

# **BEDFORD BOROUGH COUNCIL**

**MEETING:** Joint Consultative and Negotiating Committee for Primary and Secondary Education

**DATE:** Friday 15 November 2024

**TIME:** 1.30pm

**VENUE:** Online meeting via MS Teams

## **IMPORTANT INFORMATION ABOUT THIS VIRTUAL MEETING**

Meetings of this Committee are not subject to the requirements of the Local Government Act 1972 which requires other Council meetings to be held in-person. Consequently it has been agreed to hold this meeting virtually.

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### **AGENDA**

### **Introduced by**

- |   |              |
|---|--------------|
| <b>1. Election of Chair for the Academic Year 2024/25</b>                                   | <b>SDSO</b>  |
| <b>2. Appointment of Vice-Chair for the Academic Year 2024/25</b>                           | <b>Chair</b> |
| <b>3. To receive any apologies for absence</b>  | <b>Chair</b> |
| <b>4. To consider any questions from members of the public and Members of the Committee</b> | <b>Chair</b> |
| <b>5. Minutes</b>   | <b>Chair</b> |

To confirm the Minutes of the meeting of the Committee held on 22 March 2024 (*copy enclosed*).

**6. Disclosure of Local and/or Disclosable Pecuniary Interests**

Chair

Members are reminded that where they have a local and/or disclosable pecuniary interest in any business of the Council to be considered at this meeting they must disclose the existence and nature of that interest at the commencement of that consideration, or when the interest become apparent, in accordance with the Council's Code of Conduct.

**7. Terms of Reference**

SDSO

*To consider the Committee's updated terms of reference for approval (copy enclosed).*

**8. Minutes of the JCC and JNC Working Parties**

CO-ES&S

*To receive the Minutes of the meetings of the JCC and JNC Working Parties held on 23 October 2024 (copies enclosed).*

**9. School Teachers' Pay and Conditions Document and Model Pay Policy**

CO- ES&S

*To consider the School Teachers' Pay and Conditions Document and Model Pay Policy for approval (report of the Chief Officer for Education, SEND and Schools enclosed).*

**10. Teachers Appraisal Policy**

CO – ES&S

*To consider an updated Teachers Appraisal Policy for inclusion in the Schools Personnel Handbook (report of the Chief Officer for Education, SEND and Schools enclosed).*

**11. Date of next meeting**

Chair

*To agree a date for the next meeting.*

L CHURCH  
Chief Executive

To: Members of the **JOINT CONSULTATIVE AND NEGOTIATING COMMITTEE FOR PRIMARY AND SECONDARY EDUCATION**  
(Councillors Abood, McMurdo, Sultan, Valentine and Wheeler)

Senior Democratic Services Contact Officer: Allison Souster  
(Tel: 01234 228905; Fax: 01234 228935;  
email: [allison.souster@bedford.gov.uk](mailto:allison.souster@bedford.gov.uk))

Date of issue: 7 November 2024

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Audio and visual recording - Please note that this virtual meeting is open to the public and is being recorded by the Borough Council. Attendees should consider this in relation to their participation in the meeting as provided for in the agenda. Access to this virtual meeting is as set out on the first page of this agenda. Following the meeting, it is intended that the recording will be published on the Council's website. The Council's Privacy Notice is available on its website or from the Democratic Services Contact Officer whose details are shown above. Audio and video recordings may be stored on computer servers outside of the European Union. Any wish by any other attendee to record the meeting should be made known in advance to the Democratic Services Contact Officer and at the meeting.

Where necessary for reasons of confidentiality the public may be excluded from the virtual meeting and in this case no audio recording of that part of the meeting will be publicly available. Where this is the case any item for Exclusion of the Public will be itemised on the published agenda prior to the meeting.

22 March 2024

**AT A MEETING**

of the

**JOINT CONSULTATIVE AND NEGOTIATING COMMITTEE  
FOR PRIMARY AND SECONDARY EDUCATION**

held at 1.30pm on the 22<sup>nd</sup> day of March 2024

**This Committee is not a Committee established under the regulations of the Local Government Act 1972 that are required to meet in person, therefore, this meeting was held virtually**

**PRESENT:** Peter Thornes (NAHT) (Vice-Chair in the Chair)  
Councillors Coombs, Sultan, Valentine and Wheeler

David Bailey (ASCL), John Ludlow (NASUWT) and Deirdre Murphy (NEU)

Apologies for absence were received from Councillor McMurdo, Martin Foster (GMB) and Kiran Mal (UNISON). Lila Begum, Senior Officer Equality, Diversity and Inclusion and Chris Morris, Chief Officer for Education, SEND and School Infrastructure, were unable to attend the meeting.

Officers in attendance: Emma Dancer, Policy and Workforce Development Officer; Judith Lovely, Manager for School Improvement; Alison MacAulay, Manager for HR Strategy and Workforce Development; Heidemarie Munro, Team Leader People; Allison Souster, Senior Democratic Services Officer; and Will White, HR Business Partner

**9. QUESTIONS**

There were no questions from Members of the Committee or members of the public.

**10. MINUTES**

**RESOLVED:**

That the Minutes of the meeting of the Committee held on 3 November 2023 be confirmed.

**11. DISCLOSURE OF LOCAL AND/OR DISCLOSABLE PECUNIARY INTERESTS**

There were no disclosures of interest.

**12. MINUTES OF JCC AND JNC WORKING PARTIES**

The Committee received the Minutes of the meetings of the Joint Consultative Committee and Joint Negotiating Committee Working Parties held on 8 March 2024.

**RESOLVED:**

That the Minutes of the meetings of the Joint Consultative Committee and Negotiating Committee Working Parties held on 8 March 2024 be received.

**13. SCHOOL TERM DATES 2025-2026**

The Committee received the report setting out the proposed term dates for the 2025-2026 academic year.

Whilst it was recognised that schools could amend the dates to accommodate training days, the view was expressed that the proposed calendar was well-balanced and reflected previous discussions with representatives of schools.

**RESOLVED:**

That the suggested option for 2025/26 as set out in the attachment to the report be approved and that the Chief Education Officer be authorised to distribute the documents to schools as soon as possible.

#### **14. LEGISLATIVE POLICY UPDATES**

The Committee considered the report of the Chief Officer for Education, Schools and SEND detailing the review of the relevant sections of the Schools Personnel Handbook that had been undertaken by Personnel Services to ensure that the content was up to date and reflected new legislation effective from 6 April 2024 in relation to paternity leave, handling of statutory flexible working requests, carers leave and enhanced redundancy protection for employees who were pregnant, on maternity, adoption or shared parental leave, or who had recently returned from maternity, adoption or shared parental leave.

The updated sections, which had previously been considered at the JNC Working Party meeting, were agreed.

The NEU representative requested that the policies relating to social media and professional conduct be reconsidered and reissued, as these were issues that were being dealt with frequently in the Borough's schools. This would raise awareness of the guidance to all school staff, and it was important that school staff took ownership of these policies.

It was noted that these policies were already contained in the Schools Personnel Handbook, which was updated regularly following consultation on revisions at JCC and JNC Working Party meetings and endorsement by this Committee. A Schools Circular was distributed regularly to schools by HR to highlight any changes and it was suggested that the next circular, due out the following week, could include an article on social media and professional conduct.

The possibility of a regular HR slot at BBLE meetings was discussed. HR support, including access to the Schools Personnel Handbook, was part of the buy-back offer to academies and, as such, not all Headteachers at BBLE meetings would have access to the documents; however, it noted that the majority of attendees represented maintained schools and this could provide a forum for further promoting the Council's services to non-maintained schools.

#### **RESOLVED:**

That the updated documentation be approved as amendments to the Schools Personnel Handbook.

22 March 2024

15. **DATE OF NEXT MEETING**

RESOLVED:

That it be noted that the date of the next meeting is 5 July 2024.

The meeting ended at 1.54 pm

## BEDFORD BOROUGH COUNCIL

### CONSTITUTION OF THE JOINT CONSULTATIVE AND NEGOTIATING COMMITTEE FOR MAINTAINED SCHOOLS AND THE EDUCATION SERVICE

**REVISED NOVEMBER 2024**

#### 1. **INTRODUCTION**

- 1.1. The Committee shall be called the Bedford Borough Council Joint Consultative and Negotiating Committee for Maintained Schools and the Education Service (and throughout this document will be referred to as the Committee) and shall operate in the area of the Bedford Borough Council (throughout this document referred to as the Borough Council). The scope of the Committee shall relate to:-
- (i) Negotiation regarding the conditions of service for all qualified teachers (including Head teachers) and school support staff in nursery, ~~lower~~, primary, ~~middle~~, secondary, ~~upper~~ and special schools and all other teachers and school support staff otherwise employed by the Borough Council.
  - (ii) Negotiation regarding all staff employed by the Borough Council under the Conditions of Service determined by the Soulbury Committee.
  - (iii) Consultation on any matters referred to the Committee by the Director of Children's Services (or ~~his/her~~ their representatives); or referred to it by the teachers' professional associations or GMB, UNISON and GMB UNITE; or referred to the Committee by either the JNC Working Party, the JCC Working Party or the Soulbury Working Party.

#### 2. **REPRESENTATION**

- 2.1. The Committee shall be composed of a Borough Council Panel and a Staff Panel. Matters relating to staff on Soulbury Conditions of Service will be considered by a Borough Council Panel and a Staff Panel reflecting the make up of a national forum for Soulbury staff. The Borough Council's Panel shall consist of five Members appointed by the Borough Council.
- 2.2. The Staff Panel shall consist of one representative from each of the ~~NUT~~ NEU, ~~the ATL~~, ~~the~~ NASUWT, ~~the~~ ASCL, ~~the~~ NAHT, VOICE, GMB, UNISON and UNITE GMB.
- 2.3. The Soulbury Staff Panel will consist of one member each from the ~~NUT~~ NEU, ~~the~~ ASPECT and ~~the~~ AEP.
- 2.4. The Staff Panel shall appoint a secretary who shall also be entitled to attend all meetings of the Committee. In circumstances where the attendance of the



secretary means that the numbers for the relevant professional association or trade union are exceeded then the secretary would not vote.

- 2.5. The members of the Committee shall continue in that capacity for so long as their appointing bodies may determine. If any of the appointing bodies fail to appoint the number of representatives provided for by the Constitution such failure to appoint shall not invalidate the decisions of the Committee.
- 2.6. In the event of any members of the Committee being unable to attend a meeting of the Committee, the body represented by that member shall be entitled to appoint another person to attend as a substitute for that meeting.
- 2.7. Provided there is seven days' notice to the other Panel either Panel may have in attendance at meetings such advisers as they deem necessary. Such advisers shall have no power to vote.

### 3. **QUORUM**

- 3.1. A quorum for the Committee in the case of meetings involving the Borough Council's Panel and the Staff Panel for Maintained Schools (and the Education Service) shall be six voting members of which at least three are from the Borough Council's Panel and three (subject to two trade unions/professional associations being represented) from the Staff Panel.
- 3.2. On those occasions where an item relates solely to either teachers' or support staff then the quorum for representatives from the teachers' professional associations shall be three (subject to at least two associations being represented) and from UNISON and GMB the quorum shall be one.
- 3.3. In the case of meetings involving the Borough Council's Panel and the Soulbury Staff Panel, the quorum of this Committee shall consist of five of which at least three are from the Borough Council's Panel and two from the Soulbury Staff Panel.
- 3.4. The secretary of the JCNC may attend the Committee or may take up one of the places allocated to their respective association.

### 4. **CHAIRPERSON AND OFFICERS**

- 4.1. The Committee shall appoint annually at the first meeting in the academic year, a Chairperson and Vice Chairperson. The nominee of the Borough Council's Panel shall be the Chairperson for the first year and the nominee of the Staff Panel shall be the Vice Chairperson. Thereafter, the position shall be reversed annually with effect from 1 September. In the absence of the Chairperson or the Vice Chairperson at any meeting a member of the Committee shall be elected to preside for that meeting.
- 4.2. The Staff Panel and the Borough Council Panel, shall each appoint a secretary (who need not be a member of the Panel) to agree drafts of agenda papers and minutes of meetings. Papers for each meeting will be distributed

by the secretary to the Borough Council Panel. The secretary of the Staff Panel and the secretary of the Borough Council Panel shall notify each other of any agenda items for a meeting of the Committee at least 14 days before the date of the meeting.

## 5. **FUNCTION**

- 5.1. The Committee will work within a framework of agreements concluded at national level or in respect of matters not dealt with by national agreements (which might be peculiar to the circumstances affecting the Borough Council and its staff) and the Committee may consider and make recommendations on any matter concerning the conditions of service of teachers and school support staff or those employed under the Soulbury Committee conditions.
- 5.2. The Committee will consider any matter referred to it either by the Director of Children's Services (or ~~their~~ ~~his/her~~ representatives) or referred to it by the relevant trade unions and professional associations.
- 5.3. The Committee will also consider matters referred to it by the JNC Working Party, the JCC Working Party or the Soulbury Working Party.

## 6. **PROCEDURE**

- 6.1. The Committee shall normally meet on ~~three at least four~~ occasions in each Academic Year, ~~and at least~~ once every term. The date and time of all meetings shall be agreed by the relevant secretaries to the Borough Council Panel and the Staff Panel or by the Committee.
- 6.2. The secretaries may be directed to cancel a meeting (due to no items of business) or call a meeting at any time by the Chairperson of the Committee or by a requisition agreed by a majority of either the members of the Staff Panel or the Borough Council Panel. It should be noted that where further meetings are agreed or cancelled during the course of a meeting of the Committee the majority refers to those present. Where it is necessary to consider cancelling or calling an additional meeting between meetings of the Committee the majority will refer to the total number of places on each panel.
- 6.3. Notice of a meeting shall be sent to all members of the Committee at least seven days before the date of the meeting and shall state the nature of the business to be transacted. The Chair of the Committee, together with the secretaries, can decide whether to accept an item submitted within the seven-day deadline. Notice to cancel a meeting due to no items of business shall be sent to all members of the Committee at least seven days before the date of the meeting stating such
- 6.4. Voting shall take place only within each Panel. The Chairperson of the Panel shall have the right to call a meeting of that Panel prior to a meeting of the Committee or to call for an adjournment of a meeting of the Committee in

order that the Panel may consider its attitude to a question or hold a vote privately.

- 6.5. No recommendation shall be regarded as carried unless it has been approved by a **majority of the members on each of the Panels of the Committee**. Where the Borough Council is unable to implement a recommendation from the Committee the matter will be referred back to the Committee for further consideration. The Borough Council reserves the right to determine policy recommendations for maintained schools and the wider education service once a matter has been reconsidered by the JCNC.

## 7. **ORGANISATION OF THE AGENDA**

- 7.1. It is anticipated that meetings of the Committee will be limited to a maximum of three hours. Items relating to negotiation on terms and conditions of employment will be limited to 90 minutes; items relating to consultative matters will be limited to 90 minutes. It is recognised that these limits are notional dependant upon the nature of the business to be transacted at the meeting as determined by the secretaries to the relevant panels.
- 7.2. In order to manage the business of the JCNC in the most efficient and effective manner, consideration will be given to those items requiring either teachers or support staff representation only to be allocated specific time slots on the agenda. The organisation of the agenda will be mutually agreed in discussion with the relevant trade unions and professional associations.
- 7.3. Priority items (which might arise in the context of the importance or urgency of a matter, or in the context of the availability of the relevant officers of the Borough Council) can be considered as a priority with the agreement of the secretaries and the Chairperson of the Committee.
- 7.4. The minutes of previous meetings (as well as minutes of the relevant Working Parties) will be considered as part of the agenda. This will provide an opportunity for members of the Committee to ask questions and seek clarification with regard to items within the minutes of a previous meeting. It is intended that matters arising in this format should take no longer than 10 minutes to transact.

## 8. **REVIEW**

- 8.1. The Constitution of the Committee will be subject to review after 12 months of operation.



## JOINT CONSULTATIVE COMMITTEE WORKING PARTY

Minutes of meeting held on

**Date** Wednesday 23<sup>rd</sup> October 2024

**Time** 10.00am – 10.30am

**Venue** Microsoft Teams

Name	Job Title	Representing	Apologies
Alison Macaulay	Head of Human Resources and Organisational Development	Bedford Borough Council	
Neil Guess	HR Business Partner	Bedford Borough Council	
Judith Lovely	Manager for School Improvement	Bedford Borough Council	
David Bailey	Representative (ASCL)	ASCL	<b>X</b>
Peter Thornes	Representative (NAHT)	NAHT	
Deidre Murphy	Representative (NEU)	NEU	
John Ludlow	Representative (NASUWT)	NASUWT	<b>X</b>
Sati Bachu	Representative (Community Union)	Community Union, Voice Section	<b>X</b>
Trudi Woodland	Representative (GMB)	GMB	
Kiran Mal	Representative (UNISON)	UNISON	
Piotr Skorupski	Representative (UNITE)	UNITE	<b>X</b>

No	Item	Action
1	<b>Welcome and Apologies</b>  AM welcomed all to the meeting and introduced NG to the meeting, but most will already know NG. NG is acting up as a HR Business Partner whilst Will White is on a career break. JL is in attendance as deputy for Chris Morris.  Apologies were received from DB, JL and SB, although SB may join later.	
2	<b>Minutes of Last Meeting</b>  Were agreed.	

3	<b>Matters Arising</b> <p>DM asked about an update regarding policies. AM clarified that this would be picked up by the JNC working party.</p>	
4	<b>Staff Turnover Statistics</b> <p>AM highlighted that there were 2 schools where the turnover was more than 100% and passed to NG to explain.</p> <p>NG explained that this was because the schools in question had TUPE transferred into a MAT. As the Council is also the payroll provider for the MAT we had to show all staff leavers and then re-start them with the new employer. This meant that all staff were issued a P45 in line with TUPE processes.</p> <p>DM and PT highlighted a number of schools where the number of Teaching Assistant's and other staff leaving seemed to be high. PT commented that some schools are moving away from having Teaching Assistant's in every class.</p> <p>DM raised that she was concerned regarding the number of leavers within certain schools and that this is due to recruitment and retention issues with teachers leaving the profession and support staff leaving due to the low pay they receive. DM feels this data needs further interrogation.</p> <p>AM confirmed the Council only has limited data and only for the schools which buy back our services.</p> <p>TW shared that she supported DM's view and in her experience some schools were only having Teaching Assistant's where it is required by an Education Health and Care Plan. This approach puts more strain on teachers and other remaining staff.</p>	
5	<b>Schools Forum</b> <p>AM stated that the last meeting was 8<sup>th</sup> July 2024 and asked if there was anything that needed to be fed back from this.</p> <p>DM shared that she had circulated a report to all parties but it was mostly about budgets. It was noted that the next meeting of the forum will be a critical one.</p>	
6	<b>Any other business</b> <p>JL was going to present the Education Strategy Launch video but due to time constraints of the meeting this will be shared with all parties via email. JL shared that there are funding pressures on schools which will be discussed at the next Schools Forum. CM is also looking at further de-delegation of centrally held funding in order schools can receive more. There is a lack of funding announcements from the Government that would usually have happened by July. This is making it difficult to budget as we don't know what funding is coming in.</p>	

	DM commented that this situation is not unique to Bedford Borough Council and all Council's are facing similar issues.	
7	<b>Date of next meeting</b>  Tuesday 25 <sup>th</sup> February 2025 at 10.00am via Microsoft Teams	



## JOINT NEGOTIATING COMMITTEE WORKING PARTY

Minutes of meeting held on

**Date** Wednesday 23<sup>rd</sup> October 2024

**Time** 10.37am – 11.16am

**Venue** Microsoft Teams

Name	Job Title	Representing	Apologies
Alison Macaulay	Head of Human Resources and Organisational Development	Bedford Borough Council	
Neil Guess	HR Business Partner	Bedford Borough Council	
Heidemarie Munro	Team Leader People	Bedford Borough Council	
Emma Dancer	Policy & Workforce Development Officer	Bedford Borough Council	
Chirs Morris	Chief Officer – Education, SEND & School Infrastructure (Chief Education Officer)	Bedford Borough Council	<b>X</b>
Judith Lovely	Manager for School Improvement	Bedford Borough Council	
David Bailey	Representative (ASCL)	ASCL	<b>X</b>
Peter Thornes	Representative (NAHT)	NAHT	
Deidre Murphy	Representative (NEU)	NEU	
John Ludlow	Representative (NASUWT)	NASUWT	
Sati Bachu	Representative (Community Union)	Community Union, Voice Section	
Trudi Woodland	Representative (GMB)	GMB	
Kiran Mal	Representative (UNISON)	UNISON	
Piotr Skorupski	Representative (UNITE)	UNITE	<b>X</b>

No	Item	Action
1	<b>Welcome and Apologies</b>  AM welcomed all to the meeting, particularly SB as this was her first time attending the working party. All parties introduced themselves.  Apologies were received from DB and CM.	
2	<b>Minutes of Last Meeting</b>	

	Were agreed.	
3	<b>Matters Arising</b>  None	
4	<b>Model School Pay Policy for Teaching Staff 2024</b>  ED presented the Model Pay Policy report, which was circulated with the agenda, and highlighted the main changes as a result of changes in the School Teachers Pay and Conditions Document (STPCD) 2024.  DM understood that one change is that pay will no longer be performance related so where has the section in relation to it being a voluntary option come from. ED stated that mandatory performance related pay has been removed but it has been left in as an option for schools.  DM acknowledged that the changes were quite straightforward and that she would urge schools to follow the Model Pay Policy and to not exercise their option to use performance related pay.  It was agreed by all parties that the policy moves to JCNC for approval.	
5	<b>Teachers Appraisal Policy</b>  ED presented the Teachers Appraisal Policy report, which was circulated with the agenda, and highlighted the main changes including those as a result of changes in the STPCD 2024.  DM asked that in relation to paragraph 7.10 wording could be added whereby Trade Unions could be involved if no agreement on objectives is reached. ED agreed that this could be reviewed.  DM commented in relation to paragraph 10.4 that whilst it isn't a requirement she feels it is essential that mid-cycle reviews take place. This can help to identify and deal with any issues at an early stage. ED confirmed that the wording in the policy is in line with the STPCD 2024.  DM asked if additional clarity could be added in relation to learning walks and their objective. DM has come across situations where learning walks are being used as part of the formal appraisal process, which is not correct. This is because teachers are receiving formal feedback as a result of a learning walk. Learning walks do have their place within schools but this should be with a wider view of how things are going across the whole school.  PT broadly agreed with this view that observations should be personal whereas learning walks, or book looks, should be wider looking at whole school development. There still could be feedback to individuals but this shouldn't be from the appraisal perspective.	ED to review wording           ED to draft an additional paragraph



	<p>HM suggested that ED could draft an additional paragraph, with support from JL, to provide the clarity that is being requested. DM was in agreement with this.</p> <p>It was agreed by all parties that the policy moves to JCNC for approval.</p>	
6	<p><b>Apprenticeships in Schools</b></p> <p>HM provided an overview of the changes that have been made to the policy. The main change is in relation to apprenticeship funding regulations and rules. Voluntary Controlled and Community schools have always paid in to the Council's pot for the Apprenticeship Levy, now Foundation and Voluntary Aided can access the same Levy fund. The guidance sets out the process for accessing the funding.</p> <p>DM stated that the process was straightforward but that Apprentices should be used correctly to provide additional support and bring new blood into schools and they are not to be used to support EHCP's.</p>	
7	<p><b>Confidential Reporting Policy</b></p> <p>HM provided an overview of the changes that have been made to the policy. This has been done in line with the Council's own policy. The main change is regarding updates to the Monitoring officer and some small changes regarding who can be contacted for advice around confidential reporting.</p> <p>DM asked whether paragraph 1.8 could be expanded to encourage all Bedford Borough Council schools to adopt the policy and not just maintained schools. DM does encourage all schools to either adopt or take on board the Council's policies. HM agreed that additional wording could be added to incorporate DM's point.</p>	HM to review wording
8	<p><b>Schools Policy Work Plan</b></p> <p>HM shared that the Grievance Procedure, Unfair Treatment and Menopause Guidance are under review.</p> <p>The Grievance Procedure will be reviewed to make it more accessible and the Unfair Treatment appendix will be removed. This will be replaced by a separate policy on Bullying and Harassment, which is in line with the Council's approach.</p> <p>The Menopause Guidance is something that has been on the work plan for a while and this will also be in line with the Council's approach.</p> <p>The intention is that the Grievance Procedure and policy on Bullying and Harassment will be presented to the next JNC with the aim of the Menopause Guidance also being presented.</p> <p>AM shared that we're conscious of the Employment Rights Bill as this is likely to lead to significant policy changes. However much of the legislation probably won't be in place until 2026, but it's something we need to keep an eye on.</p>	

	<p>HM shared that she had attended a number of sessions and webinars in relation to the Bill which have been useful and she has a document that gives an overview. She was happy to share this with the group if required. The consensus was that it would be useful if this was shared.</p>	<p>HM to share document</p>
9	<p><b>Any Other Business</b></p> <p>None</p>	
10	<p><b>Date of next meeting</b></p> <p>AM proposed that the next meeting on Wednesday 26<sup>th</sup> February 2025. KM raised that a JCC for a Multi-Academy Trust is already planned for that morning. It was therefore proposed that the next meeting take place on Tuesday 25<sup>th</sup> February 2025 at 10.30am via Microsoft Teams.</p> <p>This was agreed by all parties. It was further agreed that any policies being presented would be circulated 10 working days prior to the meeting.</p>	

## Agenda Item 9

For publication

### **Bedford Borough Council – Joint Consultative and Negotiating Committee**

**Date of Meeting: 15<sup>th</sup> November 2024**

**Report by: Chris Morris, Chief Officer for Education, SEND & Schools**

**Subject: SCHOOL TEACHERS' PAY AND CONDITIONS DOCUMENT 2024 & MODEL PAY POLICY**

#### **1. EXECUTIVE SUMMARY**

- 1.1 The [2024 School Teachers Pay and Conditions Document \(STPCD\)](#) is a statutory text for maintained schools and contains the pay award due from 1 September 2024.
- 1.2 This report sets out the changes introduced by the 2024 STPCD and includes a copy of the 2024 Model Pay Policy for teaching staff and Borough Council centrally employed teachers.

