



Pay Policy – Teachers

Introduction

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 has been consulted on with staff and/or the recognised trade unions.

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high-quality teacher workforce
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.

Pay decisions within schools are made by the Governing Board. For those teachers employed centrally by the Local Authority (LA), where reference is made throughout the policy to the Governing Board, the appropriate service manager will take responsibility for dealing with pay matters in line with the STPCD.

Scope

This policy applies to all teaching staff in community and voluntary controlled schools and those employed centrally by the LA under the STPCD. It is also commended to all other schools in the borough.

Remit for the pay committee for Blackburn with Darwen Schools:

The Governing Board may appoint a Pay Committee to make recommendations to the Governing Board.

The Pay Committee will comprise at least three governors who are not employed by the school. Eligible governors will be able 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.

Establishment of the policy

The Pay Committee is responsible for:

- establishing the policy, in consultation with the head teacher, staff and trade union representatives, and submitting it to the Governing Board for approval.

The Governing Board is responsible for:

- formal approval of the policy.

Monitoring and review of the policy

The Pay Committee is responsible for:

- reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives; and submitting it to the Governing Board for approval.

The Governing Board is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

Application of the policy

The head teacher is responsible for:

- 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) and classroom teachers 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 Board and
- ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Committee should be notified of teachers who have progressed to the UPR and those who haven't.

The Appeals Committee of the Governing Board is responsible for:

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

Pay Reviews

The Governing Board will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

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.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Board 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

The Governing Board 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.

In making such determinations, the Governing Board may take into account a range of factors, including but not limited to:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context
- Whilst there is no longer any statutory requirement to match teachers' previous salaries (pay portability) when they are applying for a post in a different school, schools are free to do so if they choose.

Please see **Appendix 1** for the pay scales for all teachers including leadership, plus values for TLR and SEN payments.

Unqualified teachers

Upon obtaining qualified teacher status (QTS), an unqualified teacher will be transferred to a salary within the MPR for teachers which is higher than the salary they would have received had they remained as an unqualified teacher, including any additional allowances, and progressed as normal that year.

Main Pay Range and Upper Pay Range Teachers

The governing board undertakes that it will not restrict the pay range advertised/starting salary and/or pay progression available for classroom teacher posts, other than the minimum of the MPR and the maximum of the UPR.

When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the governing board will pay the teacher on the MPR.

Leading Practitioner teacher posts

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

When determining the pay scales for such posts, the governing board will do so by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality and fair pay relativities between posts of differing levels of responsibility.

Leadership teacher posts (head teacher, deputy and assistant head teachers)

The governing board will maintain a 43-point leadership pay range, as set out in the joint union advice on teacher pay scales in England.

The pay ranges for the head teacher, deputy head teacher[s] and assistant head teacher[s] will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities.

The Governing board has established the following pay ranges for the head teacher, deputy head teacher[s] and assistant head teacher[s]:

Head teacher pay range
[7-point range for head teacher]

Deputy head teacher pay range
[5-point range for deputy head teachers]

Assistant head teacher pay range
[5-point range for assistant head teachers]

Discretionary payments to the head teacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.

The governing board will normally appoint new leadership teachers at the bottom point of the relevant pay range.

The governing board will pay teachers as deputy or assistant head teachers only where the governing board is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- requires the teacher to lead and manage the school through:

- i. development of teaching and learning priorities across the school;
 - ii. accountability for the standards of achievement and behaviour of pupils across the school;
 - iii. accountability for the planning and deployment of the school's resources;
 - iv. leading policy development and implementation across the school in accordance with statutory provisions;
 - v. managing whole school operational activity;
 - vi. working with external bodies and agencies; and
 - vii. securing pupils' access to their educational entitlements.
- has an impact on the educational progress of the school's pupils;
 - involves leading, developing and enhancing the teaching practice of the school's staff; and
 - includes line management responsibility for a significant number of people and/or the line management of other line managers.

In the case of a deputy head teacher post, the governing board must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an assistant head teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the head teacher.

Teaching & Learning Responsibility Payments (TLRs)

TLR1 and TLR2

The Governing Board will award TLR1 and TLR2 payments to classroom teachers (including part time teachers) who undertake sustained additional responsibility in accordance with the pay ranges specified in the STPCD. Unqualified teachers cannot be awarded TLRs.

TLR1s and TLR2s are awarded on a permanent basis. If they are discontinued other than on a voluntary basis, safeguarding is payable.

TLR1s or TLR2s may only be awarded on a temporary basis to cover maternity or sick leave, or secondments. There is no entitlement to safeguarding in these circumstances.

Where a part time teacher is awarded a TLR1 or TLR2, the governing board will ensure that the duties associated with the role are pro-rata to a full-time equivalent teacher.

The governing board is committed to maintaining appropriate levels of TLRs to reflect the distribution of responsibilities across the school and to ensure that teachers are properly rewarded for undertaking additional responsibilities.

Before awarding any TLR1 or TLR2 payment, the governing board 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.

In addition, before awarding a TLR1 payment, the governing board must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

The governing board, advised by the headteacher, will maintain a regular review of the duties for which a TLR should be paid to reduce indirect discrimination.

TLR3 payments

The duration of TLR3 payments will be established at the outset. These will be awarded for clearly time-limited school improvement projects or one-off externally driven responsibilities, in line with the STPCD.

Before making any TLR3 payment, the governing board must be satisfied that the responsibilities meet a, b and d of the above TLR1/TLR2 criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement, which should instead be rewarded by means of a permanent TLR payment.

Where the governing board wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range) and the duration of payment will be set out clearly to the recipient.

The governing board will ensure that TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

TLR3 payments will be paid in full and not prorated for part-time teachers.

Special educational needs (SEN) allowances

The governing board will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.

