



Argyle
Primary
School

Argyle Primary School

PAY POLICY 2025- 2026



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The Governing Body of Argyle Primary **School** adopted this policy on **04.12.2025**

This policy has been amended in response to the recommendations of the STRB's 35th report, as adopted in the SPTCD 2025. This Model Pay Policy can be used by Camden schools

September 2025 pay award

- In line with the recommendations in the STRB's 35th Report, from 1st September 2025, a 4% increase will be applied to all pay and allowance ranges and advisory points.
- A change to the calculation for TLRs 1 and 2, this will be paid based on level of responsibility post holder will carry out.
- All pay uplifts will be paid from 1 September 2025.

1. Policy Statement

- 1.1. 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 2025 (**"the Document"**).
- 1.2. The Pay Policy will work in conjunction with the Schools Appraisal Policy and other rules and expected standards of performance which are advised and communicated to employees.

2. Aims of the Policy

- 2.1. The Governing Body aims to ensure that all teaching and support staff are valued; that they receive proper recognition for their work and for their contribution to school life and proper support and encouragement to continue in their work. The Governing Body aims to:

- Maintain and improve the quality of education offered by the school by having a Pay Policy, which supports the school's overall aims and priorities as stated in the school development plan;
- Balance the competing demands made on the school's limited budget so that all needs are addressed as effectively as possible;
- Apply the school's performance management processes to support teachers' professional development. Performance management objectives will be set in accordance with that intention;
- Manage its Pay Policy in a fair, reasonable and open manner and consult with staff and trades union representatives within the school when any change or review of the policy is undertaken;
- Keep its policy in line with that of other local schools and in accordance with the government's initiatives around workforce reform;
- Avoid direct or indirect discrimination on grounds of age, disability, gender, marital status, sexual orientation, race, colour, religion, nationality, ethnic or racial origins;
- Consult with staff and trades unions within the school in the event of any change or review of the staffing structures; and

- 2.2 This Pay Policy complies with The Employment Rights Act 1996, The Employment Relations Act 1999, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002, The Employment Act 2002, (Dispute Resolution) Regulations, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Equality (Age) Regulations 2006 (sections 6 and 8), The Equality Act 2010.

2.3 This Document is to be read in conjunction with following:

- The School Teachers' Pay and Conditions Document 2025 (STPCD). A copy of the latest version may be found online at:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

The Government published the STRB's 35th Report on the teachers' pay award for 2025. This can be found at the following link:

[School Teachers' Review Body 35th Report: 2025 - GOV.UK](#)

- The National Pay and Conditions of Service applicable to Local Government Employees (The Green Book)
- The National Conditions of Service for School Teachers (The Burgundy Book)
- The Camden Council's Single Status Agreement; and
- The relevant local collective agreements and conditions of service. Including the pay formula for Term Time Only support staff.

2.4 The School supports Camden's policy of paying its staff an hourly rate no lower than the London Living Wage, as defined by the Mayor of London; as supported and endorsed, by the General Synod of the Church of England and the Catholic Bishops Conference of England and Wales. Contractors engaged by the school to provide services are actively encouraged to replicate this in their treatment of their personnel.

3. The Pay Committee

- 3.1.** The Governing Body is the 'relevant body' as set out in the Document. It will establish and update a Pay Policy and ensure that it is carried out fairly and consistently and approve the overall pay structure of all staff.
- 3.2.** The Governing Body will determine the annual pay budget on the recommendation of the School's Pay Committee. The Governing Body has delegated its pay powers to the Pay Committee in accordance with the Education (School Government) (England) Regulations 1999.
- 3.3.** The Governing Body will establish which sub-committee will act as its Pay Committee. The Chair of this committee is not employed at the school. All members of the Committee will treat as confidential any information, discussions or recommendations of the committee. All pay-related decisions taken by the committee will take full account of the school improvement plan.

- 3.4. The Pay Committee will be attended by the Headteacher who will be present in an advisory capacity. Where the Pay Committee has invited either a representative of the LA or an External Adviser to attend and offer advice that person will withdraw while the committee reaches its decision.

4. Consultation

- 4.1. The Headteacher as the representative of the Governing Body will consult with staff and trade unions as necessary when implementing any new structure which has been agreed by the Pay Committee.

5. Equal Opportunities

- 5.1. The Governing Body seeks to provide equal employment opportunities for all staff. The Governing Body will comply with all relevant employment and equalities legislation and regulations at all times.
- 5.2. All vacant posts, including temporary and acting posts, will be displayed on the staff notice board so that staff will have an opportunity to apply for posts relevant to their training and experience.

6. Contracts of Employment

- 6.1. Contracts or letters of appointment will be made available by the LA for schools to issue to all staff by the Governing Body. The written statement of particulars will state the grade and salary of the post and other financial entitlements of the post holder.

7. Salary Sacrifice Schemes

- 7.1. All staff are able to benefit from a salary sacrifice arrangement, whereby they opt to give up the right to receive part of their gross salary in return for the employer's agreement to provide them with benefit-in-kind, which is pensionable but exempt from income tax.

SECTION ONE – SUPPORT STAFF¹

8. Pay and Conditions

- 8.1. The Governing Body will apply the national (the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service - Green Book) and locally agreed conditions of service. The Governing Body will ensure that support staff is paid on scales agreed by the LA, taking into account LA agreements for specific groups of staff.
- 8.2. The Governing Body will utilise an analytic job evaluation scheme and will, in accordance with **Section 5.5 of the Statutory Staffing Guidance under sections 35(8) and 36(8) of the Education Act 2002**, consult with Camden Schools HR when assessing the appropriate grades for posts where they have bought in to the Service Level Agreement.²

9. Appeals

- 9.1. Support staff may seek a review of any pay determination where they believe:
- The job profile has been inaccurately assessed against the criteria and factor levels of the Job Evaluation Scheme.³
 - Nationally or locally agreed terms and conditions have been incorrectly applied.
- 9.2. The procedure for hearing appeals is set out in **Appendix 1**. The member of staff will be given the opportunity to make representations in person. Any member of staff appealing has the right to see all relevant papers and to be accompanied by a workplace colleague, a representative from a self-organised group or trade union representative.

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. The decision of the appeal committee is final.

¹ These are standard Community School clauses, but are also recommended for Voluntary Aided Schools

² *Consultation with the LA is only compulsory for Community, Voluntary Controlled, Community Special and Maintained Nursery Schools. Governing Bodies in Voluntary Aided Schools may determine their own pay and grading arrangements for support staff with due regard to their obligations under equal pay legislation.*

³ *Staff cannot appeal against a grade that has already been evaluated and appealed where the duties and responsibilities of the job have remained unchanged since the original appeal decision or where they have been assimilated or ring fenced into a new post following organisational change.*

SECTION TWO – TEACHERS

10. Pay and Conditions

- 10.1.** All teachers at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document, which is updated each September, the Burgundy Book and the ex-ILEA Staff Code.
- 10.2.** Classroom teachers will be paid in accordance with **paragraphs 13, 14 and 16 of the Document** (qualifications and experience) and, where applicable, **paragraphs 20** (teaching and learning responsibilities), **paragraph 23** (acting allowance), **paragraph 27** (recruitment and retention incentives) and **paragraph 21** (special educational needs allowances).
- 10.3.** The teachers' pay ranges are a two-tier system of a main and upper pay range; before any teacher can access the upper pay range, they will have to pass the performance 'threshold' in accordance with **paragraph 15 of the Document**.
- 10.4.** The Pay Committee will pay teachers on the Inner London Pay Range which incorporates the appropriate London Area Allowance.