#### **2. RECOMMENDATION(S)**

- 2.1 **That the Committee approves the 2024 Model Pay Policy for Teaching Staff.**

#### **3. REASONS FOR RECOMMENDATION(S)**

- 3.1 Inappropriate or ill-considered pay decisions in schools may result in a liability for the Borough Council. It is therefore important that the Council provides schools with appropriate advice, guidance and support in relation to school teachers' pay and conditions of employment via a model pay policy.

*(STPCD and Model Pay Policy/JCNC/15 November 2024)*

#### **4. THE CURRENT POSITION**

The existing Model Pay Policy for Teaching Staff is aligned with the School Teacher Pay & Conditions Document (STPCD) 2023 and needs to be updated to ensure compliance with the STPCD 2024.

#### **5. DETAILS**

- 5.1 The Department for Education (DfE) has published the 2024 School Teachers Pay and Conditions Document (STPCD).
- 5.2 Schools are required to implement the STPCD with effect from 1 September 2024. Any advice offered by the Borough Council cannot override the statutory position set out in the STPCD so far as maintained schools are concerned.
- 5.3 The main changes to the STPCD and accompanying guidance make provision for the September 2024 pay award and removal of the mandatory requirement for pay decisions to be made based on performance related pay.
- 5.4 From 1<sup>st</sup> September 2024 a 5.5% increase will be applied to all pay and allowance ranges and advisory points. All pay uplifts will be backdated to 1<sup>st</sup> September 2024.
- 5.5 Pay decisions for the 2023/24 academic year will continue to be based on the requirements for performance-related progression as set out in the [STPCD \(School Teachers Pay and Conditions Document\) 2023](#). However for the 2024/25 academic year, the STPCD (School Teachers Pay and Conditions Document) 2024 removes the requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders.
- 5.6 The 2024 School Teachers Pay and Conditions document provides schools with the option to retain some or all elements of performance related pay for the 2024/25 academic year. The Model Pay Policy for Teaching Staff 2024 therefore gives schools the option to decide whether they wish to remove performance related pay progression for teachers or retain elements.

#### **6. ALTERNATIVES CONSIDERED AND REJECTED**

- 6.1 Not applicable. The STPCD sets out the statutory requirements for maintained schools in England and schools and local authorities must abide by these.

*(STPCD and Model Pay Policy/JCNC/15 November 2024)*

## 7. **KEY IMPLICATIONS**

<b>7.1 Legal Issues</b>	The statutory requirements for teachers' pay and conditions for maintained schools in England are set out in the STPCD, and schools and local authorities must abide by these. Where a school is seeking to make a payment to a teacher, it is necessary for the school to justify the decision in accordance with the STPCD.
<b>7.2 Policy Issues</b>	There are no policy implications arising from the implementation of the STPCD 2024.
<b>7.3 Resource Issues</b>	In the financial year 2024-25, the Government will fully fund the national teacher pay awards with additional funding for schools, addressing costs beyond existing budgets. This funding for schools, high needs provision and centrally employed teachers will be delivered through the new Core Schools Budget Grant (CSBG). Rates and a funding calculator are available on <a href="https://www.gov.uk">Gov.uk</a> to assist schools in estimating their allocations.
<b>7.4 Risks</b>	Bedford Borough Council is the technical employer of staff in community and voluntary controlled schools and carries a liability for ill-considered or inappropriate pay decisions made by governing bodies. It is in this context that it is important that the Borough Council offers advice and guidance to governing bodies with regard to pay to ensure a fair, transparent and objective approach to pay decisions.
<b>7.5 Environmental Implications</b>	There are no environmental implications arising from this policy.
<b>7.6 Equalities Impact</b>	In preparing this report due consideration has been given to the Council's statutory Equality Duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations as set out in Section 149(1) of the Equality Act 2010.
<b>7.7 Impact on Families</b>	There are no implications arising from this policy that impact on families.
<b>7.8 Community Safety and Resilience</b>	There are no community safety and resilience implications arising from this policy.
<b>7.9 Impact on Health and Wellbeing</b>	There are no implications arising from this policy that impact on health and wellbeing.

## 8. **SUMMARY OF CONSULTATIONS AND OUTCOME**

*(STPCD and Model Pay Policy/JCNC/15 November 2024)*

8.1 The following Council units or Officers and/or other organisations have been consulted in preparing this report:

- Head of Human Resources & Organisational Development
- Team Leader People

8.2 No adverse comments have been received.

## 9. **WARD COUNCILLOR VIEWS**

9.1 9.1 N/A

## 10. **CONTACTS AND REFERENCES**

Report Contact Officer	Emma Dancer - Policy & Workforce Development Officer
File Reference	Not applicable
Previous Relevant Minutes	Not applicable
Background Papers	Not applicable
Appendices	Appendix A – Model Pay Policy for Teaching Staff Appendix B – STPCD 2024



# MODEL SCHOOL PAY POLICY FOR TEACHING STAFF 2024

Date of Version:	September 2024
Consultation with Bedford Borough trade unions & professional associations:	October 2024
JCNC:Resolution:	

Contents	Page No
Preamble	1
1. Introduction	2
2. Statement of intent	2
3. Equality	2
4. Pay award with effect from 1 September 2023	3
5. Pay reviews	3
6. Salary safeguarding for teachers	5
7. Basic pay determination on appointment	5
8. Pay progression	7
9. Movement to the upper pay range	10
10. Part-time teachers	12
11. Short notice / supply teachers	12
12. Allowances and other payments for classroom teachers	12
13. Additional payments	14
14. Appeals	16
15. Review of the policy	16
<b>Appendices:</b>	
Appendix 1 – Staffing committee on pay - Terms of reference	18
Appendix 2 – Pay scale qualified teachers	20
Appendix 3 – Teaching and learning responsibility payments	21
Appendix 4 – Special education needs allowances	22
Appendix 5 – Pay scale unqualified teachers	23
Appendix 6 – Pay scale leading practitioners	24
Appendix 7 – Pay scale deputy and assistant headteachers	24
Appendix 8 – Group ranges and pay scales headteachers	26
Appendix 9 – Model salary letters	35
Appendix 10 – Upper pay range application form	38
Appendix 11 – Pay rates for supply teachers	39
Appendix 12 – Appeals procedure for pay related matters	41
Appendix 13 – Staffing structure ( <i>school to add</i> )	42



## **PREAMBLE**

The [School Teachers' Pay and Conditions Document \(STPCD\)](#) requires maintained schools and local authorities to have a pay policy which sets out the basis on which they determine teachers' pay; the date by which they will determine the teachers' annual pay review; and the procedures for determining appeals. Schools and local authorities must stay within the legal framework set out in the STPCD and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection). It is recommended that Academies who have chosen to continue to use the STPCD, also adopt this model pay policy.

This policy has been written in the context of schools and academies, but the same principles apply to centrally employed or unattached teachers. The Bedford Borough Model Pay Policy has been drawn up following consultation with all Bedford Borough recognised trade unions and professional associations. A separate pay policy applies to support staff in schools (see Chapter 3 Section 2 of the Schools Personnel Handbook).

Unless indicated otherwise references to 'teacher' and 'teaching staff' includes deputy/assistant headteachers and headteachers.

The term 'Governing Body' has been used throughout this policy. The differing structures of academies mean that the Academy Trust will need to define the 'governing body' for the purposes of pay decisions. For centrally employed or unattached teachers this will be the Local Authority.

If the Governing Body wishes to vary any particular area of this Model Pay Policy it should ensure that the Staffing Committee on Pay, in liaison with the headteacher, consults staff and the recognised professional associations/trade unions.

Any Bedford academy that does not buy into pooled trade union facility time, non-Bedford Borough school or academy deciding to adopt this Model Pay Policy should ensure that the Staffing Committee on Pay, in liaison with the headteacher, consults staff and the recognised professional associations/trade unions.

## **1. INTRODUCTION**

- 1.1 The Governing Body of \_\_\_\_\_ school has adopted this policy to take effect from 1st September 2024. Full consultation with representatives of the recognised trade unions and professional associations has taken place and the policy will be reviewed annually following similar consultation. Any variation to the policy will require consultation with staff and the recognised trade unions and professional associations. The policy meets the requirements of [the 2024 School Teachers Pay and Conditions Document](#).
- 1.2 The Governing Body will ensure that all employees are made aware of the existence of this policy together with all processes and timescales and have ready access to a copy of it.
- 1.3 Having determined the policies set out below, the Governing Body delegates the implementation of this policy to the Staffing Committee on Pay (the Committee) in consultation with the headteacher. The terms of reference for the Staffing Committee are attached at [Appendix 1](#).
- 1.4 In exercising their delegated responsibilities, the Governing Body requires the Committee to have appropriate regard to the budget approved by the Governing Body. The Governing Body expects the Committee to seek advice from the school's HR Provider where appropriate. The decisions of the Staffing Committee on Pay will be reported to the full Governing Body as an item to note (but not for further debate).

## **2. STATEMENT OF INTENT**

- 2.1 The prime statutory duty of governing bodies of maintained schools in England, as set out in paragraph 21(2) of the Education Act 2002 is to "conduct the school with a view to promoting high standards of educational achievement at the school." The pay policy is intended to support that statutory duty.
- 2.2 In adopting this pay policy the aim for the school 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
  - Ensure that decisions on pay are managed in a fair, just and transparent way
- 2.3 In making pay decisions at the school, the Governing Body will act with integrity, confidentiality, objectivity and honesty in the best interests of the school. It will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons.

## **3. EQUALITY**

- 3.1 The Governing Body will promote equality in all aspects of school life, particularly with regard to all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.
- 3.2 The Governing Body will comply with relevant equalities legislation as outlined below:

- Employment Relations Act 1999
  - Equality Act 2010
  - Employment Rights Act 1996
  - The Part-time Workers (prevention of less favourable treatment) Regulations 2000
  - The Fixed-term Employees (prevention of less favourable treatment) Regulations 2002
  - The Agency Workers Regulations 2010
- 3.3 With regard to the Equality Act the Governing Body will comply with the Public Sector Equality Duty (PSED) introduced by the Equality Act. In order to discharge the duty schools must have due regard to the need to:
- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
  - Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
  - Foster good relations between people who share a relevant protected characteristic and people who do not share it.
- 4. PAY AWARD WITH EFFECT FROM 1 SEPTEMBER 2024**
- 4.1 Qualified Teachers**
- 4.1.1 Main Pay Scale  
The statutory minimum and maximum of the upper pay scale together with the STPCD advisory pay points will be uplifted by 5.5%. The recommended pay levels are attached at [Appendix 2](#).
- 4.1.2 Upper Pay Scale  
The statutory minimum and maximum of the upper pay scale together with the STPCD advisory pay points will be uplifted by 5.5%. The recommended pay levels are attached at [Appendix 2](#).
- 4.2 Teaching and Learning Responsibility Payments (TLR)**
- All TLR payments (including TLR3) will be uplifted by 5.5%. The allowances are attached at [Appendix 3](#).
- 4.3 Special Needs Allowance (SEN)**
- All special needs allowances will be uplifted by 5.5%. The allowances are attached at [Appendix 4](#).
- 4.4 Unqualified Teachers**
- The statutory minimum and maximum of the pay scale for unqualified teachers together with the reference points recommended by Bedford Borough Council will be uplifted by 5.5%. The recommended pay levels are attached at [Appendix 5](#).

#### **4.5 Lead Practitioners**

The statutory minimum and maximum of the pay scale for lead practitioners together with the reference points recommended by the by Bedford Borough Council will be uplifted by 5.5%. The recommended pay levels are attached at [Appendix 6](#).

#### **4.6 Leadership Group Pay**

4.6.1 The statutory minimum and maximum of the pay scale for the leadership group will be uplifted by 5.5%.

4.6.2 The Governors have adopted a 36 point pay scale for deputy and assistant headteachers and all points on the 36 point pay scale will be uplifted by 5.5%. The recommended pay levels are attached at [Appendix 7](#).

4.6.3 With regard to the headteacher, a separate pay scale applies which has been produced in accordance with the group size of the school. (see paragraph 7.8 below). All points within the pay scale have been uplifted by 5.5%. The recommended pay levels are attached at [Appendix 8](#).

### **5. PAY REVIEWS**

5.1 The Governing Body will ensure that each teacher's salary is reviewed annually and that they will receive a written statement setting out their pay position within one month of the date of the relevant meeting of the Staffing Committee on Pay in accordance with [paragraph 3.4 of the STPCD](#). It is the policy of the Governing Body that all teachers should be notified of their pay position from 1st September before 31st October. With regard to the headteacher the date of notification is 31st December. Model salary letters for this purpose are attached at [Appendix 9](#). The timetable for the annual review of staff pay will ensure that information regarding appraisal review outcomes, in accordance with the appraisal policy of the school, can be taken into account.

5.2 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 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.

### **6. SALARY SAFEGUARDING FOR TEACHERS**

6.1 Where a pay determination leads to the start of a period of pay protection the Governing Body will determine the application of safeguarding arrangements in accordance with [Part 5 of the STPCD](#) and paragraphs [29 to 37](#) of Section 3 Guidance to the STPCD.

### **7. BASIC PAY DETERMINATION ON APPOINTMENT**

7.1 The Governing Body will determine the pay range for a vacancy prior to advertising it.

7.2 On appointment it will determine the starting salary within that range to be offered to the successful candidate having regard to recruitment and retention, the candidate's previous salary and the school's financial resource. Whilst there is no statutory requirement in the STPCD for the Governing Body to match a teacher's' previous salary when they are appointed to a post (pay portability), it

is free to do so if it chooses. This includes the freedom to pay a teacher more than their previous salary from the start of their new appointment in school. Salary determination should be monitored to ensure that decisions in respect of starting salary/pay portability are not discriminatory.

*School to include the following paragraph if it chooses to apply pay portability*

On appointment, the Governing Body will maintain the salary of a classroom teacher at the same rate they were paid at their most recent school in accordance with the principle of pay portability.

- 7.3 The Governors will seek the advice of the schools HR Adviser(s) where there is a change in responsibilities and the employee was last employed as a member of the Leadership Group.
- 7.4 In making such determinations, the Governing Body will apply the following policy:
- 7.5 **Classroom Teacher**
  - 7.5.1 The Governing Body has established the pay scales for classroom teacher posts paid on the main pay range and upper pay range as attached at [Appendix 2](#). A teacher on the main pay range or upper pay range must be paid such a salary within the pay scale set out as the Governing Body determines.
  - 7.5.2 The starting salary for new entrants to the main pay scale will take account of any relevant experience and points may be awarded by reference to paragraph 7.5.1. As well as teaching experience, this can include non-teaching experience relevant to a teachers work and experience working with children or young people. The discretionary point(s) will be awarded such as the Governing Body determines.
  - 7.5.3 The Governors will continue to seek the assistance of the school's HR Adviser(s) to verify teachers' qualifications and previous experience for salary purposes.

*School to use 7.5.4(a) if not applying pay portability*

- 7.5.4(a) Qualified teachers taking up a new appointment or who re-enter teaching after a break in service will be assessed in accordance with paragraphs 7.5.1 to 7.5.3 above.

*School to use 7.5.4(b) if applying pay portability*

- 7.5.4(b) Qualified teachers taking up a new appointment or who re-enter teaching after a break in service will be paid at the same rate as they were paid at their most recent school in accordance with the principle of pay portability.

## 7.6 **Leading Practitioner Teacher**

- 7.6.1 The Governing Body has established the pay scales for leading practitioner posts paid on the leading practitioner pay range as attached at [Appendix 6](#).
- 7.6.2 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.

- 7.6.3 The Governors may appoint a leading practitioner to a post on the staffing establishment of the school and will determine a range of 5 consecutive points within the relevant pay spine when advertising the post.
- 7.6.4 In setting the range the Governors will consider the nature of the work (including any work with teachers in other schools) the scale of this challenge, any professional competencies required and any relevant recruitment considerations. The Governors will have due regard to the question of salary differentials with other classroom teachers and staff on the leadership group.
- 7.6.5 The leading practitioner will commence duties on a point within the 5 point range such as the Governing Body determines by reference to paragraph 7.6.3 and 7.6.4 above.
- 7.7 Unqualified Teachers**
- 7.7.1 The Governing Body has established the pay scale for unqualified teachers employed in classroom teacher posts attached at [Appendix 5](#).
- 7.7.2 The starting salary for unqualified teachers will be determined by the Governing Body and will take account of any relevant experience and points may be awarded by reference to paragraph 7.7.1. Relevant experience can include non-teaching experience relevant to a teachers work and experience working with children or young people.
- 7.8 Leadership Group (Headteacher, Deputy and Assistant Headteachers)**
- 7.8.1 Salaries for members of the leadership group will be assessed:
- annually, to take effect from 1 September
  - upon appointment to the school
  - upon any adjustment to the headteacher group or pay range.
  - at any other time provided for within the STPCD.
- 7.8.2 Determining the Headteacher Group  
Members of the Leadership Group are paid within the statutory pay range for members of the leadership group as detailed in the STPCD.
- The school will be assigned to a 'headteacher group' by calculating the total unit score in accordance with [paragraphs 5 and 6](#) of the STPCD for ordinary schools and [paragraph 7](#) of the STPCD for special schools.
- [Paragraph 8](#) of the STPCD provides guidance on assigning a headteacher group to a school where there is an expected change in the number of registered pupils and teaching establishments and assigning a headteacher group to a new school.
- The headteacher group for the school will be reviewed whenever the Governing Body determines it is necessary.
- 7.8.3 Width of Individual Pay Ranges
- The Governing Body has determined the headteacher group for the school as being (*insert Group*) and has selected the Bedford Borough recommended individual pay range consisting of seven consecutive points on the Bedford Borough Council recommended pay scale for the headteacher

- five consecutive points on the Bedford Borough Council recommended pay scale for the deputy headteacher.
- five consecutive points on the Bedford Borough Council recommended pay scale for the assistant headteacher.

The Governing Body will ensure that there is appropriate scope within an individual's pay range to allow for pay progress over time.

#### 7.8.4 Setting the Starting Salary and Individual Pay Range

New leaders will be appointed onto the pay level for the role such as the Governing Body determines by reference to paragraph 7.8.3 above.

In determining the individual leadership pay ranges, all the permanent responsibilities of the roles, any challenges that are specific to the roles, and all other relevant considerations have been taken into account as set out at [paragraph 9](#) of the STPCD.

##### 7.8.4.1 *Headteacher*

The headteacher's individual pay scale will not normally exceed the maximum of the headteacher group. However, the headteacher's pay scale may exceed the maximum where the Governing Body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The maximum of the headteacher's pay scale and any additional payments made will not exceed the maximum of the headteacher group by more than 25% unless in exceptional circumstances. The Governing Body must produce a business case and seek external independent advice before providing such agreement and there must be a clear audit trail and a full and accurate record of all decisions made by the Governing Body including the reasons for the decisions.

Where it is proposed that the pay scale exceeds the maximum of the headteacher group but it is 25% or less, the Governors may still wish to seek external independent advice to validate the use of public money and to ensure probity.

##### 7.8.4.2 *Deputy or assistant headteacher*

The maximum of the deputy or assistant headteacher's pay scale will not exceed the maximum of the headteacher group for the school and will only overlap the headteacher's pay scale in exceptional circumstances.

The Governing Body will pay teachers as deputy or assistant headteachers only where it 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 covered by a TLR payment. The professional responsibilities required of the role are set out at [paragraph 48](#) of the STPCD.

#### 7.8.5 Determination of Temporary Payments to Headteachers

Temporary payments to the headteacher will be determined in accordance with [paragraph 10](#) of the STPCD.

## 8. **PAY PROGRESSION**

- 8.1 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.

- 8.2 Pay decisions for the 2023/24 academic year will continue to be based on the requirements for performance-related progression as set out in the [STPCD \(School Teachers Pay and Conditions Document\) 2023](#). Pay progression decisions will be made in line with the schools appraisal policy.