Teachers who meet the statutory criteria will receive a SEN allowance at least equal to the minimum of the SEN range. Teachers with two or more years' experience in the role or in a similar role in a predecessor school or service will receive a higher SEN allowance equal to the maximum of the SEN range.

SEN allowances may be held at the same time as TLRs.

Acting allowances

Where any teacher is required to act 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 equal to that of the substantive post holder.

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.

Other payments

Continuing professional development (CPD) outside directed time; initial teacher training (ITT) activities; and out-of-school learning activities

The governing board will make additional payments to all teachers (including the head teacher) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment.

The governing board recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

Recruitment and retention incentives and benefits

Where the governing board wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in this policy. Such payments will be reviewed annually and there will be full consultation with union representatives before the decision is made to make any such payment.

Safeguarding

The governing board will operate salary safeguarding arrangements in line with the provisions of the STPCD.

Safeguarding applies in 3 circumstances related to salary and additional allowances paid for specific reasons. When:

- A. A teacher's main salary is safeguarded if their post is revised or removed as a result of school closure or restructuring
- B. As a result of changes to its pay policy or staffing structure, the duties which resulted in the award of teaching and learning responsibility (TLR) payments – TLR1 or TLR2 – or an unqualified teacher's allowance are no longer applicable
- C. There's a reduction in the number of members of the leadership group or leadership practitioners, or a lowering of the pay range for a member of the leadership group or for leading practitioners

The start date of the safeguarding period is determined by when the decision to reduce salary is made.

For decisions taken between:

- 1 September and 31 December, the safeguarding period begins the following 1 January
- 1 January and 31 March, the safeguarding period begins 1 April
- 1 April and 31 August, the safeguarding period begins 1 September

The governing board must notify the teacher of safeguarding in writing within 1 month of taking the decision.

Safeguarding lasts for 3 years, except in certain circumstances (see paragraph 32.1 of the STPCD).

The STPCD states that teaching staff in receipt of a safeguarded sum higher than £500 can be given additional duties that the governing board, advised by the headteacher, deems appropriate and is commensurate with the safeguarded sum. Examples of duties could be tasks linked to school improvement, such as leading on a project, or any tasks which would enhance the level of support for teaching and learning functions in the school.

The governing board agrees that such duties must be reasonable, appropriate, and mutually agreed. Additionally, they must not be of an administrative or clerical nature, and they should not meet the criteria for a TLR payment.

Pay Progression

In this school all teachers can expect to receive regular, constructive feedback on their performance and development 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 policy.

Teachers should expect to receive pay progression within the maximum of their pay range unless they are subject to formal capability procedures. Pay progression is automatic and annual for all teachers within until they reach the top of their range. This includes Early Career Teachers (ECTs), unqualified teachers, classroom teachers (on the main and upper pay ranges), lead practitioners and those on the leadership scale unless they are subject to formal capability procedures. Pay progression is not linked to performance.

Movement To The Upper Pay Range

Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range. Applications may be made at least once a year.

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. Pay decisions are a matter for each individual school.

All applications include the results of reviews or appraisals under the 2011 or 2012 regulations, (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria).

Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity/paternity/adoption leave, may cite written evidence for a 3-year maximum period before the date of application in support of their application.

The process for applications is as follows:

1. Complete the school's application form.
2. Submit the application form and supporting evidence (as above) to the Headteacher by the cut-off date of 31 October.
3. The teacher will receive notification of the name of the assessor of their application within 5 working days (e.g. line manager or appraiser).
4. The assessor will review the application, which will include a recommendation to the Pay Committee.
5. The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor.
6. The Pay Committee will make the final decision, advised by the Headteacher.
7. Teachers will receive written notification of the outcome of their application by 31 December, including confirmation of the right of appeal. 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 'The Threshold Assessment' below).
8. If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school 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.
9. Successful applicants will move to the minimum of the Upper Pay Range on 1 September of the academic year in which the 31 October deadline lies.
10. Unsuccessful applicants can appeal the decision.

The Assessment

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

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution are substantial and sustained.

For the purposes of this pay policy:

- 'highly competent' could include; performance which is not only good but also good enough to provide or the ability to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to support them as they aim to meet the relevant standards and develop their teaching practice.

- 'substantial' could include; of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

and

- 'sustained' could include; maintained continuously over a long period e.g. two consecutive successful appraisal cycles.

Processes and procedures

The head teacher will determine where on the upper pay range a successful teacher is placed, and, if teachers can start further up the range, insert how their position on the upper pay range will be decided in a fair and consistent way (e.g. based on considerations including:

- the nature of the post and the responsibilities it entails
- the level of qualifications, skills and experience of the teacher).)

If unsuccessful, feedback will be provided by the head teacher within 5 working days of the decision and this will be confirmed in writing.

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 which can be found at Appendix 2.

Part-Time Teachers

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 Board 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 fulltime teacher in an equivalent post. Additional hours will be paid at the same rate.

Short Notice/Supply Teachers

The governing board will, wherever possible, seek to employ supply staff directly and not via agencies. When employing staff directly on a short-term basis, it will employ them on the same pay and working time arrangements as permanent staff and will apply the principle of pay portability for teachers.

Teachers employed on a day-to-day or other short notice basis will be paid daily, 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. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged

on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

Monitoring The Impact Of The Policy

The Governing Board will monitor the outcomes and impact of this policy on a regular basis (insert the frequency, e.g. yearly/biennially), including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

An Equality Impact Assessment (EIA) may be undertaken to ensure that the application of the policy does not disadvantage any group with a protected characteristic(s) as defined by the Equality Act 2010. Teachers will not be denied pay progression for any pregnancy or maternity related issues or absences, or any disability or disability related absences.

In the event the Government recommend future changes it is agreed that full consultation will be undertaken.

Document Control

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