sought from the LA or HR Service.*

### **Support Available**

25.01 For support in setting ranges for vacant positions contact HR Support Services -  
Tel: 01484 225095 [HR@kirklees.gov.uk](mailto:HR@kirklees.gov.uk)

### **Monitoring the Impact of the Policy**

26.01 The Governing Body will monitor the outcomes and impact of this policy on an annual basis. Evidence of the operation of the pay policy, recording of pay decisions taken and equality impact, will be provided to union representatives upon request.

## APPENDIX A

The Unit Total is calculated as follows: -

Total Unit Score	Group
Up to 1000	1
1,001 to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

- 4.06 Subject to paragraphs 4.07 to 4.09, the total unit score must be determined in accordance with the number of pupils on the school register.

KEY Stage	Units per pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	7
For each pupil in the third key stage	9
For each pupil in the fourth key stage	11
For each pupil in the fifth key stage	13

- 4.07 The number of pupils on the school register, and the number of pupils at each key stage, must be determined by the numbers as shown on the most recent return of the Department for Education (DfE) School Census.
- 4.08 Each pupil with a statement of special educational needs (SEN) or an Education, Health and Care plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted as by virtue of paragraph 4.06, and if not in such a special class be counted as three such units only where the relevant body so determines.

- 4.09 Each pupil who attends for no more than half a day on each day for which the pupil attends the school must be counted as half as many units as the pupil would otherwise be counted as under paragraphs 4.06 or 4.08.
- 4.10 Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations, the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

### **Unit totals and headteacher groups – special schools**

- 5.01 Subject to paragraph 8, a special school must be assigned to a headteacher group in accordance with the following table by reference to its modified total unit score calculated in accordance with paragraphs 5.02 to 5.08:

<b>Modified total unit score</b>	<b>Group</b>
<b>Up to 2,200</b>	<b>2</b>
<b>2,201 to 3,500</b>	<b>3</b>
<b>3,501 to 5,000</b>	<b>4</b>
<b>5,001 to 7,500</b>	<b>5</b>
<b>7,501 to 11,000</b>	<b>6</b>
<b>11,001 to 17,000</b>	<b>7</b>
<b>17,001 and over</b>	<b>8</b>

- 5.02 The relevant body must calculate the proportion of staff to pupils at the school expressed as a percentage ("the staff-pupil ratio") in accordance with the following formula:

$$\frac{A}{B} \times 100$$

- 5.03 Where A is the number of teachers and support staff weighted as provided in paragraph 5.04 and B is the number of pupils at the school weighted as provided in paragraph 5.05.

- 5.04 The weighting for a teacher is two units for each full-time equivalent teacher, and the weighting for each support staff member is one unit for each full-time equivalent individual.
- 5.05 The weighting for a full-time pupil is one unit and the weighting for a part-time pupil is half a unit.
- 5.06 The relevant body must calculate the staff-pupil ratio modifier in accordance with the following table by reference to the staff-pupil ratio determined in accordance with paragraph 5.02 to 5.04:

<b>Staff –pupil ratio</b>	<b>Staff –pupil ratio modifier</b>
1 - 20%	1
21 - 35%	2
36 - 50%	3
51 - 65%	4
66 - 80%	5
81% or more	6

- 5.07 The relevant body must determine the school's total unit score in accordance with the number of pupils on the school register calculated as follows:

<b>Key Stage</b>	<b>Units per pupil</b>
<b>For each pupil in the preliminary stage and each pupil in the first or second key stage</b>	<b>10</b>
<b>For each pupil in the third key stage</b>	<b>12</b>
<b>For each pupil in the fourth key stage</b>	<b>14</b>
<b>For each pupil in the fifth key stage</b>	<b>16</b>

- 5.08 The relevant body must determine the school's modified total unit score by multiplying the school's total unit score determined under paragraph 5.07 by the staff- pupil ratio modifier calculated under paragraph 5.06.

In this paragraph:

- 5.09 The number of pupils on the school register must be determined by the numbers as shown on the most recent return of the DfE School Census; and
- "support staff member" means a member of the school staff who is not:
  - a teacher;
  - a person employed in connection with the provision of meals;
  - a person employed in connection with the security or maintenance of the school premises; or

e) a person employed in a residential school to supervise and care for pupils out of school hours.