*\*Note for schools*

- *From the 2024/25 academic year, the STPCD (School Teachers Pay and Conditions Document) 2024 removes the requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders.*
- *Schools may choose to retain some or all elements of performance related pay but should aim to minimise the impact on workload for individual teachers, line managers, school leaders and governing boards.*
- *Schools must therefore choose the relevant clauses set out below depending on whether performance related pay applies.*

**8.3a School to use 8.3a where performance related pay is not applicable.**

8.3.1a *Pay decisions for 2024/25 will be subject to the provisions of the published pay policy. Following an annual appraisal, teachers should expect to receive pay progression within the maximum of their pay range unless they are subject to formal capability procedures.*

8.3.2a *Any increment withheld where a teacher is subject to formal capability procedures may be paid subsequently if performance improves to a satisfactory level.*

**8.3b School to use 8.3b where a decision has been made to retain any elements of performance related pay.**

8.3.2b *For the 2024/25 appraisal cycle, movement on the relevant pay level is not automatic and will be subject to an annual performance appraisal. The arrangements for teacher appraisal are set out in the school's appraisal policy.*

8.3.3b *Following an individual teacher's annual appraisal and, subject to the provisions of the published pay policy, they should expect to receive annual pay progression within the maximum of their pay range, subject to successful performance.*

8.3.4b *Decisions regarding pay will be made with reference to the teacher's appraisal reports and the pay recommendations they contain. In the case of ECTs, pay decisions will be made by means of the statutory induction process.*

8.3.5b *The Staffing Committee on Pay will consider the recommendations of the appraisal and moderation procedures and satisfy itself that a fair process has been followed in dealing with matters relating to performance pay progression. Should an issue arise, the Staffing Committee is expected to seek advice from the schools HR Adviser as pay progression for staff must not be denied or delayed.*

8.3.6b *Pay progression will not be withheld for reasons other than performance.*

**8.4 Classroom Teachers on the Main Pay Range**

8.4.1 Movement on the main pay scale will be reviewed annually by the school as set out at [paragraph 19](#) of the STPCD and section 8.2 to 8.3 of this pay policy.

*School to use 8.4.2a where performance related pay is not applicable.*



*8.4.2a Classroom teachers on the main pay range will be awarded pay progression within the minimum and maximum points of the main pay range, unless the teacher is subject to formal capability proceedings.*

*School to use 8.4.2b where a decision has been made to retain performance related pay for the main pay range.*

*8.4.2b Classroom teachers will be awarded pay progression on the main pay range following a successful appraisal review. Reviews will be deemed to be successful unless concerns about standards of performance have been raised with the teacher during the annual appraisal cycle and the required improvements have not been met through the relevant support provided by the school.*

8.4.3 ECTs have no automatic entitlement to pay progression on completion of induction. The evidence from induction should inform decisions about their pay progression. The Governing Body can determine where within the pay range their annual salary will be fixed although ECTs will not be negatively affected by the extension of the induction period from one to two years.

#### **8.5 Classroom Teachers on the Upper Pay Range**

8.5.1 Movement on the upper pay scale will be reviewed annually by the school as set out at paragraphs 14 & [paragraph 19](#) of the STPCD and section 8.2 to 8.3 of this pay policy.

*School to use 8.5.2a where performance related pay is not applicable.*

*8.5.2a Classroom teachers on the upper pay range will be awarded pay progression within the minimum and maximum points of the upper pay range, unless the teacher is subject to formal capability proceedings.*

*School to use 8.5.2b where a decision has been made to retain performance related pay for the upper pay range.*

*8.5.2b Classroom teachers will be awarded pay progression on the upper pay range following a successful appraisal review. Reviews will be deemed to be successful unless concerns about standards of performance have been raised with the teacher during the annual appraisal cycle and the required improvements not been met through the relevant support provided by the school.*

#### **8.6 Leading Practitioner Teacher**

8.6.1 Movement on the lead practitioner pay range will be reviewed annually by the school as set out at [paragraph 19](#) of the STPCD and section 8.2 to 8.3 of this pay policy.

*School to use 8.6.2a where performance related pay is not applicable.*

*8.6.2a Leading Practitioner teachers will be awarded pay progression within their pay range determined by the school, unless the teacher is subject to formal capability proceedings.*

*School to use 8.6.2b where a decision has been made to retain performance related pay for leading practitioner teachers.*

*8.6.2b Leading Practitioner teachers will be awarded pay progression on their pay range determined by the school following a successful appraisal review. Reviews will*

*be deemed to be successful unless concerns about standards of performance have been raised with the teacher during the annual appraisal cycle and the required improvements have not been met through the relevant support provided by the school.*

## **8.7 Unqualified Classroom Teachers**

- 8.7.1 Movement on the unqualified teacher pay scale will be reviewed annually by the school as set out at [paragraph 19](#) of the STPCD and section 8.2 to 8.3 of this pay policy.

*School to use 8.7.2a where performance related pay is not applicable.*

- 8.7.2a *Unqualified classroom teachers on the unqualified teacher pay range will be awarded pay progression within the minimum and maximum points of the unqualified teacher pay range, unless the unqualified teacher is subject to formal capability proceedings.*

*School to use 8.7.2b where a decision has been made to retain performance related pay for the unqualified teacher pay range.*

- 8.7.2b *Unqualified classroom teachers will follow a programme of CPD and will be awarded pay progression on their pay scale following a successful appraisal review. Reviews will be deemed to be successful unless concerns about standards of performance have been raised with the teacher during the annual appraisal cycle and the required improvements have not been met through the relevant support provided by the school.*

## **8.8 Leadership Group (Headteacher, Deputy and Assistant Headteachers)**

- 8.8.1. The annual review of the pay of the head, deputy or assistant headteacher will be reviewed annually by the school and will be in accordance with [paragraph 11](#) of the STPCD and section 8.2 to 8.3 of this pay policy.

*School to use 8.8.2a where performance related pay is not applicable.*

- 8.8.2a *Head, deputy and assistant headteachers will be awarded pay progression within their pay range determined by the school, unless the teacher is subject to formal capability proceedings.*

*School to use 8.8.2b where a decision has been made to retain performance related pay for the leadership group.*

- 8.8.2b *Reviews will be deemed to be successful unless concerns about standards of performance have been raised with the teacher during the annual appraisal cycle and the required improvements have not been met through the relevant support provided by the school.*

## **9. MOVEMENT TO THE UPPER PAY RANGE**

### **9.1 Application to be paid on the Upper Pay Range**

- 9.1.1 Any qualified teacher may apply to be paid on the upper pay range. Applications will only be considered taking into account two successful appraisals. At the performance management meeting this should be discussed and guidance given to the teacher"

9.1.2 If successful the teacher will move to the upper pay range from 1 September following the years' appraisal reviews submitted.

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

9.1.4 All applications should include the results of the two most recent appraisals, under the appraisal regulations 2012, including any recommendation on pay. In order for the assessment to be robust and transparent, it will be based only on the appraisal review covering the two year period. Where such information is not applicable or available, eg those returning from maternity leave or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

## 9.2 Process

9.2.1 One application may be submitted annually. The closing date for applications is normally 30 June each year. The Governing Body will ensure employees are made aware of the application process and timescale.

9.2.2 The application should be made on the proforma available at [Appendix 10](#) and once completed submitted to the headteacher.

9.2.3 The assessment will normally be made within 15 working days of receiving the application.

9.2.4 When successful, the teacher will move to the upper pay scale on 1 September and start at UPS1.

9.2.5 Where the application is unsuccessful the teacher will receive feedback from the headteacher (or other relevant senior colleague) normally within 5 working days. The teacher has 15 working days in which to submit an appeal from the receipt of the written feedback. Appeals will be heard in accordance with the pay appeals procedure set out at [Appendix 12](#)

## 9.3 Assessment

9.3.1 The teacher will be required to meet the criteria set out in [paragraph 15](#) of the STPCD.

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

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

For the purpose of this pay policy:

- 'highly competent' means one or more of:
  - coaching and mentoring to other teachers
  - giving teachers advice
  - the ability to demonstrate effective teaching practice

- assist colleagues to make a wide contribution to the work of the school
- assist colleagues to achieve the relevant standards and develop their teaching practice
- 'substantial' means one or more of:-
  - matters of validity and value to the school
  - playing a key part in the life of the school
  - a distinctive contribution to raising pupil achievement using a range of information
  - professional development offered is used effectively to improve the learning of pupils.
- 'sustained' means continuously maintained over a minimum of two school years.

## **10. PART-TIME TEACHERS**

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

## **11. SHORT NOTICE/SUPPLY TEACHERS**

- 11.1 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 and on the notion of a 5 hour day. Periods of employment for less than a day being calculated pro rata. The rate of pay for supply teachers is attached at [Appendix 11](#).
- 11.2 Holiday pay for supply teachers is based on the statutory entitlement under the Working Time Regulations. It should be noted that to be eligible for the maximum holiday entitlement of 28 days a teacher would need to work 195 days. The total number of days worked per annum plus holidays is taken to be  $195 + 28 = 223$ .

## **12. ALLOWANCES AND OTHER PAYMENTS FOR CLASSROOM TEACHERS**

### **12.1 Teaching & Learning Responsibility Payments (TLRs)**

- 12.1.1 The Governing Body will award TLRs in accordance with [paragraph 20](#) of the STPCD and [paragraphs 47 to 54](#) of the Section 3 Guidance to the STPCD. (*Attach the school's staffing structure at Appendix 14*).

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

Before awarding any TLR 1 or TLR 2 payment, the Governing Body must be satisfied that the teacher's duties include a significant responsibility in relation to the size of the school 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 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.
- 12.1.3 In addition, before awarding a TLR 1 payment, the Governing Body must be satisfied that the sustained, additional responsibility referred to above includes line management responsibility for a significant number of people relevant to the size of the school..
- 12.1.4 All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded.
- 12.1.5 Temporary TLRs will be awarded where a teacher is appointed to cover a different post in the staffing structure to which a TLR payment is attached (for example, to cover maternity or sick leave or where there is a vacancy pending a permanent appointment). The period for award of a temporary TLR will be set out in the pay statement given to the teacher.
- 12.1.6 Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR 1 or TLR 2 payment.
- 12.1.7 A TLR1 or TLR2 awarded to a part time teacher will be paid pro rata at the same proportion as the teacher's part time contract.
- 12.1.8 The Governing Body may award a teacher a TLR3 for a one off time limited responsibility agreed in advance. In determining the TLR 3 payment to a classroom teacher, 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, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The fixed-term for which they are to be awarded must be established at the outset of the award. The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. The Governors will also determine the period over which the payment is to be made. Payment will be made in equal monthly instalments. Where a TLR3 is awarded with a fixed-term of less than one year then the total value should be determined proportionately to the annual value. Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3s. TLR3s are not subject to safeguarding.

## 12.2 Special Educational Needs (SEN) Allowances

- 12.2.1 The Governing Body will award a SEN allowance to a classroom teacher who meets the criteria as set out in [paragraph 21](#) of the STPCD.
- 12.2.2 When deciding on the amount of the allowance to be paid, the Governing Body will take into account the structure of the school's SEN provision, 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 ([paragraph 21.3](#) of the STPCD). The Governing Body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The governing body will take account of paragraphs [55 to 59](#) of the Section 3 Guidance to the STPCD.

- 12.2.3 SEN allowances may be held at the same time as TLRs. However the Governing Body, when keeping their staffing structures under review, must consider the general principles set out at [paragraph 55](#) of the Section 3 Guidance to the STPCD.

### **12.3 Acting Allowance**

- 12.3.1 The payment of an acting allowance to a teacher will be in accordance with [paragraph 23](#) of the STPCD.

### **12.4 Allowance Payable to Unqualified Teachers**

- 12.4.1 The payment of an allowance to an unqualified teacher will be in accordance with [paragraph 22](#) of the STPCD.

### **12.5 Performance Payments to Seconded Teachers**

- 12.5.1 Where a teacher is temporarily seconded to a post as headteacher in a school causing concern which is not the teacher's normal place of work and the Governing Body of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment, a lump sum may be paid to the teacher accordingly. Subject to [paragraph 10.4](#) of the STPCD, the total value of the additional payment and any annual salary and other payments paid to the teacher during the secondment must not exceed 25% above the maximum of the headteacher group for the school to which the teacher is seconded.

## **13. ADDITIONAL PAYMENTS**

### **13.1 Continuing Professional Development (CPD)**

- 13.1.1 Payments may be made to teachers other than a headteacher in accordance with [paragraph 26](#) of the STPCD in respect of CPD undertaken outside of either the 1265 hours of directed time for full-time teacher or for the appropriate proportion of the 1265 hours of directed time for part-time teachers.

- 13.1.2 The Governors have determined that payment will be made:

- On a point up to M6 but not below the level at which the teacher is paid for their main professional duties, or
- Point M6 of the main pay scale, or
- At the appropriate hourly rate for teachers who are above the main pay scale

### **13.2 Initial Teacher Training (ITT) Activities**

- 13.2.1 In accordance with [paragraph 26](#) of the STPCD teachers other than a headteacher should receive an additional payment for activities related to ITT as part of the ordinary conduct of the school and which is over and above the teacher's timetabled responsibilities. In circumstances where leading

practitioners are required to undertake activities related to providing ITT as part of their role no additional payment will be made.

13.2.2 The Governors have determined that payment will be made:

- On a point up to M6 but not below the level at which the teacher is paid for their main professional duties, or
- Point M6 of the main pay scale, or
- At the appropriate hourly rate for teachers who are above the main pay scale

### 13.3 Out of School Learning Activities

13.3.1 Participation will not be required of any employee in respect of out of school learning:

- Participation will be by agreement only.
- The agreement will stipulate the minimum number of days or hours to be worked.

13.3.2 The Governors have determined that payment will be made:

- On a point up to M6 but not below the level at which the teacher is paid for their main professional duties, or
- Point M6 of the main pay scale, or
- At the appropriate hourly rate for teachers who are above the main pay scale

13.3.3 In contracting tutors to provide 1:1 tuition the Staffing Committee on Pay recognises that since the contract will be separate to the employee's 'regular' contract then, in accordance with the STPCD, the Committee can exercise discretion with regard to the amount payable. In order to achieve consistency however, the Committee has decided to adopt the policy in paragraph 13.3.2 above.

### 13.4 Recruitment and Retention

13.4.1 All new payments for recruitment and retention will be made in accordance with [paragraph 27](#) of the STPCD. Headteachers, deputy headteachers and assistant headteachers may not be awarded recruitment or retention payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to leadership group posts must be taken into account when determining the pay range.

13.4.2 The Staffing Committee on pay will determine:

- The level of any award
- The duration of any award (and the timescale for review)
- Whether awards for retention purposes should be renewed

13.4.3 Where an award is agreed the teacher will receive a letter which will indicate:

- Whether the award is for recruitment or retention
- The nature of the award
- When and how the award will be paid
- Whether it is a 'one off' award or if not the start date and duration of the award
- The basis of any uplifts that might be applied

- 13.4.4 In considering the award of allowances for recruitment and retention, the Committee will have regard to fluctuations in the supply of suitably qualified and experienced teachers. Decisions on the allocation of allowances for recruitment and retention measures will be based on objective evidence collected during the recruitment process. The school will maintain appropriate records in this area.

### **13.5 Service Provision**

- 13.5.1 Where a headteacher in one school is providing a service to another school for example as a National Leader of Education (NLE), the school will determine how much, if any, additional payment is due to the individual concerned in line with the provisions of [paragraph 26](#) of the STPCD and [paragraph 65](#) of the Section 3 Guidance to the STPCD and the pay policy. Consideration should also be given to the remuneration of other teachers who as a result of the headteacher's additional role are taking on additional responsibilities and activities. Any increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role.

### **13.6 Salary Sacrifice Arrangements for Teachers**

- 13.6.1 Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and their gross salary shall be reduced accordingly, in accordance with the provisions of [paragraph 28](#) of the STPCD.

### **13.7 Honoraria**

- 13.7.1 The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

## **14. APPEALS**

- 14.1 Where a member of staff has concerns about a decision of the Staffing Committee regarding pay the appeals procedure attached at [Appendix 12](#) to this policy should be followed. Appeals must be on the grounds that the Staffing Committee:

- Incorrectly applied a provision of the STPCD
- Failed to have regard to statutory guidance
- Failed to take account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Was biased, or
- Otherwise unlawfully discriminated against the teacher

- 14.2 Appeals will be heard as promptly as possible once the Staffing Committee has confirmed their decision having conducted a hearing with the aggrieved member of staff. Wherever possible this will be within 15 working days of receiving written notification of the wish to appeal.

## **15. REVIEW OF THE POLICY**

- 15.1 The Governing Body will review this policy on an annual basis or on any other occasion when required to do so.
- 15.2 Where the Governing Body does not adopt or varies the model pay policy, the Staffing Committee on Pay, in liaison with the headteacher, will consult the staff



and the recognised trade unions and professional associations at the time of the annual review or other review of the policy.

## APPENDIX 1

### STAFFING COMMITTEE ON PAY - TERMS OF REFERENCE

1. The Staffing Committee on Pay shall consider and decide upon all matters relating to staff pay as part of the annual review process in accordance with the whole school salary policy agreed by the Governing Body in respect of the following staff:-
  - (i) school teachers;
  - (ii) NJC Local Government Services Staff;
  - (iii) any other staff as determined by the Governing Body.
2. The Committee shall be called the Staffing Committee on Pay.
3. The Committee shall consist of three members of the Governing Body. It will be chaired by the Vice Chairperson of the Governors.
4. The Committee shall be quorate only when all three Governors nominated to serve on the Committee are in attendance.
5. The Committee will meet at least once each financial year, usually during the Autumn Term. Additional meetings may be arranged if deemed necessary by the Chairperson of the Committee or the Headteacher.
6. The headteacher has the right to attend all meetings of the Committee but will withdraw when the Committee consider the pay of the headteacher. (It may be necessary for the headteacher to withdraw if they have a pecuniary interest arising from the size of the differential between their pay and that of the deputy). The Committee will seek the advice of the headteacher in respect of the exercise of any discretionary payments and in particular:-
  - (a) for teaching staff, points awarded on the main pay scale;
  - (b) for teaching staff, the award of teaching and learning responsibility payments, special needs allowances and incentives for recruitment and retention;
  - (c) the award of any points resulting from performance review;
  - (d) for members of the leadership group, any points resulting from performance review, taking into account the advice of the headteacher in respect of deputy and assistant headteachers and the governors responsible for the performance review of the head;
  - (e) for all teachers, the award of any cost of living pay increase from 1 September;
  - (f) for NJC Local Government Services staff, the award of accelerated increments, honorarium payments and appropriate job evaluation.
7. In reaching decisions in respect of pay, the Committee shall have regard to:-
  - (a) the advice of the headteacher and/or the relevant appraiser;

- (b) the advice of the Borough Council;
  - (c) salaries paid in other broadly equivalent schools;
  - (d) the implications of national pay decisions and the relevant legislation (Such as The Employment Relations Act 1999; The Equality Act 2010; the Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000; The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002; and the standards for openness and objectivity in public life).
8. The Committee shall have executive powers within the staffing budget determined by the Governing Body and will take decisions with due regard to the School Teachers' Pay and Conditions Document, the Conditions of Service for School Teachers in England and Wales, the Conditions of Service for Local Government Services staff, and any relevant employment legislation. As indicated in paragraph 1 above, the Committee shall determine pay matters arising as part of the annual review process. The pay of new staff appointed to the school will be determined by the appointment panel in accordance with the school pay policy.
9. Members of the Staffing Committee on Pay shall not serve on any committee appointed by the Governors to hear an appeal from a member of staff against the decisions made by the Committee.
10. The Committee shall review these terms of reference and the whole school salary policy on an annual basis.

## APPENDIX 2

### BEDFORD BOROUGH COUNCIL STPCD ADVISORY PAY POINTS FROM 1 SEPTEMBER 2024

Pay Scale for Qualified Teachers (other than leadership group members and lead practitioners)

Spine Point	From 1 September 2024 £pa
<b>Main Pay Scale</b>	
<b>M1</b>	<b>31,650</b>
M2	33,483
M3	35,674
M4	38,034
M5	40,439
<b>M6</b>	<b>43,607</b>
<b>Upper Pay Scale</b>	
<b>U1</b>	<b>45,646</b>
U2	47,338
<b>U3</b>	<b>49,084</b>

**Statutory minimum**

Reference point

Reference point

Reference point

Reference point

**Statutory maximum**

**Statutory minimum**

Reference point

**Statutory maximum**

## APPENDIX 3

# TEACHING AND LEARNING RESPONSIBILITY PAYMENTS FROM 1 SEPTEMBER 2024

### Teaching and Learning Responsibility Payments

The relevant body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value in accordance with the pay policy provided that:-

- (a) The value of a TLR1 shall be no less than £9,782 and no greater than £16,553;
- (b) The value of a TLR2 shall be no less than £3,391 and no greater than £8,279; and

The governing body may award a fixed term third TLR (TLR3) for time limited school improvement projects or one off externally driven responsibilities. The annual value of TLR3 must be no less than £675 and no greater than £3,344.