11. Experience – Discretionary

- 11.1.** When placing a classroom teacher on the main scale, the Governing Body will consider awarding an extra point or points on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances.
- 11.2.** One point on the main pay range for each year of service as a qualified teacher in an Academy; or a city technology college; or a city college for the technology of the arts or an independent school.
- 11.3.** One point on the main pay range for each period of 2 years of service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of the country concerned.
- 11.4.** One point on the main pay range for each period of 2 years of service teaching in further education, including sixth form colleges.
- 11.5.** One point on the main pay range for each period of 2 years of service teaching in higher education.

11.6. One point on the pay range for each period of 3 years spent outside teaching but working in a relevant area. This might include 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.

11.7. The Governing Body will consider awards on a case by case basis.

11.8. The Pay Committee recognises that a classroom teacher who was previously employed on the Leadership Pay Range or as a Leading Practitioner (previously AST) teacher must be paid on at least the first point of the upper pay scale irrespective of threshold assessment.

12. Unqualified Teachers

12.1. The Governing Body will pay any unqualified teacher in accordance with **paragraph 17 of the Document**. The Pay Committee will determine where a newly appointed unqualified teacher will enter the unqualified pay scale, having regard to any qualifications or experience they may have, which they consider of value. Unqualified teachers will be appointed above the minimum, for example, in the following circumstances

12.2. Qualifications

- One point for a recognised overseas teaching qualification
- One point for a recognised post-16 teaching qualification
- One point for a recognised qualification relevant to their subject area.

12.3. Experience

- One point on the unqualified teachers' pay range for each period of 1 year of service as an overseas-trained teacher.
- One point on the unqualified teachers' pay range for each period of 1 year of service teaching in further education, including sixth form colleges.
- One point on the unqualified teachers' pay range for each period of 2 years of service teaching in higher education.

- One point on the unqualified teachers' pay range for each period of 2 years spent outside teaching but working in a relevant area. This might include 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.

12.4. The Governing Body will consider awards on a case by case basis.

12.5. The Governing Body will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teachers' pay range.

13. Part-Time Teachers

13.1. Teachers employed on an on-going basis at the school, but who work less than a full working day or week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements.

13.2. The pro-rata remuneration for the hours that a part time teacher is required to work will be calculated, in accordance with **paragraph 41 of the Document**, as a proportion of the total number of hours in the school's timetabled teaching week.

14. Short Notice/Supply Teachers

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

15. Pay Reviews

15.1. The Governing Body will ensure that every **teacher's salary is reviewed with effect from 1 September and no later than 31 October** (except in the case of the **Headteacher where this will be no later than 31 December**) each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled.

15.2. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis of 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.

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

15.4. Decisions will be communicated to staff by the Headteacher, in writing, in accordance with **paragraph 3 of the Document**.

15.5. Decisions on the pay of the Headteacher will be communicated by the Chair of the Governing Body, in writing in accordance with **paragraph 11 of the Document**.

16. Appeal

16.1. A teacher 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.

16.2. The following list is not exhaustive, but illustrates some of the grounds for seeking a review of a pay determination:

- The incorrect application of any provision of the Document;
- Failure to have proper regard for statutory guidance;
- Failure to take proper account of relevant evidence;
- Taking account of irrelevant or inaccurate evidence; and

16.3. Evidence of unlawful discrimination or bias against the teacher. The teacher will be given the opportunity to make representations in person. Any member of staff appealing has the right to see all relevant papers and to be accompanied by a workplace colleague, a representative from a self-organised group or trade union representative. The decision of the review will be given in writing and will include a note of the evidence considered and the reasons for the decision. The decision of the reviewer will be final.

16.4. You cannot use this process to appeal against your performance. To appeal against your appraisal outcome refer to the **School's Appraisal Procedure**.

17. Appraisal

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

17.2. The School's Appraisal Procedures are intended to support each teacher's contribution to the performance outcomes of the school and their professional development. Appraisal objectives will be set accordingly. The objectives will be linked to relevant performance criteria. For example, from the Teacher's Standards, the Professional Standards, or the Excellence for Headteachers - Non-Statutory Guidance.

17.3. Requirements for movement to, and within, the upper pay range is detailed in **section 23 of this policy**. No restrictions will be placed on progression on the basis of funding.

18. Reference Points

18.1. In this School the Governing Body has established the following reference points for classroom teacher posts on the Unqualified Teachers, Main and Upper Pay Range.

18.2. The previous **6 unqualified teachers, 6 main and 3 upper scale points** will have been converted into reference points in 2013⁴ and they will be used to determine the reference points between the minima and maxima.

⁴ Increments will be used as reference points for progression

Table 1 Unqualified Teacher Pay Range

Discretionary Reference Points	
Advisory pay point structure for Unqualified Teachers	
Inner London	
1 (Minimum)	£28,343
2	£30,935
3	£33,528
4	£35,814
5	£38,402
6 (Maximum)	£40,994

Table 2 Main Pay Range Teachers (MPR)

Discretionary Reference Points	
Advisory Pay Point Structure for the Main Pay Range Teachers (MPR)	
Inner London	
1 (Minimum)	£40,317
2	£42,234
3	£44,238
4	£46,339
5	£48,952
6 (Maximum)	£52,300

Table 3 Upper Pay Range Teachers (UPR)

Discretionary Reference Points	
Advisory pay point structure for Upper Pay Range Teachers (UPR)	
Inner London	
1 (Minimum)	£57,632
2	£60,464
3 (Maximum)	£62,496

Table 4 Leadership Pay Range

Discretionary Reference Points Leadership Pay Group	
L1 (Min)	£61,554
L2	£62,857
L3	£64,187
L4	£65,538
L5	£66,935
L6	£68,361
L7	£69,942
L8	£71,327
L9	£72,858
L10	£74,479
L11	£76,154
L12	£77,691
L13	£79,385
L14	£81,120
L15	£82,888
L16	£84,841
L17	£86,566
Grp1 Max	£87,619
L18	£88,496
L19	£90,446
L20	£92,447
Grp2 Max	£93,556
L21	£94,491
L22	£96,594
L23	£98,737
Grp3 Max	£99,951
L24	£100,951
L25	£103,211
L26	£105,521
Grp4 Max	£106,823
L27	£107,891
L28	£110,327
L29	£112,823
L30	£115,382
Grp5 Max	£116,827
L31	£117,995
L32	£120,678
L33	£123,438
L34	£126,247
Grp6 Max	£127,863
L35	£129,141
L36	£132,092
L37	£135,141

L38	£138,235
Grp7 Max	£139,965
L39	£141,365
L40	£144,656
L41	£148,028
L42	£151,483
Grp8 Max (L43)	£153,490

Note: the above Inner London Pay ranges are effective from **1 September 2025**.