- 5.10 Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations, the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

### **Unit totals and headteacher groups – particular cases**

#### **Expected changes in number of registered pupils and teaching establishments**

- 6.01 Subject to paragraph 6.05, where in the case of an ordinary school the total unit score and in the case of a special school the modified total unit score is expected by the relevant body to rise or fall after the date to which the assignment refers, the relevant body may instead assign the school to the appropriate group which would result after the expected change in numbers has taken place.
- 6.02 Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

#### **New schools**

- 6.03 Subject to paragraphs 6.04 and 6.05, in the case of a school which is newly opened or not yet open, the relevant body must assign the school to the group appropriate in the case of an ordinary school to the total unit score and in the case of a special school to the modified total unit score expected by the authority or, in the case of a school with a delegated budget, by the governing body after consulting the authority to be applicable not less than four years from the date of opening.
- 6.04 The relevant body must, as necessary, revise its assignment as the expectations on which its calculation was based change.
- 6.05 Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

## APPENDIX B

Salary/Pay range for members of the Leadership group at 1 September 2022:

Table 1

	£			£
L1	44,305		L24*	78,010
L2	45,414		L25	79,949
L3	46,548		L26	81,927
L4	47,706		L27 <sup>4</sup>	83,126
L5	48,895		L27*	83,956
L6	50,122		L28	86,040
L7	51,470		L29	88,170
L8	52,659		L30	90,365
L9	53,973		L31 <sup>5</sup>	91,679
L10	55,360		L31*	92,597
L11	56,796		L32	94,898
L12	58,105		L33	97,256
L13	59,558		L34	99,660
L14	61,042		L35 <sup>6</sup>	101,126
L15	62,561		L35*	102,137
L16	64,225		L36	104,666
L17	65,699		L37	107,267
L18 <sup>1</sup>	66,684		L38	109,922
L18*	67,351		L39 <sup>7</sup>	111,485
L19	69,022		L39*	112,601
L20	70,733		L40	115,410
L21 <sup>2</sup>	71,765		L41	118,293
L21*	72,483		L42	121,258
L22	74,283		L43 <sup>8</sup>	121,239
L23	76,122		L43*	123,057



L24 <sup>3</sup>	77,237			
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**Notes:**

**1** - scale point to be used only by schools in Group 1 where it is the maximum value of the head teacher group range for the school **2-8** - scale point to be used only by schools in Groups 2 to 8 respectively where it is the maximum value of the head teacher group range for the school

\* - scale points to be used unless the above applies

**Main Pay Scale at 1 September 2022**

**Table 2**

1	£28,000
2	£29,800
3	£31,750
4	£33,850
5	£35,990
6	£38,810

**Upper Pay Scale at 1 September 2022**

**Table 3**

1	£40,625
2	£42,131
3	£43,685

**Lead Practitioner Teacher Salary 1 September 2022**

**Table 4**

1	£44,523
2	£45,639
3	£46,778
4	£47,941
5	£49,136
6	£50,368
7	£51,725
8	£52,917
9	£54,239
10	£55,633
11	£57,075
12	£58,391
13	£59,850
14	£61,343
15	£62,869
16	£64,541
17	£66,022
18	£67,685

# **Unqualified Teacher Salary 1 September 2022**

**Table 5**

1	£19,340
2	£21,559
3	£23,777
4	£25,733
5	£27,954
6	£30,172

## APPENDIX C

### Terms of Reference for the Pay Committee of the Governing Body

The Pay Committee will comprise at least three governors. All governors, including those employed at the school, are eligible for membership of the Pay Committee and to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school. **(NB: Kirklees does not recommend the inclusion of staff governors on the committee.)**

#### Monitoring and review of the policy

The Pay Committee is responsible for:

- reviewing the outcomes and impact of this policy on an annual basis and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- approving the policy on an annual basis
- providing evidence of the operation of the pay policy, recording of pay decisions taken and equality impact, will be provided to union representatives upon request.

#### Application of the policy

The head teacher is responsible for:

- ensuring that pay recommendations for the deputy and assistant head teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy.
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher.
- taking decisions regarding the pay of the head teacher following consideration of the recommendations of the governors responsible for the head teacher's performance review.
- submitting reports of these decisions to the Governing Body; and ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and the right of appeal.

The Appeals Committee of the Governing Body is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

## **APPENDIX D**

### **Pay Appeals Procedure**

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects their pay.

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

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

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

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, they should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, they may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the

receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

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

## **APPENDIX E**

### **Upper Pay Range Application Form**

#### **Teacher's Details:**

Name\_\_\_\_\_

Post\_\_\_\_\_

#### **PM/Appraisal Details:**

Years covered by planning/review statements:

Schools covered by planning/review statements:

#### **Declaration:**

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.

**Applicant's signature**\_\_\_\_\_

**Date**\_\_\_\_\_

## **APPENDIX F**

### **Upper Pay Range Progression Criteria**

#### **(1) Professional attributes**

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

#### **(2) Professional knowledge and understanding**

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

#### **(3) Professional skills**

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.



## **APPENDIX G**

### **School Staffing Structure and Salary Values**

*[Staffing structure and salary values to be inserted for the school]*