#### APPENDIX 4

### SEN ALLOWANCE FROM 1 SEPTEMBER 2024

#### Special Needs Allowance for Classroom Teachers

Scale Point	From September 2024
Minimum	£2,679
Maximum	£5,285

## APPENDIX 5

### BEDFORD BOROUGH COUNCIL RECOMMENDED PAY LEVELS FROM 1 SEPTEMBER 2024 UNQUALIFIED TEACHERS

#### Pay Scale for Unqualified Teachers

Spine point	1 September 2024 £pa
1	21,731
2	24,224
3	26,716
4	28,914
5	31,410
6	33,902

**Statutory minimum**

Reference point

Reference point

Reference point

Reference point

**Statutory maximum**

## APPENDIX 6

# BEDFORD BOROUGH COUNCIL RECOMMENDED PAY LEVELS LEAD PRACTITIONERS FROM 1 SEPTEMBER 2024

### Spine for Lead Practitioners

Spine Point	1 September 2023 £pa	
<b>LP 1</b>	<b>50,025</b>	<b>Statutory minimum</b>
LP 2	51,280	Reference Point
LP 3	52,560	Reference Point
LP 4	53,867	Reference Point
LP 5	55,209	Reference Point
LP 6	56,593	Reference Point
LP 7	58,115	Reference Point
LP 8	59,457	Reference Point
LP 9	60,943	Reference Point
LP 10	62,509	Reference Point
LP 11	64,129	Reference Point
LP 12	65,608	Reference Point
LP 13	67,247	Reference Point
LP 14	68,925	Reference Point
LP 15	70,639	Reference Point
LP 16	72,518	Reference Point
LP 17	74,182	Reference Point
<b>LP 18</b>	<b>76,050</b>	<b>Statutory maximum</b>



APPENDIX 7

**BEDFORD BOROUGH COUNCIL  
RECOMMENDED PAY LEVELS FOR  
DEPUTY AND ASSISTANT HEADTEACHERS  
FROM 1 SEPTEMBER 2024**

**Spine for Deputy and Assistant Headteachers**

Spine	Recommended salary from 1 September 2024 (£)
L1	49,781
L2	51,027
L3	52,301
L4	53,602
L5	54,939
L6	56,316
L7	57,831
L8	59,167
L9	60,644
L10	62,202
L11	63,815
L12	65,286
L13	66,919
L14	68,586
L15	70,293
L16	72,162
L17	73,819
L18	75,675
L19	77,552
L20	79,475
L21	81,441
L22	83,464
L23	85,529
L24	87,651
L25	89,830
L26	92,052
L27	94,332
L28	96,673
L29	99,067
L30	101,533
L31	104,040
L32	106,626
L33	109,275
L34	111,976
L35	114,759
L36	117,601

## APPENDIX 8

### HEADTEACHER RECOMMENDED PAY LEVELS FROM 1 SEPTEMBER 2024

#### Ranges for Headteachers

Group	Range of Spine Points	Salary Range 1 September 2024
1	1HT1 to 1HT13	56,316 – 74,926
2	2HT1 to 2HT14	59,167 – 80,634
3	3HT1 to 3HT14	63,815 – 86,783
4	4HT1 to 4HT14	68,586 – 93,400
5	5HT1 to 5HT14	75,675 – 103,010
6	6HT1 to 6HT15	81,441 – 113,624
7	7HT1 to 7HT16	87,651 – 125,263
8	8HT1 to 8HT16	96,673 – 138,265

APPENDIX 8 (I)

**HEADTEACHER GROUP PAY RANGE AND SALARY SCALE  
OPTIONS FROM 1 SEPTEMBER 2024 (AS RECOMMENDED BY  
BEDFORD BOROUGH COUNCIL)**

Group 1

	£pa
<b>Range Minimum 1HT1</b>	<b>56,316</b>
1HT2	57,831
1HT3	59,167
1HT4	60,644
1HT5	62,202
1HT6	63,815
1HT7	65,286
1HT8	66,919
1HT9	68,586
1HT10	70,293
1HT11	72,162
1HT12	73,819
<b>Range Maximum 1HT13</b>	<b>74,926</b>

The Governing Body had adopted a policy of a seven point salary scale for the Headteacher. The options for the salary scales are as follows:-

Range Minimum 1HT1 to 1HT7
1HT2 to 1HT8
1HT3 to 1HT9
1HT4 to 1HT10
1HT5 to 1HT11
1HT6 to 1HT12
1HT7 to Range Maximum 1HT13

## APPENDIX 8(II)

### HEADTEACHER GROUP PAY RANGE AND SALARY SCALE OPTIONS FROM 1 SEPTEMBER 2024 (AS RECOMMENDED BY BEDFORD BOROUGH COUNCIL)

#### Group 2

	£pa
Range Minimum 2HT1	59,167
2HT2	60,644
2HT3	62,202
2HT4	63,815
2HT5	65,286
2HT6	66,919
2HT7	68,586
2HT8	70,293
2HT9	72,162
2HT10	73,819
2HT11	75,675
2HT12	77,552
2HT13	79,475
Range Maximum 2HT14	80,634

The Governing Body had adopted a policy of a seven point salary scale for the Headteacher. The options for the salary scales are as follows:-

Range Minimum 2HT1 to 2HT7
2HT2 to 2HT8
2HT3 to 2HT9
2HT4 to 2HT10
2HT5 to 2HT11
2HT6 to 2HT12
2HT7 to 2HT13
2HT8 to Range Maximum 2HT14

APPENDIX 8 (III)

**HEADTEACHER GROUP PAY RANGE AND SALARY SCALE  
OPTIONS FROM 1 SEPTEMBER 2024 (AS RECOMMENDED BY  
BEDFORD BOROUGH COUNCIL)**

Group 3

	£pa
Range Minimum 3HT1	<b>63,815</b>
3HT2	65,286
3HT3	66,919
3HT4	68,586
3HT5	70,293
3HT6	72,162
3HT7	73,819
3HT8	75,675
3HT9	77,552
3HT10	79,475
3HT11	81,441
3HT12	83,464
3HT13	85,529
Range Maximum 3HT14	<b>86,783</b>

The Governing Body has adopted a policy of a seven point salary scale for the Headteacher. The options for the salary scales are as follows:-

Range Minimum 3HT1 to 3HT7
3HT2 to 3HT8
3HT3 to 3HT9
3HT4 to 3HT10
3HT5 to 3HT11
3HT6 to 3HT12
3HT7 to 3HT13
3HT8 to Range Maximum 3HT14

APPENDIX 8 (IV)

**HEADTEACHER GROUP PAY RANGE AND SALARY SCALE  
OPTIONS FROM 1 SEPTEMBER 2024 (AS RECOMMENDED BY  
BEDFORD BOROUGH COUNCIL)**

Group 4

	£pa
Range Minimum 4HT1	68,586
4HT2	70,293
4HT3	72,162
4HT4	73,819
4HT5	75,675
4HT6	77,552
4HT7	79,475
4HT8	81,441
4HT9	83,464
4HT10	85,529
4HT11	87,651
4HT12	89,830
4HT13	92,052
Range Maximum 4HT14	93,400

The Governing Body had adopted a policy of a seven point salary scale for the Headteacher. The options for the salary scales are as follows:-

Range Minimum 4HT1 to 4HT7
4HT2 to 4HT8
4HT3 to 4HT9
4HT4 to 4HT10
4HT5 to 4HT11
4HT6 to 4HT12
4HT7 to 4HT13
4HT8 to Range Maximum 4HT14

APPENDIX 8 (V)

**HEADTEACHER GROUP PAY RANGE AND SALARY SCALE  
OPTIONS FROM 1 SEPTEMBER 2024 (AS RECOMMENDED BY  
BEDFORD BOROUGH COUNCIL)**

Group 5

	£pa
Range Minimum 5HT1	<b>75,675</b>
5HT2	77,552
5HT3	79,475
5HT4	81,441
5HT5	83,464
5HT6	85,529
5HT7	87,651
5HT8	89,830
5HT9	92,052
5HT10	94,332
5HT11	96,673
5HT12	99,067
5HT13	101,533
Range Maximum 5HT14	<b>103,010</b>

The Governing Body has adopted a policy of a seven point salary scale for the Headteacher. The options for the salary scales are as follows:-

Range Minimum 5HT1 to 5HT7
5HT2 to 5HT8
5HT3 to 5HT9
5HT4 to 5HT10
5HT5 to 5HT11
5HT6 to 5HT12
5HT7 to 5HT13
5HT8 to Range Maximum 5HT14

## APPENDIX 8 (VI)

### HEADTEACHER GROUP PAY RANGE AND SALARY SCALE OPTIONS FROM 1 SEPTEMBER 2024 (AS RECOMMENDED BY BEDFORD BOROUGH COUNCIL)

#### Group 6

	£pa
<b>Range Minimum 6HT1</b>	<b>81,441</b>
6HT2	83,464
6HT3	85,529
6HT4	87,651
6HT5	89,830
6HT6	92,052
6HT7	94,332
6HT8	96,673
6HT9	99,067
6HT10	101,533
6HT11	104,040
6HT12	106,626
6HT13	109,275
6HT14	111,976
<b>Range Maximum 6HT15</b>	<b>113,624</b>

The Governing Body has adopted a policy of a seven point salary scale for the Headteacher. The options for the salary scales are as follows:-

Range Minimum 6HT1 to 6HT7
6HT2 to 6HT8
6HT3 to 6HT9
6HT4 to 6HT10
6HT5 to 6HT11
6HT6 to 6HT12
6HT7 to 6HT13
6HT8 to 6HT14
6HT9 to Range Maximum 6HT15



## APPENDIX 8 (VII)

### HEADTEACHER GROUP PAY RANGE AND SALARY SCALE OPTIONS FROM 1 SEPTEMBER 2024 (AS RECOMMENDED BY BEDFORD BOROUGH COUNCIL)

#### Group 7

	£pa
<b>Range Minimum 7HT1</b>	<b>87,651</b>
7HT2	89,830
7HT3	92,052
7HT4	94,332
7HT5	96,673
7HT6	99,067
7HT7	101,533
7HT8	104,040
7HT9	106,626
7HT10	109,275
7HT11	111,976
7HT12	114,759
7HT13	117,601
7HT14	120,524
7HT15	123,506
<b>Range Maximum 7 HT16</b>	<b>125,263</b>

The Governing Body has adopted a policy of a seven point salary scale for the Headteacher. The options for the salary scales are as follows:-

Range Minimum 7HT1 to 7HT7
7HT2 to 7HT8
7HT3 to 7HT9
7HT4 to 7HT10
7HT5 to 7HT11
7HT6 to 7HT12
7HT7 to 7HT13
7HT8 to 7HT14
7HT9 to 7HT15
7HT10 to Range Maximum 7HT16

## APPENDIX 8 (VIII)

### HEADTEACHER GROUP PAY RANGE AND SALARY SCALE OPTIONS FROM 1 SEPTEMBER 2024 (AS RECOMMENDED BY BEDFORD BOROUGH COUNCIL)

#### Group 8

	£pa
<b>Range Minimum 8HT1</b>	<b>96,673</b>
8HT2	99,067
8HT3	101,533
8HT4	104,040
8HT5	106,626
8HT6	109,275
8HT7	111,976
8HT8	114,759
8HT9	117,601
8HT10	120,524
8HT11	123,506
8HT12	126,517
8HT13	129,673
8HT14	132,913
8HT15	136,243
<b>Range Maximum 8HT16</b>	<b>138,265</b>

The Governing Body has adopted a policy of a seven point salary scale for the Headteacher. The options for the salary scales are as follows:-

Range Minimum 8HT1 to 8HT7
8HT2 to 8HT8
8HT3 to 8HT9
8HT4 to 8HT10
8HT5 to 8HT11
8HT6 to 8HT12
8HT7 to 8HT13
8HT8 to 8HT14
8HT9 to 8HT15
8HT10 to Range Maximum 8HT16

## APPENDIX 9(I)

Dear Name

### **Model Salary Letter – Leadership Group**

In accordance with the School Teachers' Pay and Conditions Document and in line with the whole school salary policy adopted by the Governing Body, I write to inform you that it is necessary to review the salary of all staff on the leadership group on an annual basis.

For the September 2024 review, the [Staffing Committee on Pay] has given consideration to the outcome of the performance review against the agreed objectives for 2023/2024. Set out below is the decision of the Committee:-

Pay point until 31 August 2024 : (see Note 1)

Points awarded as a result of performance review : (see Note 1)

Salary on Leadership Group : £

Salary Range on Leadership Group :

(If necessary, any change in points required as a result of a change to the salary range should be made clear. Any pay increase will be backdated to 1 September 2024).

### ***School to use where performance related pay is not applicable.***

*For the academic year 2024/25 pay progression will be awarded within the pay range determined by the school, subject to annual review in accordance with the School Teachers' Pay and Conditions Document and the School policy on pay progression. The Governors reserve the right to withhold the normal pay progression where the teacher is subject to capability proceedings.*

### ***School to use where a decision has been made to retain performance related pay.***

*For the academic year 2024/25 pay progression will be awarded within the pay range determined by the school, subject to a review of performance against agreed objectives in accordance with the School policy on performance pay progression and in line with the School Teachers' Pay and Conditions Document.*

*The agreement of objectives for 2024/2025 will be subject to separate correspondence from the Autumn of 2024 since objectives will be considered [with the assistance of the School Improvement Partner] and will be agreed with you as part of the appraisal process. Performance against the agreed objectives will be taken into account in considering your pay from September 2025.*

*Once the [Staffing Committee on Pay] has considered the performance related criteria, priority will continue to be given to the responsibilities of the post, the principles outlined in the whole school salary policy and the School's delegated budget.*

If you have any queries or wish to appeal in respect of this determination please

contact the Chair of the [Staffing Committee on Pay] in the first instance. In accordance with the School Pay Policy any appeal must be on the grounds that the Governors Committee on Pay:-

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

Yours sincerely

Chairperson of [Staffing Committee on Pay]

NOTE: 1 For staff newly appointed to the Leadership Group, these factors may not be relevant and can be omitted from the letter.

## APPENDIX 9(II)

Dear Name

### **Model Salary Letter – Headteacher Group**

In accordance with the School Teachers' Pay and Conditions Document and in line with the whole school salary policy adopted by the Governing Body, I write to inform you that it is necessary to review the salary of staff on the Headteacher group on an annual basis.

For the September 2024 review, the [Staffing Committee on Pay] has given consideration to the outcome of the performance review against the agreed objectives for 2023/2024. Set out below is the decision of the Committee :-

Pay point until 31 August 2024 : (see Note 1)

Points awarded as a result of performance review : (see Note 1)

Salary on Leadership Group : £

Salary Range on Leadership Group : (see Note 2)

(If necessary, any change in points required as a result of a change to the salary range should be made clear. Any pay increase will be backdated to 1 September 2024).

#### ***School to use where performance related pay is not applicable.***

*For the academic year 2024/25 pay progression will be awarded within the pay range determined by the school, subject to annual review in accordance with the School Teachers' Pay and Conditions Document and the School policy on pay progression. The Governors reserve the right to withhold the normal pay progression where the teacher is subject to capability proceedings.*

#### ***School to use where a decision has been made to retain performance related pay.***

*For the academic year 2024/25 pay progression will be awarded within the pay range determined by the school, subject to a review of performance against agreed objectives in accordance with the School policy on performance pay progression and in line with the School Teachers' Pay and Conditions Document.*

*The agreement of objectives for 2024/2025 will be subject to separate correspondence from the Autumn of 2023 since objectives will be considered [with the assistance of the School Improvement Partner] and will be agreed with you as part of the appraisal process. Performance against the agreed objectives will be taken into account in considering your pay from September 2025.*

*Once the [Staffing Committee on Pay] has considered the performance related criteria, priority will continue to be given to the responsibilities of the post, the principles outlined in the whole school salary policy and the School's delegated budget.*

If you have any queries or wish to appeal in respect of this determination please contact the Chair of the [Staffing Committee on Pay] in the first instance. In accordance with the School Pay Policy any appeal must be on the grounds that the Governors Committee on Pay:-

- (a) incorrectly applied a provision of the Document;
- (b) failed to have proper regard to statutory guidance;
- (c) failed to take account of relevant evidence;
- (d) took account of irrelevant or inaccurate evidence;

- (e) was biased; or
- (f) otherwise unlawfully discriminated against you.

Yours sincerely

Chairperson of [Staffing Committee on Pay]

NOTE: 1 For staff newly appointed to the Headteacher Group, these factors may not be relevant and can be omitted from the letter.

NOTE: 2 It might be helpful to clarify the factors considered by the Staffing Committee on Pay in determining a change to the salary range for Headteachers. This decision must be recorded so an extract from the minute of the meeting should be sufficient.

APPENDIX 9(III)

Model Salary Letter – Classroom Teachers

Dear

Teachers' Salaries – Main Pay Scale

In accordance with the School Teachers' Pay and Conditions Document, I write to inform you that your salary, with effect from 1 September 2024, has been determined as set out below.

The policy of the Governors is set out in the School's Pay Policy and copies are available on request. The Governors have adopted the salary scale attached to the School's Pay Policy. (In completing the table below it will be necessary to indicate how many, if any, of the allowances have been awarded on a temporary basis).

Points awarded on the main pay scale for : Point(s)  
classroom teachers, the unqualified teacher  
pay scale or the Lead Practitioner pay scale

OR				
THRESHOLD ASSESSMENT		Salary	£	
SUCCESSFUL – POINT ON UPPER SPINE				
PLUS				
TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (WHERE RELEVANT)		Value	£	
either or and/or	TLR	1	Value	£
	TLR	2	Value	£
	TLR 3		Value	£
SPECIAL NEEDS ALLOWANCES		Value	£	
RECRUITMENT AND RETENTION (WHERE APPROPRIATE)		(Value	£ )	
ANY OTHER ALLOWANCE OR SAFEGUARDING (IF APPROPRIATE)		Value	£	
Total salary from 1 September 2024			£	

School to use where performance related pay is not applicable.

Movements on the main pay scale for classroom teachers, the upper pay spine, the lead practitioner payscale and the unqualified teacher pay scale will be subject to annual review in accordance with the School Teachers' Pay and Conditions Document and the School policy on pay progression. The Governors reserve the right to withhold the normal pay progression where the teacher is subject to capability proceedings.

School to use where a decision has been made to retain performance related pay.

*Movements on the main pay scale for classroom teachers, the upper pay spine, the lead practitioner payscale and the unqualified teacher pay scale will be subject to a review of performance against agreed objectives in accordance with the School policy on performance pay progression, the schools appraisal policy, and in line with the School Teachers' Pay and Conditions Document. The Governors reserve the right to withhold the normal pay progression where service is deemed to be unsatisfactory in accordance with the School's Pay Policy.*

If you have any queries on this salary determination, please raise the matter with the Headteacher in the first instance. Any appeals arising from this letter must be pursued in accordance with the School's Pay Policy. Any appeal must be on the grounds that the Pay Committee of the Governors:-

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

Yours sincerely

Chairperson of [Staffing Committee on Pay]



## APPENDIX 10

### UPPER PAY RANGE APPLICATION FORM

#### Eligibility Criteria

In order to be assessed you must be a qualified teacher and need to be able to evidence that you are:

- highly competent in all elements of the relevant standards; and
- that your achievements and contribution to the school have been substantial and sustained.

As detailed at paragraph 9.3. of the School's Pay Policy.

#### Teacher's Details:

Name	Post

#### Appraisal Details:

Years Covered by Review statements	Schools Covered by Review Statements

#### Declaration:

I confirm that at the date of this request for assessment to be paid on the upper pay range I meet the eligibility criteria and I submit appraisal review statements covering the relevant period.

Signature of Teacher	Date

**APPENDIX 11**

**PAY RATES FOR SUPPLY TEACHERS FROM 1 SEPTEMBER 2024**

	Salary	195/223	28/223	Daily rate	Daily rate holiday pay	Hourly rate	Hourly rate holiday
M1	31,650	27676.01	3973.99	141.93	20.38	28.39	4.08
M2	33,483	29278.86	4204.14	150.15	21.56	30.03	4.31
M3	35,674	31194.75	4479.25	159.97	22.97	31.99	4.59
M4	38,034	33258.43	4775.57	170.56	24.49	34.11	4.90
M5	40,439	35361.46	5077.54	181.34	26.04	36.27	5.21
M6	43,607	38131.68	5475.32	195.55	28.08	39.11	5.62
UPS1	45,646	39914.66	5731.34	204.69	29.39	40.94	5.88
UPS2	47,338	41394.22	5943.78	212.28	30.48	42.46	6.10
UPS3	49,084	42920.99	6163.01	220.11	31.61	44.02	6.32
U1	21,731	19002.44	2728.56	97.45	13.99	19.49	2.80
U2	24,224	21182.42	3041.58	108.63	15.60	21.73	3.12
U3	26,716	23361.52	3354.48	119.80	17.20	23.96	3.44
U4	28,914	25283.54	3630.46	129.66	18.62	25.93	3.72
U5	31,410	27466.14	3943.86	140.85	20.22	28.17	4.04
U6	33,902	29645.25	4256.75	152.03	21.83	30.41	4.37

## APPENDIX 12

### APPEALS PROCEDURE FOR PAY RELATED MATTERS

**Commented [ED1]:** There is an appeals procedure in the DFE document - look at it.

1. The Governing Body have adopted an appeals procedure in respect of pay which will operate outside the normal grievance arrangements but which will ensure a fair hearing to all parties concerned. A full written note should be made of the hearing and the Appeal Panel's decision.
2. In operating this appeal procedure, the Governing Body recognises that in most cases the employee will raise the concern in the first instance with the headteacher and, if the matter remains unresolved, with the Staffing Committee on Pay. When these two mechanisms have been exhausted the Appeal Panel will be convened to consider the case in accordance with this procedure. (Note: Appeals by the headteacher can be considered directly by the Staffing Committee on Pay: the procedure at meetings of the Staffing Committee should follow the appeal procedure unless mutually agreed otherwise).
3. A panel of governors (the Appeal Panel) shall be constituted for the purpose of hearing appeals relating to the pay of members of staff. It shall exclude members of the Governing Body's Staffing Committee on Pay.
4. The member of staff with the grievance (or his or her representative) shall make an opening address explaining his or her case and may then be questioned by the Chair of the Staffing Committee on Pay (or their representative) or by the Appeal Panel.
5. The member of staff (or his or her representative) shall call on any witnesses who may be questioned by the other parties involved (or their representatives) or by the Appeal Panel. The witnesses shall withdraw once they have given their evidence.
6. The Chairperson of the Staffing Committee on Pay (or his or her representative) shall then have the right to make an opening address and may then be questioned by the other parties involved (or their representatives) or by the Appeal Panel.
7. The Chairman of the Staffing Committee on Pay (or their representative) may call any witnesses who may be questioned by the member of staff (or his or her representative) or by the Appeal Panel. The witnesses shall withdraw once they have given their evidence.
8. Each party (or their representative) shall then have an opportunity to sum up his or her case, the member of staff making the appeal to do so last.
9. The parties involved, their representatives (and any witnesses) shall then withdraw.
10. The Appeal Panel, together with a representative of the school's HR Adviser who may be present for the purposes of giving advice only, shall deliberate in private, only recalling the parties involved (and their representatives) to clear points of uncertainty on evidence already given. If recall is necessary, all parties must return even if only one party is concerned with the point giving rise to doubt.
11. The Appeal Panel shall announce the decision to the parties involved at the end of the hearing where possible and, subsequently, confirm it in writing. The decision of the Appeal Panel is final and binding on all parties and shall be reported to the next full meeting of the Governing Body.

**APPENDIX 13**

**STAFFING STRUCTURE (*School to add*)**



Department  
for Education

# **School teachers' pay and conditions document 2024 and guidance on school teachers' pay and conditions**

**September 2024**

# Contents

<b>Contents</b>	<b>2</b>
<b>Tables</b>	<b>5</b>
<b>Section 1: Introductory</b>	<b>6</b>
Introduction	6
Summary of changes to pay and conditions since 2023	6
Other information	7
<b>Section 2: School Teachers' Pay and Conditions Document 2024</b>	<b>8</b>
<b>Part 1: Pay – general</b>	<b>9</b>
September 2024 pay award	9
1. Entitlement to salary and allowances	9
2. Pay policy and grievance procedures	9
3. Timing of salary determination and notification	10
<b>Part 2: Leadership group pay</b>	<b>12</b>
4. Introduction	12
5. Determination of the school's headteacher group	13
6. Unit totals and headteacher groups: ordinary schools	14
7. Unit totals and headteacher groups: special schools	15
8. Unit totals and headteacher groups: particular cases	18
9. Determination of leadership pay ranges	18
10. Determination of temporary payments to headteachers	19
11. Pay progression for leadership group members	20
<b>Part 3: Other teachers' pay ranges from 1 September 2024</b>	<b>21</b>
12. Introduction	21
13. The main pay range from 1 September 2024	21
14. The upper pay range from 1 September 2024	22
15. Application to be paid on the upper pay range	23
16. The leading practitioner pay range from 1 September 2024	23
17. The unqualified teacher pay range from 1 September 2024	24
18. An unqualified teacher who becomes qualified	24
19. Pay progression	25
<b>Part 4: Allowances and other payments</b>	<b>27</b>
20. Teaching and learning responsibility (TLR) payments	27
21. Special educational needs (SEN) allowances	28
22. Allowance payable to unqualified teachers	29
23. Acting allowance	29
24. Performance payments to seconded teachers	30
25. Residential duties	30

26. Additional payments	30
27. Recruitment and retention incentives and benefits	31
28. Salary sacrifice arrangements	31
<b>Part 5: Safeguarding</b>	<b>33</b>
General safeguarding	33
29. General circumstances in which safeguarding applies	33
30. Entitlement to a safeguarded sum	34
31. Notification of safeguarding	34
32. The safeguarding period	35
33. Calculating relevant dates	36
34. Suspension and partial reduction of the safeguarded sum	37
35. Additional duties	37
36. Miscellaneous	38
37. Other safeguarding: teachers taking up post on or before 31 December 2005	38
<b>Part 6: Supplementary</b>	<b>42</b>
38. Determination of applicable pay range	42
39. Unattached teachers	42
40. Part-time teachers: interpretation	43
41. Determination of remuneration of part-time teachers	43
42. Teachers employed on a short notice basis	43
<b>Part 7: Contractual framework for teachers</b>	<b>44</b>
43. Introduction	44
44. Headteachers: overriding requirements	44
45. Delegation	44
46. Professional responsibilities	45
47. Rights conferred	46
Teachers: professional responsibilities	47
48. Deputy headteachers and assistant headteachers	47
49. Teachers on the leading practitioner pay range	47
50. Teachers other than a headteacher	47
51. Working time	49
Rights conferred: all teachers	51
52. Overarching rights	51
<b>Annex 1: Teachers' Standards</b>	<b>53</b>
Introduction	53
Teachers' Standards	53
<b>Annex 2: Interpretation</b>	<b>57</b>
<b>Annex 3: September 2024 advisory pay point structure for the main pay range (MPR) and upper pay range (UPR)</b>	<b>64</b>

<b>Annex 4: September 2024 advisory pay point structure for the unqualified teacher pay range (UR)</b>	<b>65</b>
<b>Annex 5 - Administrative tasks</b>	<b>66</b>
Defining administrative tasks	66
List of administrative that teachers should not be expected to undertake	67
<b>Section 3 – Guidance for Local Authorities, School Leaders, School Teachers and Governing Bodies of Maintained Schools</b>	<b>69</b>
Pay policy (paragraph 2)	69
Leadership group pay (paragraphs 4-11)	70
Movement to the upper pay range (paragraph 15)	74
Teachers paid on the pay range for leading practitioners (paragraph 16)	75
Unattached teachers (paragraph 39)	76
Part-time teachers' remuneration (paragraphs 40-41)	76
Allowances and other payments	78
SEN allowance (paragraph 21)	80
Additional payments (paragraph 26)	81
Safeguarding (paragraphs 29-37)	85
Working time (paragraph 51)	86
<b>Further sources of information</b>	<b>88</b>
Useful resources and external organisations	88
Other departmental resources	88



## Tables

Table 1: Leadership group pay range 2024 – Annual salary .....	12
Table 2: Annual pay ranges for headteacher groups 2024 .....	13
Table 3: Unit totals and headteacher groups – ordinary schools .....	14
Table 4: Total unit score – ordinary schools .....	14
Table 5: Unit totals and headteacher groups – special schools .....	15
Table 6: Staff-pupil ratio modifier .....	16
Table 7: School's total unit score – special schools .....	17
Table 8: Main Pay Range 2024 – Annual Salary .....	21
Table 9: Upper Pay Range 2024 – Annual Salary .....	22
Table 10: Leading Practitioner Pay Range 2024 – Annual Salary .....	24
Table 11: Unqualified Teacher Pay Range 2024 – Annual Salary .....	24
Table 12: Advisory pay point structure – MPR & UPR .....	64
Table 13: Advisory pay point structure – Unqualified teacher (UR) .....	65
Table 14: Part-time teachers remuneration (example 1) .....	77
Table 15: Part-time teachers remuneration (example 2) .....	78

## Section 1: Introductory

Note: This introductory section does not form part of either the statute (the School Teachers' Pay and Conditions Document in Section 2 of this publication) or the statutory guidance (in Section 3 of this publication).