19. Teachers Paid a Safeguarded Sum

19.1. Teachers formerly employed as advanced skills teachers and excellent teachers whose salaries were subject to safeguarding under the 2012 and 2013 Document continue to have their salaries safeguarded in accordance with those Documents.

19.2. Part 5 of the Document applies to a teacher who is paid a safeguarding sum or safeguarded sums.

19.3. If safeguarding sums exceed £500 in total, the Governing Body must review the teacher's assigned duties and allocate such additional duties to the teacher as they reasonably consider are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid the safeguarded sum.

19.4. The teacher must not be paid the safeguarded sum if the teacher unreasonably refuses to carry out such additional duties, provided that the teacher is notified of the relevant body's determination to cease paying the safeguarded sum at least one month before it is implemented.

19.5. The relevant body must take into account all the safeguarded sums to which the teacher is entitled and cease paying only the safeguarded sum or combination of safeguarded sums that is equal to or less than the total increase in the teacher's remuneration attributable to the new salary or the new allowance.

19.6. For the purposes of **paragraph 33.1 of the Document**, the safeguarding period ends on the third anniversary of the relevant date; and in the case of a determination made by the relevant body between –

- 1st September and 31st December, the relevant date is 1st January immediately after the end of that period;
- 1st January and 31st March, the relevant date is 1st April immediately after the end of that period; and
- 1st April and 31st August, the relevant date is 1st September immediately after the end of that period.

20. Movement to the Upper Pay Range

20.1. Applications and Evidence

- 20.1.1. Teachers who apply to move to the upper pay range from point six of the main pay range will be awarded progression to that range having regard to the two most recent appraisal reviews. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range and is prepared to take on the responsibilities therein and associated expectations.
- 20.1.2 Progression within the upper pay range is not automatic and will be based on annual appraisal reviews, evidencing the threshold criteria. The Headteacher will make an assessment of the teacher's performance against the threshold criteria and determine whether or not to increase the salary in line with the progression available within the upper pay range reference points.
- 20.1.3 Post threshold teachers must continue to meet the threshold criteria, evidencing this through their performance reviews.

20.2. Processes and Procedures

- 20.2.1 Applications may be made no more than once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (**as at Appendix 4**) which should be submitted by the teacher to the appraiser at the appraisal planning meeting. If you are intending to apply to be considered for Threshold in the next couple of years, then you should notify your appraiser that you wish to do this. The teacher's application will be appended to their appraisal planning statement. The evidence to be used will be only that available through the appraisal process. A decision will be made by the Headteacher and a recommendation passed to the Governing Body by no later than 31st March. Salaries will then be backdated to **1st September**.
- 22.2.1 The Governing Body requests that teachers wishing to apply for threshold should inform the Head **no later than 31st December**; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. Where this is the case they may cite written evidence designed to demonstrate that the applicant has met the assessment criteria from a three year period before the date of the application, from this school and other schools in support of their application Application for progression should be made to the Headteacher, with whom the assessment criteria are to be agreed. Application for progression should be made to the Headteacher, with whom the assessment criteria are to be agreed.
- 20.2.2 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

20.2.3 All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from a time to be agreed between the teacher and headteacher, ensuring that teachers who have had breaks in service are treated equitably. (Include also information about how and to whom e.g. line manager/ subject leader/ headteacher applications should be made and, if written applications are required, whether the school will provide a standard form).

21 The Threshold Assessment

21.1 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;
- (b) the teacher's achievements and contribution to an educational setting or settings are *substantial* and *sustained*;
- (c) the professional teaching standards (**Appendix 3**) have been met; and
- (d) the upper pay range criteria (**Appendix 3**) have been met.

21.2 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 Range where the Upper Pay Range criteria (**see Appendix 3**) have been satisfied as evidenced by two successful and consecutive performance management/appraisal reviews.

Highly Competent	<p>The teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and in the context in which they are working.</p> <p>Where the teacher provides coaching and mentoring and gives advice to other teachers demonstrating to them effective teaching practice.</p> <p>The teacher will demonstrate to them how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.</p>
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Substantial	<p>The teacher's achievements and contribution to the school are significant. These will not just be significant in raising standards of teaching and learning in their own classroom, or with their own groups of Children, but also in making a positive and distinctive contribution to the wider life and ethos of the school - which impacts on pupil progress and the effectiveness of staff and colleagues.</p> <p>A teacher who takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning. A teacher who is able to lead the professional development of others sharing their own good practice.</p>
Sustained	<p>The teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the School's Appraisal Policy.</p>

Table 5

21.3 The assessment will be made within **20 working days** before the applicant will receive a response to their application, or if there is a single deadline for applications, whether there will be a single date for applicants to be informed of the outcome.

20.3. Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's general appeals arrangements and in the first instance should be made to the Chair of Governors.

SECTION THREE - LEADERSHIP GROUP: DISCRETION IN A BASIC PAY DETERMINATION

22 Leadership Pay

- 22.1 The Pay Committee will only consider posts for inclusion in the Leadership Group, which are considered to hold substantial strategic responsibility within the school.
- 22.2 The determination of Leadership Group pay, introduced in the Document in 2014, should only be applied to individuals appointed to a leadership post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date. It is for the Pay Committee in conjunction with the Governing Body to determine, in the light of a school's particular circumstances and context the extent to which any change should be regarded as 'significant'

23 Headteacher Pay

- 23.1 The Pay Committee will, when a new Headteacher appointment needs to be made, determine the pay range to be advertised and agree on appointment as follows:
- 23.2 The Pay Committee will review the school's size and the Headteacher's Individual School Range (ISR) in accordance with **paragraphs 11.2-11.5 of the Document**. The ISR for this school is L23 – L29 (£99,951 – 112,823).
- 23.3 In accordance with the Document Paragraph 4.1 changes to the leadership group should only be applied to staff appointed to a headship on or after 1st September 2014; or where the role's responsibilities have changed significantly on or after the date, for example school expansion.
- 23.4 The Pay Committee will take into account any permanent payments made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;
- 23.5 The Pay Committee may determine that discretionary payments be made to the Headteacher in accordance with **paragraph 9.3 of the Document**. The total of all discretionary payments **will not normally exceed 25%** of the Headteacher's current point on the Leadership Group Pay Range. The Governing Body should seek independent professional advice before implementing such a move, which will be supported by a clear rationale and business case.
- 23.6 When a Headteacher is appointed to be permanently responsible and accountable for more than one school, the relevant body should base the determination of the head teacher group on the total number of pupil units across all schools, which will give a group size for the federation in accordance with paragraphs 9 and 10 of the document. **(Appendix 5 for Guidance)**

23.7 Where the Headteacher is temporarily accountable for more than one school, this role should be regarded as an acting Headship on a temporary basis. There is an exception that these temporary arrangements should be time-limited and subject to regular review and the maximum duration should be no longer than 2 years.

23.8 Where the arrangement for the Headteacher is temporary, any adjustment to their pay and that of other teachers are also temporary, any safeguarding provisions will not apply when these arrangements cease.

24 Headteacher Performance

24.1 At the beginning of each academic year the Governing Body will delegate two or three governors who will agree performance objectives with the Headteacher. The governors will appoint an external adviser to provide independent advice. The performance objectives will reflect priorities identified in the school's development plan.

24.2 The appraisal review will be conducted in accordance with the School's Appraisal Procedure.

24.3 In the second half of the summer term of each year, (or where determined differently by the Governing Body, in the half term immediately prior to the anniversary of the setting of the performance criteria), the Pay Committee will receive recommendations from the delegated governors and the Chair of Governors (if they are not a delegated governor) about the salary of the Headteacher. Any recommendation for movement on the Leadership Pay Range, on which the Headteacher is currently paid, may only be by one or two points in any one annual review.

24.4 The recommendation for the Headteacher salary progression will be made in a written statement to the Pay Committee of the Governors, giving reasons for the recommendation and the level of salary that it is recommended should be paid from the **1st September** i.e. start of the next school year. This can be **up to 2 points on the Leadership Pay Range**. The Pay Committee of the Governors will consider the recommendation and make its decision known to the Headteacher in writing on the appropriate salary assessment form normally in the second half of the summer term prior to the September in which the salary will be paid.

24.5 If the Headteacher wishes to appeal against the proposal of the Pay Committee of the Governors regarding their pay, they may appeal to the Appeals Panel as referred to in the appraisal procedure.

24.6 The Appointed Governors are aware of their duty to set appraisal objectives in default of agreement with the Headteacher. This power will only be exercised as a last resort after the appeal procedure has been exhausted. The teachers' appeals procedure will apply. The Headteacher is entitled to submit a written statement, commenting on any objectives set, which will be taken into account at the time of the review.

25 Deputy Headteacher Pay

25.1 When a new Deputy Headteacher is to be appointed, the Pay Committee will determine the pay range to be advertised and agree on appointment. The salary range for the Deputy Headteacher in this school is: L14 -L18 (£81,120 - £88,496).

25.2 The Pay Committee will determine the Deputy Headteacher pay range in accordance with paragraphs **9.2 to 9.4 of the Document**.

25.3 The Pay Committee will have regard to the provisions of **paragraph 11.1 and 11.2 of the Document** and will also take account of any other permanent payments made to staff within the school to ensure the appropriate differentials are created and maintained between posts of differing responsibility and accountability.

26 Deputy Headteacher Performance

26.1 The Pay Committee delegates to the Headteacher the agreement of performance objectives for the Deputy Headteacher. Objectives will be agreed and reported to the Pay Committee as early as possible in the autumn term. The Deputy Headteacher may agree objectives directly with the Pay Committee where agreement between the Headteacher and Deputy Headteacher is not achieved.

26.2 The Pay Committee is aware of the Headteacher's duty to set performance objectives in default of agreement. This power will only be exercised as a last resort after the appeal procedure has been exhausted. The general appeals procedure will apply. The Deputy Headteacher is entitled to submit a written statement, commenting on any objectives set, which will be taken into account at the time of the review.

26.3 The Headteacher will review the performance of the Deputy Headteacher against the performance objectives and recommend to the Pay Committee of the school a pay progression award of up two points in the Leadership Pay Range.

27 Assistant Headteacher Pay

27.1 If a decision is made to appoint an Assistant Headteacher, the Governing Body will determine the pay range to be advertised and agree pay on appointment as follows:

27.2 The Pay Committee will determine an Assistant Headteacher pay range in accordance with paragraph **9.2 to 9.4 of the Document**.

27.3 The Pay Committee will have regard to the provisions of **paragraph 11.1 to 11.2** of the Document and will also take account of any other permanent payments made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability.

28 Assistant Headteacher Performance

28.1 The Pay Committee delegates the Headteacher the agreement of performance objectives for the Assistant Head. Objectives will be agreed and reported to the Pay Committee as early as possible in the autumn term. The Assistant Headteacher may agree objectives directly with the Pay Committee where agreement between the Headteacher and Assistant Headteacher is not achieved.

28.2 The Headteacher is aware of the duty to set performance objectives in default of agreement. This power will only be exercised as a last resort after the appeal procedure has been exhausted. The general appeals procedure will apply. The Assistant Headteacher is entitled to submit a written statement, commenting on any objectives set, which will be taken into account at the time of the review.

28.3 The Headteacher will review the performance of the Assistant Headteacher against the performance objectives and recommend to the Pay Committee of the school a pay progression award of up to two points in the Leadership Pay Range.

SECTION FOUR: OTHER PAYMENTS

29 Teaching and Learning Responsibilities

29.1 TLR's will be paid in accordance with the principles laid out in **paragraphs 20.1 - 20.5** of the Document.

29.2 Teachers are expected to contribute, both orally and in writing as appropriate, to curriculum development by sharing their professional expertise with colleagues and advising on effective practice. This does not mean that they can be expected to take on the responsibility of, and accountability for, a subject area or to manage other teachers without appropriate additional payment. Responsibilities of this nature should be part of a post that is in the leadership group or linked to a post which attracts a TLR1 or TLR2 on the basis set out in paragraph 20 of the document

29.3 With the exceptions of sub-paragraphs (c) and (e) which do not have to apply to the award of TLR3s, before awarding any TLR the relevant 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 focussed 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.

29.4 TLR1 will only be awarded where the post includes line management responsibility for a significant number of people.

29.5 The Governing Body will award TLRs depending on the level of responsibility, jobs of equal responsibility and weight will be awarded a TLR payment of equal value⁵ in accordance with **Paragraphs 24-25 of the Document**

29.6 The Governing Body may award a fixed-term third TLR (TLR3) to a classroom teacher for:

- a clearly time limited school improvements project/s
- one-off externally driven responsibilities

29.7 The annual value of a TLR3 must be no less than **£702** and no greater than **£3,478**. The duration must be set from the outset and payment should be made on a monthly basis for the duration of the fixed term.

29.8 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 or externally driven responsibilities; and that the responsibilities are not permanent or structural requirement which should instead be rewarded by means of a permanent TLR.

29.9 Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range of £702 and £3,478) and the duration of payment will be set out clearly and communicated to staff.