### Introduction

1. From 2003 to 2019 this publication provided the framework for teachers' pay in England and Wales, comprising the School Teachers' Pay and Conditions Document (the Document) and statutory guidance. On 30<sup>th</sup> September 2018 the power to prescribe teachers' pay and conditions for teachers in Wales was transferred from the Secretary of State to The Welsh Ministers by the Welsh Ministers (Transfer of Functions Order) 2018. Therefore, the devolution of teachers' pay and conditions to the Welsh Government means that the 2018 Document was the last Document to apply to teachers in Wales as well as England. From the 2019 Document onwards, the Document is applicable to England only. The Document (Section 2) and the statutory guidance (Section 3) should be read together to provide a complete picture of pay and conditions for teachers in England.
2. The statutory requirements for teachers' pay and conditions for maintained schools in England are set out in the Document, and schools and local authorities (LAs) must abide by these. The Education Act 2002 (the Act) gives the Secretary of State power to issue guidance on pay and conditions matters, to which those concerned must have regard. LAs and governing bodies are required to have regard to the statutory guidance, and in respect of guidance on procedural matters a court or tribunal may take any failure to do so into account in any proceedings. Broadly speaking, this means that any party not following this guidance would need to have good reason not to do so and would need to be able to justify any departure from it.
3. The Document and statutory guidance have been amended in response to the recommendations in the thirty-fourth report of the School Teachers' Review Body (the STRB), published on 29 July 2024.
4. The Document and statutory guidance were subject to consultation with the teacher unions, employers and other relevant interested parties as part of the usual statutory consultation process, where required.

### Summary of changes to pay and conditions since 2023

5. The changes in this version of the Document relate to the 2024 pay award, the removal of performance related pay as a requirement in the Document from September 2024, changes relating to Planning, Preparation and Assessment time

and the Annex 5 Administrative task list is moved from Section three to Section two.

## Other information

6. LAs and schools can find additional informative material on pay matters on the [GOV.UK website](#). This material includes non-statutory Departmental advice – [Managing Teachers and Leaders Pay](#), and a model pay policy. For general pay queries please call 0370 000 2288 or make an [enquiry through the website](#).

## Section 2: School Teachers' Pay and Conditions Document 2024

This Document contains provisions relating to the statutory conditions of employment of school teachers in England and has been prepared by the Secretary of State for Education in anticipation of an order being made under section 122 of the Act.<sup>(1)</sup> That order refers to this Document and directs that its provisions have effect in accordance with it pursuant to section 124(3) of the Act. The order will be the School Teachers' Pay and Conditions (England) Order 2024.<sup>(2)</sup>

This Document relates to teachers employed by a local authority or by the governing body of a foundation, voluntary aided or foundation special school (other than a school to which an order made under section 128(2) of the Act applies) in the provision of primary or secondary education (otherwise than in an establishment maintained by a local authority in the exercise of a social services function).

When the Order comes into force on 8 November 2024 this Document will replace the 2023 Document given effect by the School Teachers' Pay and Conditions (England) Order 2023. The provisions of section 2 of this Document will have retrospective effect from 1<sup>st</sup> September 2024 as provided for in the Order.

Department for Education

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(1) The Education Act 2002 (c.32).

(2) S.I 2024/1037

# Part 1: Pay – general

## September 2024 pay award

In line with the recommendations in the STRB's 34th Report, from 1 September 2024 a 5.5% increase will be applied to all pay and allowance ranges and advisory points.

All pay uplifts will be back dated to 1 September 2024.

## 1. Entitlement to salary and allowances

- 1.1. Subject to paragraphs 29 to 36, 38 and 39, a qualified or unqualified teacher in full-time service is entitled to remuneration consisting of a salary determined under Parts 2 or 3 and any allowances payable under Parts 4 and 5.
- 1.2. The relevant body must determine that a graduate teacher or a teacher on the employment-based teacher training scheme is to:
  - a) be paid and be eligible for allowances as a qualified teacher; or
  - b) be paid and be eligible for allowances as an unqualified teacher.
- 1.3. A teacher employed on a part-time basis is entitled to remuneration consisting of a salary and any allowances to which the teacher is entitled, calculated in accordance with paragraphs 36.1, 40 and 41.
- 1.4. A teacher employed in a school which has a delegated budget is entitled to be paid by the authority any remuneration to which the teacher is entitled by virtue of the provisions of this Document or any determinations made under it.

## 2. Pay policy and grievance procedures

- 2.1. The relevant body must:
  - a) adopt a policy that sets out the basis on which it determines teachers' pay and the date by which it will determine teachers' annual pay reviews; and
  - b) establish procedures for addressing teachers' grievances in relation to their pay in accordance with the [ACAS Code of Practice](#).

### **3. Timing of salary determination and notification**

3.1. Subject to paragraph 3.3, the determination of the remuneration of a teacher must be made:

- a) annually with effect from 1 September;
- b) whenever a teacher takes up a new post (including taking up a post in the leadership group, or the duties assigned to a teacher paid on the pay range for leading practitioners) on a date other than that stated in the school's pay policy for the annual salary determination, with effect from the teacher taking up that post;
- c) where a teacher becomes entitled to be paid on the upper pay range pursuant to paragraph 14; or
- d) at any other time when a change falls to be made to a teacher's salary in any circumstances provided for in this Document.

3.2. When determining the remuneration of a teacher, the relevant body must have regard to its pay policy and to the teacher's particular post within its staffing structure.

3.3. Where the relevant body determines to reduce a teacher's remuneration, that determination must take effect no earlier than the date on which it was actually made.

3.4. When the relevant body has determined the remuneration of a teacher, it must, at the earliest opportunity – and in any event not later than one month after the determination – ensure that the teacher is notified in writing of that determination; of any payments or other financial benefits awarded under paragraph 27; of any safeguarded sums to which the teacher is entitled under paragraphs 29 to 36; where a copy of the school's staffing structure and pay policy may be inspected; and:

- a) in a case where the teacher is a member of the leadership group or is paid on the pay range for leading practitioners, of the basis on which remuneration has been determined and the criteria (including performance objectives where the teacher is not subject to the 2012 Regulations) on which the salary will be reviewed in the future;
- b) in a case where the teacher was appointed as a member of the leadership group or on the pay range for leading practitioners for a fixed period or under a fixed-term contract, of the date or, where appropriate, the circumstance, the occurrence of which will bring the fixed period or fixed-term contract to an end;

- c) in a case where the teacher is a classroom teacher or an unqualified teacher in respect of whom the relevant body has made a determination under paragraph 1.2(a), of:
  - i. the teacher's position within the pay ranges set out in paragraphs 13 and 14;
  - ii. the nature and value of any allowance awarded under paragraph 21; and
  - iii. in relation to any teaching and learning responsibility payment (TLR) awarded under paragraph 20, its value, the nature of the significant responsibility for which it was awarded and, if the award is made whilst the teacher occupies another post in the absence of a post-holder, the date on which, as well as any circumstances in which (if occurring earlier than that date), it will come to an end and, for TLR3s, a statement that the TLR will not be safeguarded.
- d) in a case where the teacher is an unqualified teacher to whom paragraph 3.4(c) does not apply, of:
  - i. the teacher's position within the unqualified teachers' pay range determined under paragraph 17; and
  - ii. the value of any unqualified teacher's allowance awarded under paragraph 22 and the additional responsibility, qualifications or experience in respect of which the allowance was awarded.

3.5. In this paragraph, "remuneration" means salary plus any allowances but does not include any sum paid under paragraphs 25 and 26.

## Part 2: Leadership group pay

### 4. Introduction

- 4.1. The determination of leadership group pay introduced in the 2014 Document 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 will be for 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'. In doing so, the governing body will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members.
- 4.2. Schools may choose to review the pay of all of their leadership posts in accordance with the arrangements introduced in the 2014 Document if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014 or with pay arrangements for a member or members of the leadership group whose responsibilities have significantly changed on or after that date.
- 4.3. Having complied with the requirements of paragraphs 4.4, 5 and 10, the relevant body must determine a salary for headteachers, deputy headteachers or assistant headteachers.
- 4.4. The statutory pay range for members of the leadership group is:

**Table 1: Leadership group pay range 2024 – Annual salary**

	<b>England (excluding the London area)</b>	<b>Inner London area</b>	<b>Outer London area</b>	<b>Fringe area</b>
<b>Minimum</b>	£49,781	£59,186	£53,731	£51,151
<b>Maximum</b>	£138,265	£147,586	£142,178	£139,632



## 5. Determination of the school's headteacher group

- 5.1. The relevant body must assign its school to a headteacher group for the purposes of paragraphs 9 and 11 in accordance with this paragraph and paragraphs 6, 7, 8 and 9.
- 5.2. A school must be assigned to a headteacher group whenever the relevant body sees fit.
- 5.3. The headteacher groups, and pay ranges in relation thereto, are as follows:

**Table 2: Annual pay ranges for headteacher groups 2024**

<b>Headteacher Group</b>	<b>England (excluding the London area)</b>	<b>Inner London area</b>	<b>Outer London area</b>	<b>Fringe area</b>
<b>Group 1</b>	£56,316 - £74,926	£65,731 - £84,249	£60,266 - £78,841	£57,693 - £76,289
<b>Group 2</b>	£59,167 - £80,634	£68,583 - £89,957	£63,117 - £84,550	£60,540 - £82,006
<b>Group 3</b>	£63,815 - £86,783	£73,225 - £96,106	£67,762 - £90,694	£65,188 - £88,150
<b>Group 4</b>	£68,586 - £93,400	£78,000 - £102,714	£72,531 - £97,307	£69,964 - £94,758
<b>Group 5</b>	£75,675 - £103,010	£85,092 - £112,333	£79,630 - £106,925	£77,051 - £104,377
<b>Group 6</b>	£ 81,441 - £113,624	£90,856 - £122,945	£85,396 - £117,534	£82,825 - £114,990
<b>Group 7</b>	£87,651 - £125,263	£97,068 - £134,581	£91,602 - £129,172	£89,033 - £126,623
<b>Group 8</b>	£ 96,673 - £138,265	£106,083 - £147,586	£100,623 - £142,178	£98,045 - £139,632

## 6. Unit totals and headteacher groups: ordinary schools

- 6.1. Subject to paragraph 8 an ordinary school must be assigned to a headteacher group in accordance with the following table by reference to its total unit score calculated in accordance with paragraphs 6.1 to 6.5:

**Table 3: Unit totals and headteacher groups – ordinary schools**

<b>Total unit score</b>	<b>Group</b>
Up to 1,000	1
1,001 to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

- 6.2. Subject to paragraphs 6.3 to 6.5, the total unit score must be determined in accordance with the number of pupils on the school register, calculated as follows:

**Table 4: Total unit score – ordinary schools**

	<b>Units per pupil</b>
<b>For each pupil in the preliminary stage and each pupil in the first or second key stage</b>	7
<b>For each pupil in the third key stage</b>	9
<b>For each pupil in the fourth key stage</b>	11
<b>For each pupil in the fifth key stage</b>	13

- 6.3. The number of pupils on the school register, and the number of pupils at each key stage, must be determined by the numbers as shown on the most recent return of

the Department for Education (DfE) School Census submitted to the DfE on behalf of the school.

- 6.4. Each pupil with a statement of special educational needs (SEN) or from September 2014 an Education, Health and Care (EHC) plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted as by virtue of paragraph 6.2, and, if not in such a special class, be counted as three such units only where the relevant body so determines.
- 6.5. Each pupil who attends for no more than half a day on each day for which the pupil attends the school must be counted as half as many units as the pupil would otherwise be counted as under paragraphs 6.2 or 6.4.
- 6.6. Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations<sup>(3)</sup>, the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

## 7. Unit totals and headteacher groups: special schools

- 7.1. Subject to paragraph 8, a special school must be assigned to a headteacher group in accordance with the following table by reference to its modified total unit score calculated in accordance with paragraphs 7.2 to 7.8:

**Table 5: Unit totals and headteacher groups – special schools**

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

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(3) The School Governance (Collaboration) (England) Regulations 2003 (S.I. 2003/1962) .

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

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

where A is the number of teachers and support staff weighted as provided in paragraph 7.3, and B is the number of pupils at the school weighted as provided in paragraph 7.4.

- 7.3. The weighting for a teacher is two units for each full-time equivalent teacher, and the weighting for each support staff member is one unit for each full-time equivalent individual.
- 7.4. The weighting for a full-time pupil is one unit and the weighting for a part-time pupil is half a unit.
- 7.5. The relevant body must calculate the staff-pupil ratio modifier in accordance with the following table by reference to the staff-pupil ratio determined in accordance with paragraphs 7.2 to 7.4:

**Table 6: Staff-pupil ratio modifier**

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

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

**Table 7: School's total unit score – special schools**

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

7.7. The relevant body must determine the school's modified total unit score by multiplying the school's total unit score determined under paragraph 7.6 by the staff-pupil ratio modifier calculated under paragraph 7.5.

7.8. In this paragraph:

- a) the number of pupils on the school register must be determined by the numbers as shown on the most recent return of the DfE School Census submitted to the DfE on behalf of the school; and
- b) "support staff member" means a member of the school staff who is not:
  - i. a teacher;
  - ii. a person employed in connection with the provision of meals;
  - iii. a person employed in connection with the security or maintenance of the school premises; or
  - iv. a person employed in a residential school to supervise and care for pupils out of school hours.

7.9. Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations<sup>(4)</sup>, the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

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(4) The School Governance (Collaboration) (England) Regulations 2003 (S.I. 2003/1962).

## **8. Unit totals and headteacher groups: particular cases**

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

- 8.1. Subject to paragraph 8.2, where in the case of an ordinary school the total unit score and in the case of a special school the modified total unit score is expected by the relevant body to rise or fall after the date to which the assignment refers, the relevant body may instead assign the school to the appropriate group which would result after the expected change in numbers has taken place.
- 8.2. Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

### **New schools**

- 8.3. Subject to paragraphs 8.4 and 8.5, in the case of a school which is newly opened or not yet open, the relevant body must assign the school to the group appropriate in the case of an ordinary school to the total unit score and in the case of a special school to the modified total unit score expected by the authority or, in the case of a school with a delegated budget, by the governing body after consulting the authority to be applicable not less than four years from the date of opening.
- 8.4. The relevant body must, as necessary, revise its assignment as the expectations on which its calculation was based change.
- 8.5. Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

## **9. Determination of leadership pay ranges**

- 9.1. The relevant body must determine pay ranges for the headteacher and for deputy headteachers and assistant headteachers in accordance with paragraphs 9.2 to 9.4.
- 9.2. When determining an appropriate pay range, the relevant body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the relevant body may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum of the relevant headteacher group. The relevant body must ensure that there is appropriate scope within the range to allow for pay progression over time.

- 9.3. Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the headteacher's pay range and any additional payments made under paragraph 10 does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case.
- 9.4. The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school, calculated in accordance with paragraphs 6 to 8. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances.

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

- 10.1. Subject to paragraphs 10.2 to 10.4, the relevant body may determine that payments be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the headteacher's pay range.
- 10.2. Subject to paragraph 10.3, the total sum of the temporary payments made to a headteacher in accordance with paragraph 10.1 in any school year must not exceed 25% of the annual salary which is otherwise payable to the headteacher, and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group, except as set out in paragraph 10.4.
- 10.3. Paragraph 10.2 does not apply to payments made in accordance with:
- a) paragraph 25 where those residential duties are a requirement of the post; or
  - b) paragraph 27 to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of that headteacher.
- 10.4. The relevant body may determine that additional payments be made to a headteacher which exceed the limit set out in paragraph 10.2 in wholly exceptional circumstances and with the agreement of the governing body. The governing body must seek external independent advice before producing a business case, seeking such agreement.

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

- 11.1. The relevant body must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination and, if it determines to do so, to what salary within the relevant pay range determined in accordance with paragraphs 4.4 and, where applicable, 5.3 and 9.1.
- 11.2. The relevant body must decide how pay progression will be determined, subject to the following:
  - a) a recommendation on pay must be made in writing as part of the individual's appraisal report, and in making its decision the relevant body must have regard to this recommendation;
  - b) any relevant body that chooses to retain performance related pay as set out in their pay policy, may only withhold progression for reasons related to poor performance. For all other schools, progression may only be withheld if a teacher is in capability proceedings.
  - c) where in accordance with the provisions of an earlier Document the relevant body has determined a pay range the maximum of which exceeds the highest salary payable under this Document it must continue to pay any salary determined by reference to that pay range until such time as it reassesses the pay range for its leadership posts under the provisions of this Document.



## Part 3: Other teachers' pay ranges from 1 September 2024

### 12. Introduction

12.1. There are four pay ranges for other teachers:

- i. the main pay range for qualified teachers who are not entitled to be paid on any other pay range;
- ii. the upper pay range;
- iii. the leading practitioner pay range; and
- iv. the unqualified teacher pay range.

12.2. Any pay increase or safeguarded sum (for the safeguarded period) awarded to a teacher on the main pay range, the upper pay range or the unqualified teacher pay range in accordance with Parts 3, 4 and 5 or any movement between those pay ranges must be permanent for as long as the teacher remains employed within the same school but is not otherwise to be deemed to be permanent by operation of the terms of this Document or any earlier Document.

### 13. The main pay range from 1 September 2024

13.1. A teacher on the main pay range must be paid such salary within the minimum and maximum of the main pay range set out below as the relevant body determines. .  
At Annex 3, advisory pay points for the main pay range are set out to help support decisions about pay for teachers on the pay range. The main pay range for qualified teachers is:

**Table 8: Main Pay Range 2024 – Annual Salary**

	<b>England (excluding the London area)</b>	<b>Inner London area</b>	<b>Outer London area</b>	<b>Fringe area</b>
<b>Minimum</b>	£31,650	£38,766	£36,413	£33,075
<b>Maximum</b>	£43,607	£50,288	£48,532	£45,037

## 14. The upper pay range from 1 September 2024

- 14.1. A teacher on the upper pay range must be paid such salary within the minimum and maximum of the upper pay range set out below as the relevant body determines. At Annex 3, advisory pay points for the upper pay range are set out to help support decisions about pay for teachers on the pay range. The upper pay range is:

**Table 9: Upper Pay Range 2024 – Annual Salary**

	<b>England (excluding the London area)</b>	<b>Inner London area</b>	<b>Outer London area</b>	<b>Fringe area</b>
<b>Minimum</b>	£45,646	£55,415	£50,210	£47,031
<b>Maximum</b>	£49,084	£60,092	£53,994	£50,471

- 14.2. A relevant body must pay a teacher on the upper pay range if:

- the teacher is employed in a school as a post-threshold teacher, for as long as the teacher is so employed at that school without a break in the continuity of their employment;
- the teacher applied to a school to be paid on the upper pay range in accordance with paragraph 15 of this Document, that application was successful, the teacher is still employed at that school and there has been no break in their continuity of employment; or
- the teacher was employed as a member of the leadership group in that school, has continued to be employed at that school without a break in the continuity of their employment, was first appointed as such on or after 1 September 2000, and occupied such a post or posts for an aggregate period of one year or more.

and the teacher will not be paid on the pay range for leading practitioners or as a member of the leadership group.

- 14.3. A relevant body may pay a teacher on the upper pay range if:

- the teacher is defined as a “post-threshold teacher” but was not employed as a post-threshold teacher in that school or was employed as a post-threshold teacher in that school prior to a break in their continuity of employment;

- b) the teacher applied to another educational setting to be paid on the upper pay range in accordance with paragraph 15 of this Document and that application was successful;
- c) the teacher was formerly paid on the pay range for leading practitioners; or
- d) in the case of an unattached teacher, the teacher previously applied to be paid on the upper pay range (either to an educational setting or to an authority) and that application was successful.

## **15. Application to be paid on the upper pay range**

- 15.1. Qualified teachers may apply to be paid on the upper pay range at least once a year in line with their school's pay policy. Relevant bodies shall assess any such application received and make a determination, in line with their pay policy, on whether the teacher meets the criteria in paragraph 15.2. Where a teacher is subject to the 2012 Regulations, the relevant body shall have regard to the assessments and recommendations in the teacher's appraisal reports under those regulations.
- 15.2. An application from a qualified teacher will be successful where the relevant body is satisfied:
  - a) that the teacher is highly competent in all elements of the relevant standards; and
  - b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.
- 15.3. The pay policy shall set out the process for assessing applications and make clear how the relevant body will interpret the criteria in paragraph 15.2.
- 15.4. Any decision made under paragraph 15 applies only to employment in that same school.