29.10 Although a teacher cannot hold a TLR1 or TLR 2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a TLR 3.

29.11 The table below outlines the TLR payments.

TLR PAYMENTS		
TLR2 Lower Rate	A	£3,527
	B	£5,870
	C	£8,611
TLR1 Higher Rate	A	£10,174
	B	£12,521
	C	£17,216
TLR3 Fixed Term	Minimum	£702
	Maximum	£3,478

Table 6

30 Safeguarding of TLRs

30.1 Subject to **Paragraph 5**, if the Governing Body determines that:

- the duties for which a teacher was awarded a TLR1 or TLR2 are no longer to include the significant responsibility for which it was awarded; or

- the responsibility for which a teacher was awarded a TLR1 or TLR2 merits an allowance of a lower annual value it must pay the safeguarded sum. TLR3s are not subject to safeguarding.

30.2 TLR1s or TLR2s awarded to Teachers employed under a fixed-term contract or whilst they occupy another post in the absence of a post-holder must not be safeguarded after the fixed-term contract expires or after the date or the circumstance (if occurring earlier than that date) notified to the teacher pursuant to **paragraph 3.4(c) (iii)** occurs.

30.3 The safeguarded sum is the value of the old allowance or, where a new allowance of lower value is being awarded at the same time that the old allowance is being removed, the difference between the value of the old allowance and the value of the new allowance.

30.4 Within one month of the determination the Governing Body must notify the teacher in writing of the changes.

30.5 The school's current staffing structure does not include any posts to which TLRs are attached.

31 Special Educational Needs Allowance

31.1 A SEN allowance of no less than £2,787 and no more than £5,497 per annum is payable to a classroom teacher in accordance with **paragraph 21.2 of the Document**.

The Pay Committee must award a SEN allowance to a classroom teacher;

- in any SEN post that requires a mandatory SEN qualification
 - in a special school;
- 31.2 who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- 31.3 in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post –
- involves a substantial element of working directly with children with special educational needs;
 - requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - with a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school, or in the case of an unattached teacher, the unit or service.

31.4 Where a SEN allowance is to be paid, the relevant body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors;

- whether any mandatory qualifications are required for the post;
- the qualifications or expertise of the teacher relevant to the post; and
- the relative demands of the post.

31.5 **The school currently has no SEN posts. Values of SEN allowances which may be awarded are set out below:**

- SEN1 no less than £2,787 and no more than £5,497 per annum

32 Unqualified Teachers' Allowance

32.1 In accordance with **paragraph 22.1 of the Document**, the Governing Body will pay an unqualified teachers' allowance to unqualified teachers when the Governing Body consider that the teacher has:

- Taken on a sustained additional responsibility which is focussed on teaching and learning and requires the exercise of a teachers' professional skills and judgement; or
- Qualifications or experience bring added value to the role being undertaken.

33 Recruitment and Retention Incentives

33.1 The Pay Committee, with guidance from the local authority, has the discretion to award recruitment/retention incentives in accordance with **paragraph 27 of the Document**.

33.2 The Committee will consider awarding recruitment benefits or incentives to attract candidates to 'hard to fill posts' and retention benefits or incentives where posts suffer from high turnover due to the easy availability of comparable posts.

33.3 The Governing Body will conduct a regular formal review of all such awards. The Governing Body should make clear at the outset the expected duration of such incentives and benefits, and the review date after which they may be withdrawn.

34 Participation in out of School Hours Learning Activities

34.1 Teachers (including the Headteacher) who undertake voluntary learning activities outside of the normal school day and whose salary range does not take account of such activity will be entitled to a payment or leave of absence on a case by case basis

Activities that will attract payment include:

- International visits to schools
- One to one tuition outside school hours
- Research produced as a report for the school

35 Leading Practitioners

35.1 Schools can create posts whose primary purpose is the modelling and leading improvement of teaching skills and that are paid above the maximum of the upper pay range.

35.2 Existing Advanced Teachers (ASTs) and Excellent Teachers (ETs) will be considered for assimilation to the Leading Practitioner range at a pay range which would maintain as a minimum their existing pay entitlements if it can be shown that their posts already have the primary purpose of modelling and/or leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

36 Pay on Appointment

36.1 The pay committee will determine a pay range of **£ from minimum (£61,858) to £ to maximum (£88,930)** or each leading practitioner post in accordance with **paragraph 16.1 to 16.3 of the Document**.

37 Document Control

37.1 This is Argyle Primary School's pay policy from **1 September 2025**. This policy will be reviewed on an annual basis in line with legislative changes and changes to the School Teachers Pay and Terms and Conditions Document. As a consequence, we may need to change this policy in future, but if we do, we will do so in consultation with our recognised trade unions and will let staff know. If we need to do something different, we will always be fair and reasonable.

Policy & Procedure Originator	Camden Schools HR
Approving Body	The Argyle Primary School's Governing Body
Date Approved	04/12/2025
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Review Date	August 2026
Version	V1.0

Glossary

Capability	An employee's ability or qualification to do their job.
Chair	The term 'chair' refers to the decision or panel chair of a meeting. The chair is responsible for ruling on matters pertaining to the individual case in question.
Conduct	An employee's behaviour in the workplace.
Employee	An employee is a person with a contract of employment with the school.
Governing body	<p>The governing bodies of community, foundation, voluntary-aided and voluntary controlled schools are corporate bodies with a legal identity. Parliament has given a range of duties and powers to governing bodies under the Education Acts and also responsibilities under employment law. The governing body is accountable to the Local Authority for the way the school is run.</p> <p>The main staffing functions of the governing body are set out in the School Staffing (England) Regulations. The governing body has overall responsibility for staffing which includes the appointment and the regulation of conduct and discipline of staff.</p> <p>Many staffing functions may be delegated and the governing body may delegate these to the headteacher or an individual governor or panel of governors.</p>
Governors	Governors are members of a school's governing body. In <u>state schools</u> they have responsibility for raising school standards through their three key roles of setting strategic direction, ensuring accountability and acting as a <u>critical friend</u> . They are the largest volunteer force in the country.
Headteacher	The headteacher has responsibility for the internal organisation, management and control of the school and for implementation of the strategic framework established by the governing body. The headteacher is accountable to the governing body – both for the functions performed as part of the headteacher's normal role and for powers delegated by the governing body.
Leadership Team	The leadership team is the designated senior management team at the school, which would include the headteacher and deputy headteacher's.
Primary Schools	These are schools providing primary education in the <u>state</u> sector. They generally cater for children aged from four to eleven.
Sanction	A punishment imposed on an employee as a result of unsatisfactory performance or misconduct. Sanctions may include dismissal or actions short of dismissal.
Secondary Schools	A secondary school is for children from the ages of 11 to 18.
Working Day	All references to working days should be taken to mean whole working days, or pro-rata for part-timers.

APPENDIX 1 – MODEL APPEALS PROCEDURE

- 1.1 The School Teacher's Pay and Condition Document requires schools and local authorities to have a Pay Policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.
- 1.2 If the teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

2 Appeal Hearing Procedure

- 2.1 It is the intention that the Appeal Procedure will be dealt with promptly, thoroughly and impartially.