## **16. The leading practitioner pay range from 1 September 2024**

- 16.1. This paragraph applies to qualified teachers who are employed in posts that the relevant body has determined have the primary purpose of modelling and leading improvement of teaching skills.
- 16.2. For any such post, the relevant body shall determine in accordance with its pay policy an individual pay range within the leading practitioner pay range in this paragraph. The relevant body may determine that different posts in the same

school may be paid on different individual pay ranges within the leading practitioner pay range. The relevant body must ensure that there is appropriate scope within each individual pay range to allow for pay progression over time.

- 16.3. The relevant body shall determine where, within the leading practitioner range for that particular post, each teacher covered by this paragraph shall be paid. The leading practitioners pay range is:

**Table 10: Leading Practitioner Pay Range 2024 – Annual Salary**

	<b>England (excluding the London area)</b>	<b>Inner London area</b>	<b>Outer London area</b>	<b>Fringe area</b>
<b>Minimum</b>	£50,025	£59,478	£53,994	£51,403
<b>Maximum</b>	£76,050	£85,509	£80,022	£77,430

## **17. The unqualified teacher pay range from 1 September 2024**

- 17.1. An unqualified teacher must be paid such salary within the minimum and maximum of the unqualified teacher pay range set out below as the relevant body determines. The unqualified teacher pay range is:

**Table 11: Unqualified Teacher Pay Range 2024 – Annual Salary**

	<b>England (excluding the London area)</b>	<b>Inner London area</b>	<b>Outer London area</b>	<b>Fringe area</b>
<b>Minimum</b>	£21,731	£27,252	£25,758	£23,140
<b>Maximum</b>	£33,902	£39,417	£37,932	£35,305

## **18. An unqualified teacher who becomes qualified**

- 18.1. Upon obtaining qualified teacher status (QTS) under regulations made under section 132 of the Act<sup>(5)</sup> an unqualified teacher must be transferred to a salary within the main pay range for teachers in paragraph 13. Where the teacher continues to be employed by the same school within which they were employed

(5) Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662)2 .

before they obtained QTS the teacher must be paid a salary which is the same as, or higher than, the sum of the salary payable under paragraph 17.1 and any allowance payable under paragraph 22 (including any safeguarded sum payable under paragraph 31), as the relevant body considers to be appropriate.

- 18.2. A teacher who obtains QTS retrospectively under those regulations must be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when QTS was effectively obtained.
- 18.3. The lump sum payable under paragraph 18.2 must be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was effectively obtained to the date when the lump sum is paid.

## **19. Pay progression**

- 19.1. The relevant body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges set out in paragraphs 13, 14, 16 and 17.
- 19.2. The relevant body must decide how pay progression will be determined, subject to the following:
- a) a written pay recommendation is required for every teacher following the outcome of the school or authority's appraisal arrangements and, in making its decision, the relevant body must have regard to this recommendation;
  - b) pay progression must be awarded, subject to the following exceptions:
    - I. any relevant body that chooses to retain performance related pay, as set out in their pay policy, may only decide to withhold progression for reasons related to poor performance
    - II. any relevant body that chooses not to retain performance related pay, as set out in their pay policy, may only decide to withhold progression if a teacher is in capability proceedings
  - c) in the case of early career teachers <sup>6</sup>(ECTs), the relevant body must determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in the Education (Induction

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<sup>6</sup> [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/induction-for-early-career-teachers)

Arrangements for School Teachers) (England) Regulations 2012<sup>(7)</sup>. The relevant body must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

- d) Any relevant body that chooses to retain performance related pay as set out in their pay policy, may only withhold progression for reasons related to poor performance. For all other schools, progression may only be withheld if a teacher is in capability proceedings;

19.3. The relevant body must set out clearly in the school's pay policy how pay progression will be determined, in accordance with paragraph 19.2.

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(7) S.I. 2012/1115.

## Part 4: Allowances and other payments

### 20. Teaching and learning responsibility (TLR) payments

- 20.1. The relevant body may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with, and subject to, paragraph 3 and paragraphs 20.2 and 20.3. Unqualified teachers may not be awarded TLRs.
- 20.2. Having decided to award a TLR, the relevant body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with its pay policy, provided that:
- a) the annual value of a TLR1 must be no less than £9,782 and no greater than £16,553;
  - b) the annual value of a TLR2 must be no less than £3,391 and no greater than £8,279.
- 20.3. The relevant body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than £675 and no greater than £3,344. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.
- 20.4. With the exception 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 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.

20.5. In addition, before awarding a TLR1, the relevant body must be satisfied that the sustained, additional responsibility referred to in paragraph 20.1 includes line management responsibility for a significant number of people.

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

21.1. A SEN allowance of no less than £2,679 and no more than £5,285 per annum is payable to a classroom teacher in accordance with this paragraph.

21.2. The relevant body must award a SEN allowance to a classroom teacher:

- a) in any SEN post that requires a mandatory SEN qualification<sup>(8)</sup> and involves teaching pupils with SEN;
- b) in a special school;
- c) 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;
- d) in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
  - i. involves a substantial element of working directly with children with SEN;
  - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
  - iii. has a greater level of involvement in the teaching of children with SEN 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.

21.3. 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:

- a) whether any mandatory qualifications are required for the post;
- b) the qualifications or expertise of the teacher relevant to the post; and

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(8) Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662).



- c) the relative demands of the post.

21.4. The relevant body must set out in its pay policy the arrangements for rewarding classroom teachers with SEN responsibilities.

## **22. Allowance payable to unqualified teachers**

22.1. The relevant body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:

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

## **23. Acting allowance**

23.1. Subject to paragraph 23.6, where a teacher is assigned and carries out duties of a headteacher, deputy headteacher or assistant headteacher, but has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher, the relevant body must, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance ("acting allowance") must be paid in accordance with the following provisions.

23.2. If the relevant body's determination referred to in paragraph 23.1 is that the teacher will not be paid an acting allowance, but the teacher continues to be assigned and to carry out duties of a headteacher, deputy headteacher or assistant headteacher (and has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher), the relevant body may at any time after that determination make a further determination as to whether or not an acting allowance must be paid.

23.3. If the relevant body determines that the teacher must be paid an acting allowance, subject to paragraph 23.4, it must be of such amount as is necessary to ensure that the teacher receives remuneration equivalent to the salary that the relevant body considers to be appropriate.

23.4. Where a teacher is assigned and carries out the duties of a headteacher, deputy headteacher or assistant headteacher in relation to whom a pay range (as the

case may be) has been determined and an acting allowance is paid under this paragraph, the teacher's total remuneration must not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.

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

23.6. Where a teacher is paid an allowance under this paragraph, then for so long as that allowance is paid, Part 7 applies as if the teacher has been appointed to that post permanently.

## **24. Performance payments to seconded teachers**

24.1. Where:

- a) a teacher is temporarily seconded to a post as headteacher in a school causing concern which is not the teacher's normal place of work; and
- b) the relevant body of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment,

the relevant body may pay the teacher a lump sum accordingly. Subject to paragraph 10.4, the total value of the additional payment and any annual salary and other payments paid to the teacher during the secondment must not exceed 25% above the maximum of the headteacher group for the school to which the teacher is seconded.

## **25. Residential duties**

25.1. Any payment to teachers for residential duties must be determined by the relevant body.

## **26. Additional payments**

26.1. The relevant body may make such payments as it sees fit to a teacher, other than a headteacher, in respect of:

- a) continuing professional development undertaken outside the school day;
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;

- c) participation in out-of-school hours learning activity agreed between the teacher and the headteacher;
- d) additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

## **27. Recruitment and retention incentives and benefits**

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

## **28. Salary sacrifice arrangements**

- 28.1. For the purposes of this paragraph, the term “salary sacrifice arrangement” means any arrangement under which the teacher gives up the right to receive part of the teacher’s gross salary in return for the employer’s agreement to provide a benefit-in-kind under any of the following schemes:
- a) a child care voucher or other child care benefit scheme;

- b) a cycle or cyclist's safety equipment scheme; or
- c) a mobile telephone scheme entered into on or before 5 April 2017 (except that a salary sacrifice arrangement for a mobile telephone scheme will only be covered by the provisions of this paragraph up until 6 April 2018 - see below); and

that benefit-in-kind is exempt from income tax<sup>(9)</sup>.

28.2. Where the employer operates a salary sacrifice arrangement, the teacher may participate in any such arrangement and the teacher's gross salary may be reduced accordingly for the duration of such participation.

28.3. Participation in any salary sacrifice arrangement has no effect upon the determination of any safeguarded sum to which the teacher may be entitled under any provision of this Document.

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(9) The Income Tax (Earnings and Pensions) Act 2003 ( c.1) provides that no liability to income tax arises in respect of the provision for an employee of any of these benefits-in-kind where the specified conditions are met.

## Part 5: Safeguarding

### General safeguarding

#### 29. General circumstances in which safeguarding applies

29.1. Paragraphs 30 to 36 apply to a teacher in the following circumstances:

- a) the teacher loses a post as a result of:
  - i. the discontinuance of, a prescribed alteration to, or a reorganisation of, a school; or
  - ii. the closure or reorganisation of any other educational establishment or service,takes up a new post on or after 1 January 2006 and is employed by the same authority or at a school maintained by the same authority, and in the case of a teacher within sub-paragraph (ii) the new post is at a different school;
- b) the relevant body determines, whether as a result of a change to its pay policy or to the school's staffing structure, that the duties for which the teacher was awarded a TLR1 or TLR2 or an unqualified teacher's allowance are no longer to include the responsibility for which the respective allowance was awarded or are to include a different responsibility, or the responsibility (whether or not it has changed) merits an allowance of a lower annual value; or,
- c) the relevant body determines:
  - i. to reduce the number of members of the leadership group or teachers paid on the range for leading practitioners; or
  - ii. to lower a pay range applicable to a member of the leadership group or a teacher on the pay range for leading practitioners.

29.2. For the purposes of paragraph 29.1, "prescribed alteration" means an alteration prescribed by the Education (School Organisation Proposals) (England) Regulations 1999<sup>(10)</sup>, or the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007<sup>(11)</sup>.

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(10) S.I. 1999/2213 was revoked and replaced by the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations (S.I. 2007/1288); SI 2007/1288 was in turn revoked and replaced by the School Organisation (Establishment and Discontinuance of Schools) Regulations (S.I. 2013/3109).

(11) S.I. 2007/1289.

## **30. Entitlement to a safeguarded sum**

30.1. A teacher who falls within paragraph 29.1(a):

- a) shall be paid the amount (if any) by which the pre-safeguarding salary payable to the teacher immediately before the circumstances in paragraph 29.1(a) took effect exceeds the salary payable to the teacher in the new post;
- b) shall be paid the amount (if any) by which any TLR1 or TLR2 payable to the teacher immediately before the circumstances in paragraph 29.1(a) took effect exceeds the teacher's TLR payment in the new post (if any);
- c) shall be paid the amount (if any) by which any SEN allowance payable to the teacher immediately before the circumstances in paragraph 29.1(a) took effect exceeds the teacher's SEN allowance in the new post (if any); and
- d) shall be paid the amount (if any) by which any allowance payable to the teacher under paragraph 22.1 immediately before the circumstances in paragraph 29.1(a) took effect exceeds the allowance payable to the teacher in the new post (if any).

30.2. A teacher who falls within paragraph 29.1(b) shall be paid the difference between an allowance to which they were entitled prior to the event or events in paragraph 29.1(b) occurring and any lower allowance of the like kind which the teacher is to receive to take account of the event or events. TLR1s and 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 the post ceases to be occupied.

30.3. A teacher whose salary is reduced as a result of a circumstance described in paragraph 29.1(c) shall be paid the difference between the salary to which the teacher was entitled immediately before the said circumstance took effect and the value of the teacher's new salary together with, in the case of a teacher to whom paragraph 29.1(c)(a) applies, any TLR1, TLR2 or SEN allowance.

30.4. Each payment made in accordance with paragraphs 30.1(a), (b), (c) or (d), 30.2 or 30.3 shall be known as a safeguarded sum and a teacher falling within more than one of those paragraphs or sub-paragraphs is entitled to a safeguarded sum under each paragraph.

## **31. Notification of safeguarding**

31.1. Where a safeguarded sum is payable as a result of a circumstance described in paragraph 29.1(b) or 29.1(c), the relevant body must notify the teacher in writing,

within one month of taking the decision the effect of which is that the safeguarded sum is payable (“the decision”) or (if earlier) when making a notification in accordance with paragraph 3.3, of :

- a) the reason for the decision;
- b) the date on which the decision will take effect (if known);
- c) the value of the teacher’s pre-safeguarding salary;
- d) the value of any allowances to which the teacher was entitled before the said circumstance took effect;
- e) the safeguarded sum or (if not then known) such information as it is reasonably possible to provide in order to determine the maximum amount of the safeguarded sum;
- f) the date or, if applicable, the latest date on which the safeguarding period (as defined in paragraph 32) will end, or the circumstance the occurrence of which will result in payment of the safeguarded sum ending;
- g) where a copy of the school’s staffing structure and pay policy may be inspected.

## **32. The safeguarding period**

32.1. Unless otherwise provided for in this document, the relevant body must pay a safeguarded sum until:

- a) the date on which the safeguarding period ends, being the third anniversary of the date on which a teacher subject to paragraph 29.1(a) starts work in the new post referred to therein and in all other circumstances the third anniversary of the relevant date as defined in paragraph 33.1;
- b) where a safeguarded sum is paid in respect of an allowance awarded to a teacher or a post held by a teacher for a fixed period or to a teacher employed under a fixed-term contract, the date on which that fixed period or fixed-term contract expires;
- c) where a safeguarded sum is awarded in respect of a payment or allowance awarded to a teacher whilst occupying another post in the absence of the post-holder, the date on which the entitlement to the allowance would have ended but for the circumstances which gave rise to the entitlement to the safeguarded sum;

- d) in the case of a teacher who is paid a safeguarded sum under paragraph 30.1, the teacher is placed on a salary on a different pay range (except a classroom teacher who is placed for the first time on the upper pay range or a teacher to whom the circumstances described in paragraph 29.1(c) subsequently apply);
- e) in the case of a teacher who is paid a safeguarded sum under paragraph 30.1, the teacher is awarded an increased salary the value of which exceeds the combined value of the pre-safeguarding salary and any one or more of the safeguarded sums so payable;
- f) in the case of a teacher who is paid a safeguarded sum under paragraph 30.2:
  - i. the teacher is awarded a TLR1 or TLR2 or (as the case may be) an unqualified teacher's allowance which equals or exceeds the total of the said safeguarded sum and the reduced allowance (if any) by reason of which the said safeguarded sum is paid; or
  - ii. the teacher is awarded a salary which, combined with the value of any new payment, equals or exceeds the total of the pre-safeguarding salary and the safeguarded sum.
- g) in the case of a teacher who is paid a safeguarded sum as a result of a circumstance described in paragraph 29.1(c)(in), the teacher is awarded a higher salary or a TLR or SEN allowance, such that the combined value of the teacher's resulting salary, TLR and/or SEN allowance is equal to or exceeds the teacher's pre-safeguarding salary;
- h) in the case of a teacher who is paid a safeguarded sum as a result of a circumstance described in paragraph 29.1(c)(ii), the teacher is awarded a salary which equals or exceeds the teacher's pre-safeguarding salary;
- i) in the case of a teacher in receipt of a safeguarded sum in respect of an unqualified teacher's allowance, the teacher ceases to be an unqualified teacher; or
- j) the teacher ceases to be a classroom teacher or their employment ends other than in circumstances to which paragraph 29.1(a) applies,

whichever is the first to occur.

### **33. Calculating relevant dates**

- 33.1. For the purposes of calculating the third anniversary of the relevant date as referred to in paragraph 32.1(a), the relevant date is as follows:



- a) in respect of a decision taken between 1 September and 31 December, the following 1 January;
- b) in respect of a decision taken between 1 January and 31 March, the following 1 April; and
- c) in respect of a decision taken between 1 April and 31 August, the following 1 September.

## **34. Suspension and partial reduction of the safeguarded sum**

- 34.1. In the event that a safeguarded sum is payable in respect of the loss of or a reduction to an allowance and the teacher subsequently becomes entitled to an allowance or an increased allowance of the like kind during the safeguarding period, the said safeguarded sum must be reduced by the amount of the allowance, or the increase therein, as the case may be, for as long as the teacher is entitled to the new or increased allowance.
- 34.2. A safeguarded sum payable under paragraph 30.1(a) shall be reduced by the value of any subsequent TLR or SEN allowance awarded to the teacher for as long as the teacher is entitled to the TLR or SEN allowance.
- 34.3. Payment of a safeguarded sum which is attributable to the circumstances described in paragraph 29.1(c) must be discontinued whilst the teacher occupies a post as a member of the leadership group or carries out the duties of a teacher paid on the pay range for leading practitioners in the absence of that teacher for as long as the teacher occupies the post or carries out the duties in question unless it would otherwise have ceased under the provisions of paragraph 32.1.

## **35. Additional duties**

- 35.1. If the total of all safeguarded sums payable to a teacher from time to time exceeds £500, the relevant body must review the teacher's assigned duties and allocate such additional duties to the teacher as it reasonably considers are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid safeguarded sums which in total exceed £500.
- 35.2. The teacher shall not be paid any safeguarded sums if the teacher unreasonably refuses to carry out such additional duties, provided that the teacher is notified of the relevant body's decision to cease paying the safeguarded sums at least one month before it is implemented.

## 36. Miscellaneous

- 36.1. Whether the teacher was a full-time teacher or a teacher in regular part-time employment before losing a post, if the teacher is then employed as stated in paragraph 29.1(a) as a teacher in regular part-time employment, the teacher must be paid that proportion of the safeguarded sum attributable to the loss of post to which the teacher would have been entitled had their employment been as a full-time teacher which the part-time employment bears to full-time employment.
- 36.2. Teachers who were formerly employed as advanced skills teachers or excellent teachers and whose remuneration was subject to safeguarding under the 2012 or 2013 Documents as a result shall continue to have that proportion of their remuneration safeguarded in accordance with those Documents, and paragraphs 29 to 34 shall not apply to that proportion of their remuneration.
- 36.3. A teacher to whom a safeguarded sum is paid as a result of circumstances described in paragraph 29.1(a) shall, notwithstanding the entitlement to be paid the safeguarded sum, continue to be entitled to payment of the following:
- a) any safeguarded sums to which the teacher would have been entitled but for the occurrence of the circumstances described in paragraph 29.1(a);
  - b) any recruitment or retention incentive or benefit to which the teacher was entitled under paragraph 26.

## 37. Other safeguarding: teachers taking up post on or before 31 December 2005

- 37.1. Subject to paragraphs 37.7 to 37.10:
- 37.2. Where, as a result of:
- a) the closure or reorganisation of an educational establishment; or
  - b) a direction relating to a course for the training of teachers given by the Secretary of State under regulation 3(2) of the Further Education Regulations 1975<sup>(12)</sup> under regulation 15 or 16 of the Education (Schools and Further Education) Regulations 1981<sup>(13)</sup> or under regulation 12 or 13 of the Education (Schools and Further and Higher Education) Regulations 1989<sup>(14)</sup>

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(12) 1975/1054; revoked by S.I. 1983/74 and 1986/541.

(13) S.I. 1981/1086; regulations 15 and 16 were revoked by S.I. 1989/351.

(14) S.I. 1989/351; regulations 12 and 13 were revoked by S.I. 2004/571.

a teacher (including a teacher in further or higher education) loses a post, and was on or before 31 December 2005 employed full-time as a teacher in the provision of primary or secondary education (whether or not at a school) in a post where remuneration is paid by the same authority as before, the teacher must be deemed for all salary purposes to continue to hold the post that was held, and to be entitled to any allowance for unqualified teachers (under paragraph 22.1) to which the teacher was entitled, immediately before the circumstances occurred.

- 37.3. Where, in circumstances other than those mentioned in paragraph 37.2, such a teacher loses a post and was on or before 31 December 2005 employed full-time as a teacher in the provision of primary or secondary education in a post (whether or not at a school) in which remuneration is paid by the same authority as before the teacher may, at the discretion of the authority, be deemed for all salary purposes to continue to hold the post that was held, and to be entitled to any allowance for unqualified teachers to which the teacher was entitled, immediately before the circumstances occurred; and the authority must not unreasonably refuse to exercise its discretion in this matter in favour of the teacher.
- 37.4. Where in the circumstances described in paragraphs 37.2 or 37.3 such a full-time teacher or such a teacher in regular part-time employment loses a post in circumstances described in paragraph 37.2, and is thereupon employed as stated in that provision but as a teacher in regular part-time employment, the teacher is (subject, in the circumstances described in paragraph 37.3, to the same discretion to be similarly exercised) entitled to that proportion of the salary and of the allowance for unqualified teachers to which the teacher was entitled immediately before the relevant change in circumstances which the part-time employment bears to full-time employment.
- 37.5. A teacher whose remuneration is safeguarded under this paragraph is entitled to an acting allowance (paragraph 23) only where appropriate to the circumstances of the teacher's present employment.
- 37.6. Subject to paragraph 37.7, the salary to be safeguarded pursuant to paragraph 37.1 to 37.4 means:
- a) any salary or allowance, other than those awarded for an agreed fixed-term, that the teacher was in receipt of immediately before the circumstances described in paragraph 37.2 to 37.4 arose; and
  - b) any safeguarded sum to which the teacher is entitled under paragraph 30 or 36 but only to the extent that the applicable paragraph provides for the continuing payment of that sum.
- 37.7. Where a member of the leadership group or a former advanced skills teacher is, immediately before a circumstance mentioned in paragraphs 37.2 or 37.3 arises,

paid on the leadership group pay range at paragraph 4 of this Document or an advanced skills teacher pursuant to paragraph 26 of the 2012 Document, such member or teacher must continue (subject, in the circumstances mentioned in paragraph 37.3, to the same discretion) to be paid as if the circumstance had not occurred.

37.8. If the teacher's safeguarded remuneration under this paragraph exceeds the remuneration to which the teacher would otherwise be entitled under this Document by the sum of £500 or more, the relevant body must review the teacher's assigned duties and, for as long as that is the case, allocate such additional duties as it reasonably considers to be appropriate and commensurate with the safeguarded remuneration.

37.9. Paragraphs 37.2 to 37.4 do not apply or, as the case may be, cease to apply, to a teacher:

- a) who at any time is offered but unreasonably refuses to accept an alternative post in an educational establishment maintained by the authority by which the teacher's salary is paid;
- b) to whom the remuneration payable by virtue of the other paragraphs of this Document equals or exceeds the remuneration payable under this paragraph;
- c) who is placed on a different pay range, but this does not apply to a classroom teacher when first placed on the pay range set out in paragraph 14 or to a teacher affected by a determination made by a relevant body under paragraph 29.1(c); or
- d) whose employment ends other than in circumstances to which this paragraph applies.

37.10. For the purposes of this paragraph:

- a) "educational establishment" means an establishment which is:
  - i. an institution of further or higher education maintained or assisted by an authority;
  - ii. a school;
  - iii. a teachers' centre; or
  - iv. an establishment (other than a school) at which primary or secondary education is provided by an authority;
- b) "leadership group post" means a post of headteacher, deputy headteacher or assistant headteacher of a school;

- c) “remuneration” means salary plus any allowances but does not include any sum paid under paragraphs 25, 26 and 27;
- d) “salary” means:
  - i. in the case of a school teacher the salary payable in accordance with paragraphs 4 to 11, 13, 14, 16 and 17 including any allowance payable under paragraph 21; and
  - ii. in the case of a teacher in further or higher education the teacher’s basic salary excluding all allowances;
- e) a school is reorganised where it was or is reorganised in pursuance of proposals made under section 28 or 31 of the School Standards and Framework Act 1998<sup>(15)</sup> or proposals referred to in regulation 14 of the Education (Transition to New Framework) (School Organisation Proposals) Regulations 1999<sup>(16)</sup>; and
- f) any transfer of the responsibility for maintaining an establishment must be disregarded.