3 Guidance

- 3.1 When a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- 3.2 Teachers/Head teachers should put their appeal in writing to either the Headteacher or the Governing Body; their appeal should include sufficient details of its basis.
- 3.3 Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

4 Support Staff

4.1 The order of proceedings is as follows:

1. The member of staff receives written confirmation of the pay determination in relation to the post grade and /or other allowances from the Headteacher.
2. The member of staff should set down in writing the grounds for questioning the pay determination and send it to the Headteacher, with a copy to the Chair/Clerk to the Governing Body, within **10 working days** of the notification of the decision being appealed against. The Governing Body may extend the time limit for good and sufficient reason.

5 Informal stage

5.1 It may be possible to resolve the pay determination issue without the need to use the full formal appeals process. The member of staff will be invited to meet with the line manager to seek to resolve the pay determination issue in the first instance.

5.2 The meeting will be used to:

- Give the member of staff an opportunity to expand on aspects of the job and working arrangements which it is felt have not been considered.

5.3 The meeting is not a negotiating forum but is used to clarify and identify information that may not have been taken into account. Following the meeting the line manager can review the pay determination taking account of any additional information. The outcome of this review will be confirmed in writing. If, following the review, the assessment remains unchanged and the member of staff is still dissatisfied with the pay determination the formal appeals process would be continued with.

6 Formal Stage

6.1 The member of staff should confirm their intention to proceed with formal appeals process and include any additional information they feel relevant to their appeal, **within 10 working days** of being notified of the outcome of the informal process.

6.2 The member of staff will be sent a copy of a management statement setting out the reasons for the pay determination.

- 6.3 The Governing Body will convene an appeals panel of at least two Governors, who were not involved in the original determination and who are not otherwise excluded by virtue of **regulation 57 or Schedule 6 of the School Government Regulations**, normally **within 20 working days** following receipt of the member of staff's statement and the management statement. Where the appeal relates to the application of the Job Evaluation Scheme an HR Advisor trained in the relevant Job Evaluation Scheme will also form a part of the Appeals Panel. The member of staff will be given the opportunity to make representations in person.
- 6.4 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. The decision of the appeal committee is final for the purposes of internal procedures.

7 Teachers

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. The Teacher should set down in writing the grounds for questioning the pay decision and send it to the Headteacher, with a copy to the Chair/Clerk to the Governing Body, within **10 working days** of the notification of the decision being appealed against. The Governing Body may extend the time limit for good and sufficient reason. If the Headteacher wishes to appeal, notification should go to the chair of the Governing Body, with a copy to the clerk, within the same period of time.

8 Informal Stage

- 8.1 It may be possible to resolve the pay determination issue without the need to use the full formal appeals process. The Teacher will be invited to meet with the committee or person who made the determination to seek to resolve the pay determination issue in the first instance.
- 8.2 The meeting is not a negotiating forum but is used to clarify and identify information that may not have been taken into account. Following the meeting the pay determination can be reviewed taking account of any additional information. The outcome of this review will be confirmed in writing. If, following the review, the assessment remains unchanged and the Teacher is still dissatisfied with the pay determination the formal appeals process would be continued with.

9 Formal Stage

- 9.1 The Teacher should confirm their intention to proceed with formal appeals process and include any additional information they feel relevant to their appeal, within **10 working days** of being notified of the outcome of the informal process.
- 9.2 The Teacher will be sent a copy of a management statement setting out the reasons for the pay determination.
- 9.3 The Governing Body will convene an appeals panel of at least three Governors, who were not involved in the original determination and who are not otherwise excluded by virtue of **regulation 57 or Schedule 6 of the School Government Regulations**, normally **within 20 working days** following receipt of the Teacher's statement and the management statement. The Teacher will be given the opportunity to make representations in person.
- 9.4 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. The decision of the appeal committee is final.

10 The Modified Procedure

- 10.1 There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.
- 10.2 Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:
 1. the teacher must have set out details of their appeal in writing;
 2. the teacher must have sent a copy of their appeal to the Chair of the Governing Body;
 3. the Chair of the Governing Body will consult with the relevant school personnel; and provide the teacher with an appropriate written response on behalf of the school.

APPENDIX 2 – PROFESSIONAL TEACHING STANDARDS - UPPER PAY RANGE

PROGRESSION CRITERIA

1. Professional Attributes

- 1.1. Contributes 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 attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.

Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

APPENDIX 3 – PROGRESSION TO THE UPPER PAY RANGE

Comment: Where teachers are subject to the 2011 regulations and the 2012 regulations the Governing Body shall have regard to the assessments and recommendations in the teachers' appraisal reports under those regulations. Teachers eligible to make a Threshold Application in September 2017 may do so under the arrangements set out in the 2012 Document

It is the responsibility of teachers to decide whether they wish to apply to be paid on the Upper Pay Range. Determinations as to whether a teacher progresses to the upper pay range will be made in accordance with **paragraph 15 of the STPCD 2020** and the process set out in this pay policy.

1. Application

- 1.1. An application from a qualified teacher will be successful where the Governing Body is satisfied that the teacher has evidence of high performance in this school⁶ in the **previous two years** which shows that the teacher is **highly competent** in all elements of the teachers standards and that their achievements and contribution to the school are **substantial** and **sustained** and they are able to demonstrate that they have developed professionally in their teaching expertise. (Definitions of these are outlined in section **24.2** of the Pay Policy)
- 1.2 In this school, teachers will be eligible to apply for progression where the teacher has progressed to the top of the school's main pay range. All applications should include the results of the **two most recent appraisals**, under the Appraisal Regulations 2012, in this school, including any recommendation on pay.
- 1.3 In order for the assessment to be robust and transparent, it will be an evidence-based process only. Further evidence can be produced as appropriate at the discretion of the headteacher. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

2. Process

- 2.1 One application may be submitted annually. The closing date for applications is normally 31 December each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:
 - Complete the school's UPR application form; **Appendix 4** Submit the application form and any supporting evidence the teacher wants to present to the headteacher by the cut-off date of 31 October.

⁶Teachers will be able to use evidence from one school when applying for a UPR post in another and an automatic entitlement to payment on the UPR will only apply to teachers who have previously been assessed as meeting the relevant criteria.

2.2 You will receive notification of the name of the assessor of your application within **5 working days**;

- The assessor will assess the application, which will include a recommendation to the pay committee of the relevant body;
- The application, evidence and recommendation will be passed to the headteacher for moderation purposes, if the headteacher is not the assessor;
- The pay committee will make the final decision, advised by the headteacher;

2.3 Teachers will receive written notification of the outcome of their application within 5 working days. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).

2.4 If requested, oral feedback will be provided by the assessor. Oral feedback will be given within **10 working days** of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.

- Successful applicants will move to the minimum of the UPR backdated to **1 September of the year of application**.
- Unsuccessful applicants can appeal the decision. The appeals process is set out at in **Appendix 1** of this pay policy.

3. Assessment

3.1 The teacher will be required to meet the criteria set out in **paragraph 15.2 of the Document**, namely that:

- **The teacher is highly competent in all elements of the relevant standards; and**
- **The teacher's achievements and contribution to an educational setting or settings are *substantial and sustained***

3.2 'Highly Competent', 'Substantial' and 'Sustained' have been defined in **section 24.2 of this policy**.

3.3 Further information, including information on sources of evidence is contained within the school's appraisal policy.

3.4 Teachers may apply to be considered for progression to the upper pay range **once per year**. Applications should be submitted to the headteacher **between 1 September and 31 October in any year**.

3.5 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This will not be bound by any pay decisions made by another school.

3.6 Progression to the upper pay range is permanent, while the teacher remains in the same post or takes up another post in this school.

APPENDIX 4 – APPLICATION TO BE PAID ON THE UPPER PAY RANGE

Personal Information

Name:	Job Title:
School:	Date of application:

Written Statement:

<p>Details of Performance Management/Appraisal:</p> <p>Years covered by planning/review statements</p> <p>Schools covered by planning/review statements</p> <p>Summary of application.</p> <p>(Continue on additional sheets if needed)</p>

Declaration

I confirm that at the date of this request for assessment I meet the eligibility criteria and I submit the performance management/appraisal (and brief supporting evidence as appropriate).

Signed (applicant):

Date:

APPENDIX 5 – GUIDANCE ON EXECUTIVE HEADTEACHER POST

The Headteacher pay group for Executive Headteachers is determined by calculating the total unit score for all pupils across the schools they are responsible for. This may be re-determined at any time if this is considered necessary to retain a Headteacher.

A panel of three Governors from the schools the Executive Headteacher is responsible for will undertake annual performance reviews for an Executive Headteacher and make recommendations to the Relevant Pay Committee. This panel must not include any Staff Governors. The School Improvement Partner (SIP) or an external advisor will assist with the process.

The Executive Headteacher is the substantive headteacher of all the schools in the group.

For the purposes of the SPTCD, a headteacher is the person appointed to carry out the functions pursuant to **section 35(3) or 36(3) of the Education Act 2002**. The Executive Headteacher meets this definition.

In determining where in the group size to place the Executive Headteacher, the responsibilities, accountabilities, skills and relevant competencies of the post should be defined and clearly set out.

The relevant body should therefore consider the context, complexity and challenge of the role to set the pay range.

Some examples of the additional factors that relevant bodies may wish to consider include the following, however, these are for guidance only and is not an exhaustive list:

- The degree of complexity and challenge associated with accountability for multiple schools and managing across several dispersed sites, which goes significantly beyond that expected of any headteacher of similar-sized school(s) and is not already reflected in the total unit score used.
- Factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, for example location, specialism, and the level of support from the wider leadership team.
- The level of challenge in relation to improving outcomes across the schools.
- Recruitment and retention payments are not payable to the leadership group under the STPCD, any considerations regarding these factors should be factored here.?
- The STPCD allows the **Pay Committee** to set the pay range at a maximum of up to 25% above the top of the relevant Executive headteacher group range. Above that limit, external independent advice must be sought and, should the advice suggest that additional payment is appropriate, a business case must be made and agreed by the full Governing Body.
- The pay range must provide scope for progression over time.

Head of School

The Executive Headteacher will undertake delegated annual performance management reviews for Head of School roles in a Federation arrangement. The Executive Headteacher and Head of School must respectively demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to an individual review of performance against performance objectives.

In considering whether performance objectives have been met, account will be taken of whether unforeseen circumstances may have led to a particular objective not being achieved.

Note: If an Executive Headteacher is responsible for the performance management of a Head of School, the performance management may be undertaken by the Executive Headteacher alongside Governors.

Appendix 6: Pay Recommendation Form

Part 1: Staff member and Performance Appraisal details		
Appraisee name:		
Job title:		
Outcome of Performance Appraisal:		
Notes:		
Part 2: Pay recommendations		
Current: Teachers pay range: Reference point: Salary: Additional Allowances (i.e. TLR):	Recommendation: Teachers pay range: Reference point: Salary: Additional Allowances (i.e. TLR):	
Authorisations	Signature	Date
Appraiser/ relevant SLT member (as appropriate)		
Headteacher		
Notes:		
Part 3: Pay Committee Decision		
Pay Recommendation Approved?	Yes / No	
Notes:		
Authorisations	Signature	Date
Head of Pay Committee:		

Appendix 7: Pay Recommendation - Equality Impact Assessment (EQIA)

Stage one: what was analysed and who was responsible for the equality impact assessment?

This section should be completed to help identify how you analysed the activity.

Name of the activity that was analysed	
Who is responsible for this?	
Names and posts of who undertook the assessment	
Date assessment was completed	
Name of person responsible for approving the EQIA	

Stage two -planning your equality analysis

This section of the form should be completed when you have completed the activity

The information you need to collect should be proportionate to the activity being looked at. A small change in policy, for example, does not need to be supported by the same amount of evidence and analysis as a major change.

Outline the activity being assessed
<p><i>Include:</i></p> <ul style="list-style-type: none"> • A brief description of the completed activity • An outline of any changes and the reasons for these • The groups that were affected • Potential groups that have been impacted after the activity • Gather relevant data

The following template can be used to gather the data:

Gender	Post Pay Recommendation EIA
Male	
Female	
Prefer to self-describe	

Banded ethnic origin	Post Pay Recommendation EIA
White	
Mixed	
Asian	
Black	
Other	

Unknown	
---------	--

Disability disclosure	Post Pay Recommendation EIA
Yes - Disabled	
No - Not Disabled	
Unknown/Not declared	

Age band	Post Pay Recommendation EIA
16 to 24	
25 to 34	
35 to 44	
45 to 54	
55 to 64	
65+	

Stage three: Analysing Equality Information and Assessing Impact

This section of the Post EQIA should be completed after the review has been completed

Analysing the evidence outlined above, did the activity have a negative or positive impact on any of the protected groups? Use the evidence to consider whether the activity had a positive or negative impact on any of the protected groups. To support your analysis, reflect on the following questions:

- *Did participation in the activity vary across different protected groups?*
- *Has the activity resulted in any potentially positive or negative impacts on the school?*
- *Are some groups less satisfied with the outcome than others? How was this measured?*
- *Did any protected group experience a greater impact than others, and was this aligned with the intended aims of the activity?*
- *Did the activity present opportunities to improve equality or foster better relations between groups?*

If any **negative impacts** were identified:

- *Who were these findings discussed with (e.g. Legal, People and Inclusion (HR), and what were their views?*
- *Could any aspect of the activity result in unlawful discrimination?*
- *Are there further changes that could make the activity more inclusive and responsive?*

Finally, summarise the positive and negative impacts identified in the Post EQIA data.