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(15) 1998 (c.31).  
(16) S.I. 1999/704.

## **Part 6: Supplementary**

### **38. Determination of applicable pay range**

- 38.1. A teacher who is employed under a contract that normally requires work in the London Area but who is temporarily required to work elsewhere must continue to be paid in accordance with the pay range applicable to the teacher's normal area of employment.
- 38.2. A teacher who on 31 August 2024, was being paid in accordance with one of the London Area pay ranges must continue to be paid in accordance with that range notwithstanding that the teacher would not otherwise be entitled to it under the provisions of this Document, for so long as the teacher remains in the post held on that date.
- 38.3. A teacher who moves out of the Inner London Area may continue to be paid in accordance with the Inner London pay range for so long as the teacher continues to be employed as a teacher in a post in which the salary is paid by the same authority.
- 38.4. A teacher who moves out of the Outer London Area, to anywhere but the Inner London Area, may continue to be paid on the Outer London Area range for so long as the teacher continues to be employed as a teacher in a post in which the salary is paid by the same authority.
- 38.5. A teacher who moves out of the Fringe Area, to anywhere but the Inner London Area or the Outer London Area, may continue to be paid on the Fringe Area range for so long as the teacher continues to be employed as a teacher in a post in which the salary is paid by the same authority.

### **39. Unattached teachers**

- 39.1. The remuneration of an unattached teacher must be determined in accordance with the relevant provisions of this Document by the relevant body, having regard to its pay policy and the teacher's particular post within the staffing structure.
- 39.2. Where, in accordance with paragraph 39.1, the remuneration of a teacher in charge of a pupil referral unit is determined in accordance with the provisions applicable to a headteacher, paragraphs 44 to 47 apply, and paragraphs 48.1 to 50.16 do not apply.
- 39.3. Where, in accordance with paragraph 39.1, the remuneration of an unattached teacher (other than a teacher in charge of a pupil referral unit) is determined in accordance with the provisions applicable to a member of the leadership group,

paragraphs 48.1 to 50.16 and 51.2 to 51.12 do not apply and the teacher's conditions of employment that relate to professional duties and working time must be agreed between the teacher and the relevant body.

## **40. Part-time teachers: interpretation**

40.1. In this paragraph:

- a) "pro rata principle" means that proportion of total remuneration which corresponds to the number of hours that the teacher is employed in that capacity during the course of the school's timetabled teaching week as a proportion of the total number of hours in the school's timetabled teaching week; (and for this purpose "total remuneration" means the remuneration that would be payable to that person if employed in the same post on a full-time basis); and
- b) "the school's timetabled teaching week" means the aggregate period of time in the school timetable during which pupils are normally taught.

40.2. When a relevant body is required to determine the salary of a part-time teacher in accordance with the pro rata principle it must do so not only in relation to those hours that a part-time teacher normally works under the contract of employment but also in relation to any additional hours the teacher may agree to work from time to time at the request of the headteacher or, in a case where the part-time teacher is a headteacher, the relevant body.

## **41. Determination of remuneration of part-time teachers**

41.1. The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the pro rata principle.

## **42. Teachers employed on a short notice basis**

42.1. Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of this Document 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.

42.2. A teacher to whom paragraph 42.1 applies and who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more by way of remuneration in respect of that period than would have been paid had the teacher been in regular employment throughout the period.

## Part 7: Contractual framework for teachers

### 43. Introduction

- 43.1. This section sets out the contractual framework within which all teachers, including headteachers, operate. It also includes high level responsibilities for all teachers and headteachers and their statutory entitlements.

### 44. Headteachers: overriding requirements

- 44.1. A headteacher's professional duties must be carried out in accordance with and subject to:
- a) the provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 1996<sup>(17)</sup> and the Act;
  - b) the instrument of government of the headteacher's school;
  - c) any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the headteacher's employers;
  - d) where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
  - e) any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998<sup>(18)</sup>;
  - f) the terms of their appointment.

### 45. Delegation

- 45.1. The professional responsibilities of a headteacher under paragraph 46.9 must not be delegated other than in accordance with paragraph 48.2.
- 45.2. Subject to paragraph 45.1, a headteacher's responsibilities may be delegated to a deputy headteacher, assistant headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance between work and other commitments for each teacher in accordance with paragraph 51.4.

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(17) 1996 (c.56).

(18) 1998 (c.31).



## **46. Professional responsibilities**

46.1. A headteacher may be required to undertake the following duties:

### **Whole school organisation, strategy and development**

46.2. Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.

46.3. Develop, implement and evaluate the school's policies, practices and procedures.

### **Teaching**

46.4. Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:

- a) in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and,
- b) in the preliminary stages.

46.5. Teach.

### **Health, safety and discipline**

46.6. Promote the safety and well-being of pupils and staff.

46.7. Ensure good order and discipline amongst pupils and staff.

### **Management of staff and resources**

46.8. Lead, manage and develop the staff, including appraising and managing performance.

46.9. Develop clear arrangements for managing appraisal and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.

46.10. Organise and deploy resources within the school.

46.11. Promote harmonious working relationships within the school.

46.12. Maintain relationships with organisations representing teachers and other members of the staff.

46.13. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

### **Professional development**

46.14. Promote the participation of staff in relevant continuing professional development.

46.15. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

46.16. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### **Communication**

46.17. Consult and communicate with the governing body, staff, pupils, parents and carers.

### **Work with colleagues and other relevant professionals**

46.18. Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

## **47. Rights conferred**

47.1. In addition to the provisions of paragraph 51 the following rights apply:

### **Dedicated headship time**

47.2. A headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

### **Daily break**

47.3. A headteacher is entitled to a break of reasonable length in the course of each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as headteacher during that break.

## **Teachers: professional responsibilities**

### **48. Deputy headteachers and assistant headteachers**

48.1. A person appointed as a deputy or assistant headteacher in a school, in addition to carrying out the professional duties of a teacher other than a headteacher including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in:

- a) formulating the aims and objectives of the school;
- b) establishing the policies through which they are to be achieved;
- c) managing staff and resources to that end;
- d) monitoring progress towards their achievement;

and undertake any professional duties of the headteacher reasonably delegated by the headteacher.

48.2. If the headteacher is absent from the school a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.

### **49. Teachers on the leading practitioner pay range**

49.1. Except where otherwise provided for in this Document, teachers on the leading practitioner pay range have the same professional responsibilities and benefit from the same rights conferred as all other teachers, other than a headteacher. However, additional duties relevant to their role in modelling and leading improvement of teaching skills may be included in the individual job descriptions of such teachers.

### **50. Teachers other than a headteacher**

50.1. A teacher may be required to undertake the following duties:

#### **Teaching**

50.2. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

50.3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

50.4. Participate in arrangements for preparing pupils for external examinations.

### **Whole school organisation, strategy and development**

50.5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

50.6. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

50.7. Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

### **Health, safety and discipline**

50.8. Promote the safety and well-being of pupils.

50.9. Maintain good order and discipline among pupils.

### **Management of staff and resources**

50.10. Direct and supervise support staff assigned to them and, where appropriate, other teachers.

50.11. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

50.12. Deploy resources delegated to them.

### **Professional development**

50.13. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

50.14. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### **Communication**

50.15. Communicate with pupils, parents and carers.

### **Working with colleagues and other relevant professionals**

50.16. Collaborate and work with colleagues and other relevant professionals within and beyond the school.

## 51. Working time

51.1. Nothing in this Document is to be taken to conflict with Council Directive 93/104/EC of 23 November 1993 concerning certain aspects of the organisation of working time<sup>(19)</sup>.

### Working days

51.2. A teacher employed full-time must be available for work for 195 days, of which:

- a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and
- b) 5 days must be days on which the teacher may only be required to perform other duties; and

those 195 days must be specified by the employer or, if the employer so directs, by the headteacher.

51.3. Paragraph 51.2 does not apply to a teacher employed full-time wholly or mainly to teach or perform other duties in relation to pupils in a residential establishment.

### Specified working hours

51.4. The provisions of paragraphs 51.2 to 51.12 do not apply to:

- a) headteachers, deputy headteachers, assistant headteachers, teachers on the pay range for leading practitioners or teachers in receipt of an acting allowance for carrying out the duties of a headteacher, deputy headteacher or assistant headteacher pursuant to paragraph 23;
- b) unattached teachers in charge of pupil referral units whose remuneration is determined in accordance with the provisions applicable to headteachers pursuant to paragraph 39;
- c) unattached teachers (other than those in charge of pupil referral units) whose remuneration is determined in accordance with the provisions applicable to a member of the leadership group pursuant to paragraph 39.

51.5. A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the headteacher (or, where the teacher is not assigned to any one school, by the employer or the headteacher of any school in which the teacher may be required to work) for 1265 hours, those

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(19) O.J. No L307, 13.12.93 p.18 which was implemented by the Working Time Regulations 1998 (S.I. 1998/1833).

hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

- 51.6. Paragraph 51.5 applies to a teacher employed part-time, except that the number of hours the teacher must be available for work must be that proportion of 1265 hours, which corresponds to the proportion of total remuneration the teacher is entitled to be paid pursuant to paragraphs 40 and 41.
- 51.7. In addition to the hours a teacher is required to be available for work under paragraph 51.5 or 51.6, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.
- 51.8. The employer must not determine how many of the additional hours referred to in paragraph 51.7 must be worked or when these hours must be worked.
- 51.9. Subject to paragraph 51.10, no teacher employed part-time may be required to be available for work on any day of the week or part of any day of the week on which the teacher is not normally required to be available for work under their contract of employment (whether it is for the purposes of teaching pupils and performing other duties or for the sole purpose of performing other duties).
- 51.10. Subject to paragraphs 51.6 and 51.11, a part-time teacher may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available for work (whether the teacher is normally required to be available for work for the whole of that day or for only part of that day).
- 51.11. The total amount of time that the teacher may be required to be available to carry out duties, other than teaching pupils, outside school sessions under paragraph 51.10, when expressed as a proportion of the total amount of time that the teacher would be required to be available for such work if employed in the same post on a full-time basis, must not exceed the equivalent of that proportion of total remuneration that the teacher is entitled to be paid under paragraphs 40 and 41.
- 51.12. The amount of time a teacher spends taking the break referred to in paragraph 52.3 or travelling to or from their place of work does not count towards the hours referred to in paragraph 51.5 or the pro rata equivalent referred to in paragraph 51.6, as the case may be.

## **Rights conferred: all teachers**

### **52. Overarching rights**

- 52.1. No teacher may be required to work on any Saturday, Sunday or public holiday unless their contract of employment expressly provides for this (for example in the case of teachers at residential establishments).
- 52.2. No teacher may be required under their contract of employment as a teacher to undertake midday supervision.

### **Daily break**

- 52.3. A teacher who is required to be available for work for more than one school session on any school day must be allowed one break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm. Deputy headteachers, assistant headteachers and teachers on the pay range for leading practitioners are entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.

### **Work/life balance**

- 52.4. Governing bodies and headteachers, in carrying out their duties, must have regard to the need for the headteacher and teachers at the school to be able to achieve a satisfactory balance between the time required to discharge their professional duties including, in particular, in the case of teachers to whom paragraphs 51.2-51.12 apply, their duties under paragraph 51.7, and the time required to pursue their personal interests outside work. In having regard to this, governing bodies and headteachers should ensure that they adhere to the working limits set out in the Working Time Regulations 1998<sup>(20)</sup>.

### **Guaranteed planning and preparation time**

- 52.5. All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of the 1265 hours, referred to in paragraph 51.5 or pro rata equivalent (as the case may be) to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the school's timetabled teaching week and must amount to not less than 10% of the teacher's timetabled teaching time. Where reasonably appropriate and agreed by both the individual teacher and the headteacher, PPA can be taken in

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(20) S.I. 1998/1833.

one weekly unit and it can be taken away from the school site. A teacher must not be required to carry out any other duties during the teacher's PPA time.

## **Management time**

52.6. A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

## **Cover**

52.7. Teachers should be required to provide cover in accordance with paragraph 50.7 only rarely, and only in circumstances that are not foreseeable (this does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover).

## **Administration and external examinations**

52.8. A teacher should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher's professional skills and judgment, including those associated with the arrangements for preparing pupils for external examinations such as invigilation. Annex 5 provides more detail on the administrative tasks that teacher should not routinely be expected to undertake and the process for establishing whether a task does require the professional expertise of a teacher.

## **Training and development**

52.9. All teachers in the school should have access to advice, training and developmental opportunities appropriate to their needs, including needs identified in objectives or in appraisal statements or reports.

52.10. A teacher serving an induction period under the Induction Regulations<sup>(21)</sup> must not teach for more than 90% of the time that a teacher at the school not subject to those regulations would be expected to teach, for the first three school terms of their induction period and for 95% of the time for the remainder of their induction period.

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(21) Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (S.I. 2012/1115).



# Annex 1: Teachers' Standards

## Introduction

The Teachers' Standards are presented in this Document as they underpin the appraisal process and the assessment process for accessing the upper pay range.

## Teachers' Standards

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

A teacher must:

#### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;

- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part Two: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
  - showing tolerance of and respect for the rights of others;
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;

- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Annex 2: Interpretation

### 1. In this Document:

- “the 2012 Regulations” means the Education (School Teachers’ Appraisal) (England) Regulations 2012<sup>(22)</sup> and any reference to “appraisal” “appraisal report” or “results of the appraisal” within the context of a reference to those regulations must be construed in accordance with them;
- “the Act” means the Education Act 2002<sup>(23)</sup>;
- “advanced skills teacher” means a teacher who held an advanced skills teacher post under the 2012 or earlier Document;
- “appraisal” should be read in accordance with the 2012 Regulations;
- “assistant headteacher” means a qualified teacher with leadership responsibilities across the whole school who is appointed to the post of assistant headteacher;
- “authority” means a local authority; and in relation to a school means the authority by which the school is maintained;
- “classroom teacher” means a qualified teacher who is not a member of the leadership group or on the pay range for leading practitioners;
- “deputy headteacher” means, in a qualified teacher appointed to the teaching staff of a school as a deputy headteacher in accordance with the School Staffing (England) Regulations 2009<sup>(24)</sup> and includes a teacher appointed as an acting deputy headteacher but not a teacher who is assigned and carries out the duties of a deputy headteacher without being so appointed;
- “earlier Document” means any Document referred to in any order made under section 122 of the Act or section 2 of the School Teachers’ Pay and Conditions Act 1991<sup>(25)</sup>, other than this Document;
- “educational setting” means a foundation, voluntary aided or foundation special school (other than a school to which an order made under section 128(2) of the Act applies) and any other establishment included in or captured by the definition of a post-threshold teacher, in which the teacher is or was employed in the provision of primary or secondary education.
- “ERA 1996” means the Employment Rights Act 1996<sup>(26)</sup>;

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(22) S.I. 2012/115.

(23) 2002 (c.32).

(24) S.I. 2009/2680.

(25) 1991 (c.49), repealed by the Act.

(26) 1996 (c.18).

- “employment-based teacher training scheme” means the scheme established by the Secretary of State under the Education (School Teachers’ Qualifications) (England) Regulations 2003<sup>(27)</sup>;
- “excellent teacher” means a teacher who held an excellent teacher post under the 2012 or earlier Document;
- “the Fringe Area” means:
  - a) in Berkshire – the Districts of Bracknell Forest, Slough and Windsor and Maidenhead;
  - b) in Buckinghamshire – the Districts of South Buckinghamshire and Chiltern;
  - c) in Essex – the Districts of Basildon, Brentwood, Epping Forest, Harlow and Thurrock;
  - d) in Hertfordshire – the Districts of Broxbourne, Dacorum, East Hertfordshire, Hertsmere, St Albans, Three Rivers, Watford and Welwyn Hatfield;
  - e) in Kent – the Districts of Dartford and Sevenoaks;
  - f) in Surrey – the whole county; and
  - g) in West Sussex – the District of Crawley;
- “graduate teacher” means a teacher who has been granted an authorisation to teach in accordance with paragraphs 5 to 9 of Schedule 2 to the Education (Teachers’ Qualifications and Health Standards) (England) Regulations 1999<sup>(28)</sup> before 1 September 2002;
- “headteacher” means a person appointed to the teaching staff of a school as headteacher, and includes a person appointed as acting headteacher to carry out the functions of a headteacher pursuant to section 35(3) or 36(3) of the Act but not a teacher who is assigned and carries out duties of a headteacher without being so appointed;
- “hearing impaired” means deaf or partially hearing;
- “the Inner London Area” means the area comprising the London boroughs of Barking and Dagenham, Brent, Camden, City of London, Ealing, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Merton, Newham, Southwark, Tower Hamlets, Wandsworth and Westminster;
- “institution of further or higher education” includes an institution providing both further and higher education;
- “leading practitioner” means a teacher in a post the primary purpose of which is to model and lead improvement of teaching skills;

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(27) S.I. 2003/1662.

(28) S.I. 1999/2166 (now revoked).

- “the London Area” comprises the Inner London Area, the Outer London Area and the Fringe Area;
- “member of the leadership group” means a headteacher, a deputy headteacher or an assistant headteacher;
- “MOD school” means an educational establishment primarily for children with a parent in the armed forces of the Crown and administered by the Ministry of Defence, other than the educational establishments known as Queen Victoria School, Dunblane and Welbeck College, Loughborough;
- “ordinary school” means a school other than a special school;
- “the Outer London Area” means the area comprising the London boroughs of Barnet, Bexley, Bromley, Croydon, Enfield, Harrow, Havering, Hillingdon, Hounslow, Kingston-upon-Thames, Redbridge, Richmond-upon-Thames, Sutton and Waltham Forest;
- “post-threshold teacher” means a classroom teacher who:
  - a) if.
    - i. in accordance with an earlier Document has been assessed as having met the performance threshold standards throughout the relevant period;
    - ii. in accordance with any Document published between 2007 and 2011 has satisfied the person to whom the task has been delegated that the teacher meets the core standards and has been assessed by that person as having met the post-threshold teacher standards throughout the relevant period; or
    - iii. in accordance with the 2012 Document has satisfied the person to whom the task has been delegated that the teacher meets the Teachers’ Standards and the post-threshold teacher standards. For the purposes of this sub-paragraph, “Teachers’ Standards” means: the Teachers’ Standards set out in Annex 1 of this Document, or the core standards set out in Annex 1 of the 2011 Document; ;
  - b) was previously employed as a member of the leadership group and, in the case of a teacher who was first appointed as such on or after 1 September 2000, occupied such a post or posts for an aggregate period of one year or more;
  - c) has held an advanced skills teacher or excellent teacher post;
  - d) was certified by an assessor appointed by the Secretary of State as meeting the standards set out in Annex 2 of the 2006 Document or the advanced skills teacher standards set out in Annex 1 of the 2012 Document but who was not appointed to an advanced skills teacher’s post;
  - e) at any time has been employed as a qualified teacher:

- i. in an MOD school;
  - ii. by an Education Action Forum;
  - iii. at an academy, city technology college or city college for the technology of the arts;
  - iv. at a non-maintained special school;
  - v. in an establishment maintained by an authority in the exercise of a social services function; or
  - vi. by a person appointed in accordance with a direction made by the Secretary of State under section 497A of the Education Act 1996<sup>(29)</sup> to perform the functions of an authority and who immediately before such employment was employed by that authority;
- f) is appointed as such at a school and has previously been employed for not less than one year by an authority as an education adviser or inspector and paid on the Soulbury pay spine;
- g) has been assessed as meeting the sixth form college professional standards;
- h) has been assessed as meeting the Northern Ireland threshold standards; or
- i) has been employed as a qualified teacher otherwise than by a relevant body and during such employment was assessed as meeting all the threshold standards and the assessment was approved by an assessor appointed under arrangements made for that purpose by the Secretary of State;
- “post-threshold standards” has the same meaning as in the 2012 Document;
  - “preliminary stage” means any period of schooling prior to the first key stage;
  - “pre-safeguarding salary” means the value of a teacher’s salary, excluding allowances and any safeguarded sum, payable to the teacher before a circumstance described in paragraph 29.1 took effect.
  - “pupil referral unit” has the meaning given to that expression in section 19(2) of the Education Act 1996<sup>(30)</sup>;
  - “qualified teacher” means a person who satisfies requirements specified in regulations under section 132 of the Act<sup>(31)</sup>;
  - “relevant body” means:

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(29) 1996 (c.56).

(30) 1996 (c.56.).

(31) S.I. 2003/1662.



- a) in the case of a teacher at a school without a delegated budget, the authority by which that school is maintained;
  - b) in the case of a teacher at a school which has a delegated budget, the governing body of that school; and
  - c) in the case of an unattached teacher, the authority by which the teacher is employed;
- “relevant standards” means the Teachers’ Standards
  - “remuneration” means, except where otherwise stated, salary plus any allowances;
  - “school” means, except where otherwise stated, a school maintained by an authority;
  - “school causing concern” means a school to which section 44 of the Education Act 2005<sup>(32)</sup> applies by virtue of subsection (1) (school requiring special measures) or (2) (school requiring significant improvement);
  - “school which has a delegated budget” means a school which has a delegated budget within the meaning of Chapter 1 of Part 3 of the Act, and “school without a delegated budget” shall be construed accordingly;
  - “school year” means a period of 12 months commencing on 1 September unless the school’s academic year begins in August in which case it means a period of 12 months commencing on 1 August;
  - “SEN allowance” means a special educational needs allowance awarded to a classroom teacher in accordance with paragraph 21;
  - “special school” means a special school maintained by an authority;
  - “teacher” means, except where otherwise stated, a teacher who is a school teacher within the meaning of section 122 of the Act;
  - “teacher in further or higher education” means a teacher who is:
    - a) employed in an institution of further or higher education; or
    - b) otherwise employed by an authority for the purposes of its functions relating to further and higher education;
 other than a teacher seconded to a body which reimburses the employing authority the amount of the teacher’s salary;
  - “TLR” means a teaching and learning responsibility payment awarded to a classroom teacher in accordance with paragraph 20;
  - “unattached teacher” means:

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(32) 2005 (c.18).

- a) a teacher not attached to a particular school;
  - b) a teacher employed otherwise than at a school; or
  - c) in Parts 2 to 7, a teacher at a pupil referral unit (including a teacher in charge);
- “unqualified teacher” means a teacher who is not a qualified teacher and who is prescribed by Order under section 122(5) of the Act as a school teacher for the purposes of that section<sup>(33)</sup>;
  - “visually impaired” means blind or partially sighted.
2. The Interpretation Act 1978<sup>(34)</sup> applies to the interpretation of this Document as if it were an order made under the Act.
  3. Where, by or in consequence of a structural change (of a type described in section 2 of the Local Government and Public Involvement in Health Act 2007<sup>(35)</sup> and effected by an order made under section 7 of that Act) or a boundary change (as defined in section 8 and effected by an order made under section 10 of that Act), an authority (“the transferor authority”) ceases to exercise the functions of an authority in relation to an area and such functions are thereafter exercisable by another authority (“the transferee authority”) in relation to that area, the transferor authority and the transferee authority must be regarded, in this Document, as the same authority.
  4. An unqualified teacher who is a headteacher must be treated as a qualified teacher for the purposes of Parts 2 and 3 of this Document.
  5. Any reference to a numbered sub-paragraph is a reference to the sub-paragraph of that number in the paragraph in which that reference appears, except where otherwise stated.
  6. A person has completed a “year of employment” if:
    - a) the person has completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year in the case of paragraphs 11.1 and 19. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person’s service during that period has been full-time, part-time, regular or otherwise;
      - i. where a person is absent from work:
      - ii. in exercise of her right to maternity leave conferred by section 71 or 73 of the ERA 1996 or her contract of employment, and has the right to

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(33) S.I.2003/1709.