Considering these questions will help you to identify the potential impact of your activity on protected groups.

Equality impact summary:

Please use this grid to summarise the impacts outlined above.

Protected group	Summarise any possible negative impacts that have been identified for each protected group and the impact of this for the development of the activity	Summarise any positive impacts or potential opportunities to advance equality or foster good relations for each protected group
Age		
Disability		
Gender reassignment		
Marriage and civil partnership		
Pregnancy and maternity		
Race		
Religion or belief		
Sex		
Sexual orientation		

Stage four: Planning for improvement

This section of the form should be completed when developing plans for the school.

The actions you identify here can also be incorporated into your school transition plan to support mainstreaming and effective performance management. Additionally, they should be reflected in any decision making reports related to the activity under analysis.

What actions have been identified:

- to mitigate against or minimise any negative impacts?
- to advance equality, and therefore improve the activity?

Please consider and include:

- *What are the plans now, that the project is completed?*
- *What plans are being put in place for employees to carry out the roles in line with the School's policy?*
- *Have any learning and developmental needs been identified?*
- *What lessons have been learned from this EQIA? How will these shape future Pay recommendations?*

Quality assured by:	
Signed off by:	
Date:	
Comments (If any)	

Appendix 8: Pay Recommendation - Equality Impact Assessment (EQIA)

Contents

- Guidance Notes (Part 1)
- Post Implementation EQIA Form (Part 2)

Please read the guidance notes before completing the forms.

Part 1 – Guidance notes

1.1 What is an Equality Impact Assessment (EQIA)?

An EQIA helps Argyle Primary School evaluate how proposed policies or decisions may affect people with protected characteristics, as defined in the Equality Act 2010. It ensures that we:

- Eliminate unlawful discrimination.
- Advance equality of opportunity.
- Foster good relations between groups.

Most significant internal activities that affect School employees should undergo an Equality Impact Assessment (EQIA) at both the planning and post implementation stage, to monitor their impact on workplace equality over time, or when significant changes occur.

1.2. Considering equality impacts is a legal requirement

This should be an integral part of developing or changing services, not a last-minute add-on.

In the event of any legal proceedings the courts expect documented evidence showing the school has given “due regard” to equalities when making decisions and in xxx School, the way we do this is through our EQIA form. It should be used in a process which may have an impact on Argyle Primary School employees.

The lead person responsible for completing this EQIA is typically the Head of the Pay Committee or the Headteacher, if assigned by the Governing Body.

1.3 Define the scope of the activity

Describe the changes clearly (e.g. Pay recommendation) Identify the category of staff that are affected.

1.4 Data collection and baseline analysis

Gather the workforce data (**those eligible for the Pay recommendation**):

- Age
- Disability
- Gender reassignment (we currently do not hold this information)
- Marriage and civil partnership
- Pregnancy and maternity leave
- Race
- Religion or belief
- Sex

- Sexual Orientation

These are the protected characteristics in the Equality Act 2010. Identify patterns or concentrations of any protected groups in areas affected (is there an obvious group impacted by the proposed changes).

***Note:** The school may not capture all protected characteristics. If data is missing, consider using surveys, consultations, or anonymised feedback to fill gaps. Clearly document any data limitations and how they may affect the EQIA.*

Please ensure that any data limitations are noted and considered in the impact analysis. This includes:

- *Protected characteristic categories where data is incomplete or not collected.*
- *Groups that are underrepresented in internal systems (e.g. non-binary identities, care leavers, refugees).*
- *Any assumptions made due to gaps in data.*
- *Whether mitigation or further consultation is required due to the data gaps.*

1.5 Impact assessment

When you have the data, assess the potential negative and positive impacts for all protected and additional characteristics. Below is a list of the protected characteristics which we must ensure we are assessing the impact of.

Protected Characteristic	Potential Negative Impact	Potential Positive Impact	Mitigating Action
Age	Older staff more at risk		Review process to ensure fairness. Provide support and/or training.
Disability (visible and non-visible)	Does this impact recommendation?		Consider reasonable adjustments
Gender reassignment	Are there challenges?		Review criteria to ensure fairness
Marriage & civil partnership	Are assumptions made?		Focus on the importance of treating all employees fairly, regardless of their marital status
Pregnancy & maternity leave	Pregnant employees or those on maternity must not be overlooked		Provide support for employees returning from maternity leave
Race	Individuals may face racial discrimination		Implement, enforce and communicate clear anti-racist policies to staff
Religion or belief	Individuals may feel excluded or isolated if their religious practices or beliefs are not understood		Encourage and support an inclusive work environment by

	or respected by colleagues		accommodating religious practices
Sex	Disproportionate impact on part-time/flexible workers (often women)		Ensure this is not a barrier
Sexual orientation	Individuals may face discrimination or harassment based on their sexual orientation		Support network by providing a sense of community and support
Additional Characteristics			

At Argyle Primary School, we are also concerned about additional characteristics, this information may not be available as part of the Pay recommendation process, but it is something that must be considered:

- Intersectionality. This could be statistically significant data on disproportionality or evidence of disadvantage or discrimination for people who have a combination, or intersection, of two or more characteristics. Are there any overlapping characteristics that may contribute to disadvantage?
- Transgender. Refers to a person's gender identity. Includes trans men, trans women, non-binary individuals. This could be statistically significant data on disproportionality or evidence of disadvantage or discrimination.
- Bisexuality
- If you know of other additional characteristics, please include in the form, such as paternity leave and neurodiversity.

1.6 Decision Making Transparency

Ensure the EQIA informs decision making and these decisions are documented.

- How equality risks were identified
- Actions taken to avoid or reduce impact
- Reasons for proceeding if adverse impact remain

For transparency, share the reasons behind the decisions with Trade Unions.

1.7 Monitoring and Review

Note: Chair of the Pay Committee should assign a named officer to be responsible for monitoring outcomes. Include a mandatory review schedule and ensure findings are reported to Headteacher.

- Commit to reviewing outcomes annually.
- Report to Trade Union Reps (if necessary)
- For further information please visit EHRC Equality Impact Assessment Guidance: <https://www.equalityhumanrights.com>

1.8. Storage

Include details of the file storage/location of the completed EQIA

[Free text box needed here]

Part 2 - Post Implementation EQIA Form

This section is completed after implementation of the Pay recommendation. Use it to evaluate actual impacts, compare with expected outcomes, and identify lessons learned for future projects. It is a requirement to complete a post-implementation EQIA.

Our approach

Post Equality Impact Assessments (Post EQIAs) our chosen way for working out the effect of our policies, practices or activities (the word activity will be used throughout this form as an umbrella term) might have on different groups to see if we need to take action or to prompt equality for other areas such as performance. They are an important School improvement tool, making sure that our procedures are as effective as they can be for everyone. They also help to prevent us from taking action that might have outcomes we did not intend. This form captures how we are going to review the Pay recommendations and what we need to consider as part of the post EQIA going forward within the school.