(34) 1978 (c.30).

(35) 2007 (c.28).

return to work by virtue of those sections or her contract of employment; the right to parental leave conferred by section 76 of the ERA 1996; the right to paternity leave conferred by section 80A, 80AA, 80B or 80BB of the ERA 1996; or the right to adoption leave conferred by section 75A or 75B of the ERA 1996; or

because of her pregnancy;

- b) the period of absence counts towards the period of service of at least twenty-six weeks referred to in paragraph (a); and
- c) where a person is absent from work for any reason other than as specified in sub-paragraph (a) or (b), the relevant body may determine that the period of absence counts as if the person was in employment during it.

## Annex 3: September 2024 advisory pay point structure for the main pay range (MPR) and upper pay range (UPR)

Table 12: Advisory pay point structure – MPR & UPR

Spine Point	Rest of England	London fringe	Outer London	Inner London
<b>M1 (MPR minimum)</b>	£31,650	£33,075	£36,413	£38,766
<b>M2</b>	£33,483	£34,974	£38,318	£40,609
<b>M3</b>	£35,674	£37,141	£40,322	£42,536
<b>M4</b>	£38,034	£39,495	£42,430	£44,556
<b>M5</b>	£40,439	£41,870	£45,000	£47,069
<b>M6 (MPR maximum)</b>	£43,607	£45,037	£48,532	£50,288
<b>U1 (UPR minimum)</b>	£45,646	£47,031	£50,210	£55,415
<b>U2</b>	£47,338	£48,719	£52,068	£58,138
<b>U3 (UPR maximum)</b>	£49,084	£50,471	£53,994	£60,092

## Annex 4: September 2024 advisory pay point structure for the unqualified teacher pay range (UR)

Table 13: Advisory pay point structure – Unqualified teacher (UR)

Spine Point	Rest of England	London fringe	Outer London	Inner London
<b>U1 (UTPR minimum)</b>	£21,731	£23,140	£25,758	£27,252
<b>U2</b>	£24,224	£25,630	£28,252	£29,745
<b>U3</b>	£26,716	£28,123	£30,744	£32,238
<b>U4</b>	£28,914	£30,319	£32,947	£34,436
<b>U5</b>	£31,410	£32,813	£35,438	£36,925
<b>U6 (UTPR maximum)</b>	£33,902	£35,305	£37,932	£39,417

## Annex 5 - Administrative tasks

### Defining administrative tasks

1. It has been a long-standing principle that teachers should not ordinarily be required to carry out tasks that are largely administrative or clerical in nature and which do not require the professional expertise of a teacher. The list in Annex 5 is an updated version of the “21 tasks list” that was in this Document until 2013.
2. Some administrative tasks are straightforward – filing pupil records, recording absence data, and collecting money. Others, such as administering examinations, ordering equipment, and compiling and submitting bids require more expertise, but not necessarily that of a teacher.
3. Many activities in schools require a mixture of professional and administrative input. For example, writing reports on pupils’ progress requires the expertise of a teacher. But that expertise is not required for many of the processes involved in producing the report – for example, “topping and tailing” reports or collating them either manually or using an ICT-based system. These elements should not routinely be done by teachers. To note, tasks do not have to be done on a daily basis to be classed as routine. Many tasks, such as collating reports, may only be done once per year – this would still be classed as routine.
4. Tasks and activities related to the safeguarding of pupils will often require the professional expertise and input of teachers, e.g. if a safeguarding disclosure is made to a teacher, it is part of their role to record the details of that disclosure.
5. For the purposes of paragraph 3, the key tests for any task must be:
  - a. Does it need to be done at all?
  - b. Is the task of an administrative or clerical nature?
  - c. Does it call for the exercise of a teacher’s professional skills or judgment?
6. If the answers to a) and b) are yes but the answer to c) is no, then the task should not routinely be carried out by a teacher. The list below contains a number of examples. It is not intended to be exhaustive.
7. Whilst the list applies to classroom teachers, the same principles outlined above also apply to leading practitioners and leaders.

## List of administrative that teachers should not be expected to undertake

1. Managing data and transferring data about pupils into school management systems (e.g. Question Level Analysis) or printing electronic records for paper filing.
2. Reformatting data or re-entry of data into multiple systems.
3. Production of photographic evidence of practical lessons e.g. for assessment purposes or to 'evidence' learning.
4. Creation or duplication of files and paperwork perceived to be required in anticipation of inspection, such as copies of evidence portfolios, or regularly updated seating plans.
5. Administration or data analysis relating to wraparound care and preparation of food/meals.
6. Administration of public and internal examinations.
7. Collating pupil reports e.g. reports of pupil examination results.
8. Producing and collating analyses of attendance figures.
9. Investigating pupil absence
10. Responsibility for producing, copying, uploading and distributing bulk communications to parents and pupils, including standard letters, school policies, posts on electronic platforms.
11. Administration relating to school visits, trips and residentials (including booking venues, collecting forms and recording lunch requirements) and of work experience (but not selecting placements and supporting pupils by advice or visits).
12. Organisation, decoration and assembly of the physical classroom space e.g. moving classrooms, moving classroom furniture, putting up and taking down classroom displays.
13. Ordering, setting up and maintaining ICT equipment, software, and virtual learning environments (VLEs), including adding pupils to VLEs and online subscription platforms.
14. Ordering supplies and equipment.

15. Cataloguing, preparing, issuing, stocktaking, and maintaining materials and equipment, or logging the absence of such.
16. Collecting money from pupils and parents.
17. Administration of cover for absent teachers.
18. Co-ordinating and submitting bids (for funding, school status and the like).
19. Administration of medical consent forms and administering of medication on a routine or day-to-day basis.
20. Taking, copying, distributing or typing up notes (e.g. verbatim notes) or producing formal minutes.
21. Producing class lists or physical copies of context sheets.
22. Keeping and filing paper or electronic records and data e.g. in school management systems or physical office files.
23. Bulk photocopying.



## **Section 3 – Guidance for Local Authorities, School Leaders, School Teachers and Governing Bodies of Maintained Schools**

1. This guidance from the Department for Education is issued pursuant to section 127 of the Education Act 2002<sup>(36)</sup>. It should be read in conjunction with any related paragraphs of the School Teachers' Pay and Conditions Document 2023 (the Document). LAs and governing bodies must have regard to guidance issued by the Secretary of State about the procedure to be followed in applying the provisions of the Document. A court or tribunal may take any failure of an employer to do so into account in any proceedings. This guidance replaces the 2022 Section 3 guidance.
2. Paragraph references in this guidance relate, except where otherwise stated, to paragraph numbers in the Document. The term 'relevant body' denotes the body (either the governing body or the local authority (LA)) which is responsible for pay decisions.
3. The Document contains provisions relating to the pay and conditions of teachers and not support staff, whose pay and conditions are determined locally. No payments or conditions of employment other than those provided for in the Document may be applied to teachers, except those conditions which are always determined locally and which do not conflict with the Document, unless the Secretary of State has granted exemptions under other legislation. The Document does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

### **Pay policy (paragraph 2)**

4. All relevant bodies – both governing bodies and LAs where they are the relevant body, including for all unattached teachers – must have a pay policy. Pay and appraisal policies should be reviewed annually and kept up to date to take account of any uplift to the national framework and any legal changes or changes in the staffing structure which have an impact on discretionary pay decisions. Teachers and representatives of recognised unions should always be consulted on formulating the policies and on any changes to them. Teachers should always have ready access to copies of the relevant body's pay policy.
5. When determining appropriate pay awards as set out in Section 2, Part 1, schools must determine – in accordance with their own pay policy – how to take account of the uplift to the national framework in making individual pay progression decisions.

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(36) 2002 (c.32).

6. Procedures for determining pay must comply with all the requirements of discrimination legislation. The pay policy should therefore make clear the relevant body's compliance with the following legislation: the Employment Relations Act 1999<sup>(37)</sup>, the Equality Act 2010<sup>(38)</sup>, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000<sup>(39)</sup> and the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002<sup>(40)</sup>. Procedures for determining pay should also be consistent with the principles of public life – objectivity, openness and accountability.
7. The pay policy should set out how all pay decisions are made, either as part of a regular review or in other circumstances, with sufficient detail for an individual to appreciate what evidence and other factors will be taken into consideration when a pay decision is made. In particular, the pay policy should describe the information to be included on pay statements given to teachers as part of the regular review process, or when other pay decisions are taken, and how additional information may be obtained by teachers. The pay policy must also set out the procedures that apply when any teacher seeks a review of any decision made by the headteacher or relevant body that affects their pay. The pay hearings and appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures. Appeal decisions do not affect teachers' statutory employment rights. Further details on grievance procedures relating to pay decisions can be found in Departmental advice [“Managing Teachers and Leaders Pay”](#).

## Leadership group pay (paragraphs 4-11)

8. The relevant body must ensure that the process of determining the remuneration of the headteacher is fair and transparent. There should be a proper record made of the reasoning behind the determination of the headteacher pay range (including any temporary payments made). Relevant bodies can find further guidance on the process for setting leaders' remuneration in Departmental advice [“Managing Teachers and Leaders Pay”](#) via the [GOV.UK website](#).

## Headteacher's pay range

9. The relevant body must assign a school to a headteacher group and determine the headteacher's pay range whenever it proposes to appoint a new headteacher. It should also re-determine the headteacher's pay range if it becomes necessary to change the headteacher group (including where the headteacher becomes

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(37) 1999 (c.26).

(38) 2010 (c.15).

(39) S.I. 2000/1551.

(40) S.I. 2002/2034.

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

## **Pay of deputy/assistant headteachers**

10. The relevant body should determine the pay range for deputy and assistant headteachers when it proposes to make new appointments, or where there is a significant change in the responsibilities of serving deputy or assistant headteachers. It should take account of the responsibilities and challenges of the post and whether the post is difficult to fill.

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

11. 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 headteacher group on the total number of pupil units across all schools, which will give a group size for the federation in accordance with paragraphs 6 or 7.
12. Consideration also needs to be given to the remuneration of other teachers who, as a result of the headteacher's role, are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.

## **Limits on payments**

13. The relevant body should have oversight of a headteacher's entire role and any paid responsibilities attached to the role. This should ensure that the relevant body can take a fully informed decision about the appropriate remuneration for the headteacher and any consequential implications for the pay of other staff who may be taking on additional responsibilities in the absence of the headteacher.
14. It should be wholly exceptional for the total value of the salary – including temporary payments - to exceed the limit of 25% of the amount that corresponds to the maximum of the headteacher group for the school or schools in any given year. If it is considered that there are wholly exceptional circumstances that warrant payments that exceed this limit, the relevant committee must make a business case for the payment to the full governing body. The governing body must seek external independent advice from an appropriate person or body, who can consider the

provisions of the Document and whether they have been properly applied to the headteacher's pay and subsequently advise the governing body, before the governing body decides whether it is justifiable to exceed the limit in each particular case. There must be a clear audit trail for any advice given to the governing body and a full and accurate record of all decisions made by the governing body and the reasoning behind them.

15. Where a headteacher receives a payment under paragraph 25 in respect of residential duties which are a requirement of the post, that amount does not count towards the 25% limit. Where a headteacher is awarded a non-monetary benefit under paragraph 27 and it is not a housing or relocation benefit that relates solely to the personal circumstances of that headteacher, the monetary value of the benefit counts towards the 25% limit.

### **Headteachers temporarily accountable for more than one school**

16. Occasionally, where there is a vacancy in the post of headteacher and it is not possible to appoint a deputy headteacher or another member of the teaching staff to take on the position of acting headteacher, a headteacher of another school may be appointed to be responsible and accountable for that school in addition to their continuing role as the headteacher of their own school.
17. This role should be regarded as an acting headship on a temporary basis for as long as arrangements are being made for a permanent headteacher to be recruited or to make alternative permanent arrangements, such as amalgamating the schools or creating a hard federation. There is an expectation that these temporary arrangements should be time-limited and subject to regular review and the maximum duration should be no longer than two years.
18. Any workload issues for the headteacher and additional responsibilities for other staff as a consequence of this temporary arrangement should be addressed as part of the overall considerations by the relevant body in agreeing to the headteacher undertaking the temporary additional role.
19. In order to support a headteacher who temporarily takes on the responsibility and accountability for more than one school the governing bodies of the schools concerned should establish clarity regarding both how these arrangements will work in practice and how the arrangements will be brought to an end.
20. In such temporary arrangements a fixed-term variation of contract must be issued by the contracting employer. This will specify that the headteacher, in addition to their substantive post, is for a fixed period employed additionally as headteacher of the additional school(s). At the end of the fixed-term variation the headteacher will revert to their substantive post.

21. Under the Collaboration Regulations<sup>(41)</sup> the governing bodies may arrange for a joint committee made up of governors from all the schools involved to be established to oversee the fixed term arrangements. This joint committee should have delegated power to deal with the pay and performance management of the headteacher and other relevant staffing issues. This joint committee should also have delegated power regarding the financial arrangements which will apply during the collaboration period. For example, the joint committee should determine any payment on the basis of temporary additional responsibility for teachers, other than the headteacher, in each school, and the arrangements for reviewing and ending those payments
22. The joint committee should also take account of the circumstances of each school and the workload implications, including the extent to which the headteacher is likely to be absent from the individual schools. Any temporary payments made under paragraph 10 should take account of the full responsibilities of the post. Where there is a deputy headteacher in the school, it may be more appropriate to increase their pay range temporarily to take account of the increased responsibilities in the absence of the headteacher. Additionally, a teacher may be temporarily appointed, in the absence of the substantive post holder, to a post in the staffing structure which attracts a TLR payment; and in the case of a classroom teacher where none of those are appropriate, the joint committee may consider the use of additional payments under paragraph 26.1(d). The joint committee should ensure that any payment for additional responsibilities is in line with the provisions of the Document and the school's pay policy.
23. Where the arrangement for the headteacher is temporary, any adjustment to their pay and that of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease.

## Extended services

24. Local authorities are responsible for drawing up their local area plans. As part of those plans, they may choose to approach a school to ask whether the headteacher and governing body would be willing to take responsibility for the provision of a range of extended services on their site for children and young people from the area. If the headteacher and governing body agree to take on significant additional responsibility for which the headteacher is directly accountable to the LA or the Children's Trust and the headteacher is permanently appointed as headteacher of that school, the relevant body has the discretion to take this into account when setting the headteacher's pay range. Any salary uplift should be proportionate to the level of responsibility and accountability being undertaken. In all cases, consideration needs to be given to the remuneration of other teachers who as a result of the headteacher's role are taking on additional

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(41) The School Governance (Collaboration) (England) Regulations 2003 (S.I. 2003/1962).

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

25. However, where a headteacher has an interest in the quality of a service that is co-located on the school's site, for example a speech therapy centre that helps the development of young people within the school or across a number of schools, but is not responsible or accountable for that service, this is part of a headteacher's core responsibilities, and would therefore not be taken into account when setting the headteacher's pay range.

## **Fixed-term contracts**

26. The relevant body may appoint a headteacher on a fixed-term contract where it determines that the circumstances of the school require it. In establishing such a contract the relevant body should consider how reward should be structured and whether achievement of objectives should be assessed over a shorter or longer timescale than would normally be the case.

## **Progression**

27. The relevant body should ensure that it has regard to the criteria for leadership group progression and any recommendation on pay progression recorded in the teacher's most recent appraisal report and any considerations set out in the relevant body's own pay policy. Part-time members of the leadership group
28. The principle set out in paragraph 40 below also applies to members of the leadership group. Please also refer to paragraph 87 below about working time (paragraphs 51.1 to 51.4 of the Document).

## **Movement to the upper pay range (paragraph 15)**

29. Paragraph 15 sets out arrangements for accessing the upper pay range.
30. Under the arrangements, applications will be successful where the governing body is satisfied that:
  - a) the teacher is highly competent in all elements of the relevant standards; and
  - b) the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

Schools should make clear in their pay policies how they will interpret those criteria and what evidence they will take into account.

31. The relevant body has legal responsibility for the process, although it can delegate the receipt and assessment of applications to the headteacher (or person with management responsibility in the case of unattached teachers), in line with the school's pay policy. Paragraph 15.1 provides that, where a teacher is subject to the 2011 or 2012 Regulations, the relevant body shall have regard to the assessments and recommendations in the teacher's appraisal reports. They will need to look at the teacher's appraisal reports, consider each of the assessments and recommendations contained within them, and determine whether – taken as a whole – the evidence demonstrates that the teacher meets the criteria – i.e. that the teacher is highly competent in all elements of the relevant standards and that their achievements and contribution to an educational setting or settings are substantial and sustained.
32. Paragraph 14.2(a) refers to a break in continuity of employment. A break in continuity of employment would not include, for example, a period of maternity leave, a secondment or a transfer under the provisions of the Transfer of Undertakings (Protection of Employment) Regulations 2006<sup>(42)</sup> on conversion to an academy.

## **Teachers paid on the pay range for leading practitioners (paragraph 16)**

### **Creating a post paying a salary higher than the maximum of the upper pay range**

33. Schools have discretion to create posts for qualified teachers whose primary purpose is modelling and leading improvement of teaching skills. There are no national criteria for appointment to such posts. Schools should advertise any vacancies and appoint candidates as they would do for other vacancies, satisfying themselves that successful candidates can demonstrate excellence in teaching and will be able to contribute to leading the improvement of teaching skills.
34. It is the responsibility of headteachers to decide whether or not any such posts should contain an element of outreach. There is no central requirement for them to do so.

### **Part-time leading practitioners**

35. The principle set out in paragraph 40 below also applies to teachers on the pay range for leading practitioners. Please also refer to paragraph 86 below about working time (paragraphs 51.1 to 51.4 of the Document).

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(42) S.I. 2006/246.



## **Setting an individual pay range within the pay range for leading practitioners**

36. When setting the individual pay range for teachers on the pay range for leading practitioners, the relevant body should have regard to the challenge and demands of the individual post and internal pay relativities.
37. If a school creates more than one such post, the individual pay ranges for each post should be determined separately and may differ to reflect the different demands and challenges of each post.

## **Unattached teachers (paragraph 39)**

38. LAs must take account of their pay policy and staffing structure when determining the remuneration of unattached teachers. LAs should therefore ensure that the pay policy and staffing structure are kept up to date in respect of their unattached teachers.

## **Part-time teachers' remuneration (paragraphs 40-41)**

39. All contractual arrangements entered into must comply with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000<sup>(43)</sup> and the Equality Act 2010<sup>(44)</sup>.
40. Part-time teachers must be paid a percentage of the appropriate full-time equivalent salary as calculated in paragraph 43 below. The same percentage must be applied to any allowances awarded to a part-time teacher.
41. Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work, but it should be open to the teacher to attend by mutual agreement with the headteacher and the pay calculation in paragraph 43 below should be applied to any resultant additional hours worked.
42. The timetabled teaching week refers to school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding break times, registration and assemblies. The school's timetabled teaching week of a full-time classroom teacher is to be used as the basis for calculating the pro rata percentage of the school's timetabled teaching week for which a part-time teacher is employed at the same school. This percentage is used to determine the pro rata proportion of a full-time equivalent teacher's remuneration to which a part-time teacher is entitled. The percentage remains the same whether the school operates a weekly, fortnightly or any other timetable cycle.

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(43) S.I. 2000/1551.

(44) 2010 (c.15).



43. This calculation is specifically for establishing the proportion of remuneration (paragraphs 40 to 42) and working time (paragraphs 51.2 to 51.12) for part-time teachers and is to be used as the benchmark to determine a part-time teacher's pay and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis within the same establishment.

For example, if the school day, excluding registration and assembly, runs from 9.00am to 12.15pm and again from 1.15pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session the school's timetabled teaching week for a full time teacher would be calculated as 25 hours. If a part-time teacher were employed for mornings only working 9.00am to 12.15pm every day their percentage of the timetabled teaching week would be calculated as 15 hours. The detailed calculations are shown in the table below:

**Table 14: Part-time teachers remuneration (example 1)**

Full or Part-time	Morning session (less breaks, registration, assembly)	+ plus	Afternoon session (less breaks, registration, assembly)	x multiply by	No. of days in timetable (i.e. 5 or 10 days)	= Equals	School's timetabled teaching week (STTW)	Percentage of STTW
Full-time	3 hours	plus	2 hours	multiply by	5 days	Equals	25 hours	100%
Part-time	3 hours	plus		multiply by	5 days	Equals	15 hours	60%

In a case where the school day, excluding registration and assembly, runs from 9.00am to 12.00pm and again from 1.00pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session the school's timetabled teaching week would be calculated as 25 hours. If a part-time teacher were employed for mornings only working 9.00am to 12.00pm every day their percentage of the school's timetabled teaching week would be calculated as 13.75 hours. The detailed calculations are shown in the table below:

**Table 15: Part-time teachers remuneration (example 2)**

Full or Part-time	Morning session (less breaks, registration, assembly)	+	Afternoon session (less breaks, registration, assembly)	x	No. of days in timetable (i.e. 5 or 10 days)	=	School's timetabled teaching week (STTW)	Percentage of STTW
		plus		multiply by		Equals		
Full-time	2.75 hours	plus	2 hours	multiply by	5 days	Equals	25 hours	100%
Part-time	2.75 hours	plus		multiply by	5 days	Equals	13.75 hours	55%

44. The relevant body should establish the proportion of the school's timetabled teaching week for each part-time teacher as a percentage of a full-time classroom teacher's school's timetabled teaching week using the same method of calculation as above.

### Teachers working in more than one school or in a school with varying timetabled teaching weeks

45. The same calculations would be carried out by each individual relevant body or, if a teacher works in different parts of a school with differing school timetabled teaching weeks, two (or more) calculations would have to be made to arrive at a consolidated pro rata remuneration for the teacher.

### Unattached teachers

46. In the case of unattached part-time teachers the 'school's timetabled teaching week' comparator should be a full-time teacher within the same service at the LA.

## Allowances and other payments

### TLR payments (paragraph 20)

47. The relevant body must keep under review how many leadership group posts and other posts (including posts paid on the pay range for leading practitioners) are needed in its staffing structure and whether a TLR1 or TLR2 is an appropriate part of the structure needed to ensure the continued delivery of high-quality teaching and learning. If TLR1s or TLR2s are an appropriate part of that structure, the relevant body must decide how many posts should have these TLRs and the appropriate cash values in the light of the criterion and factors for the award of a TLR1 and a TLR2 and the parameters within which the cash values may be set.

The responsibility or package of responsibilities for which a TLR1 or TLR2 is awarded should be clearly set out in the job description of the post holder. Equal pay legislation must be complied with in the award of any TLR to individual teachers and relevant bodies should be aware that any decisions which are not made on objective criteria may lead to claims being made to employment tribunals.

48. 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.
49. Relevant bodies should determine the value of a TLR appropriate for the post, within the parameters laid down and in accordance with job weight. Posts of equal weight should be allocated equal value. Decisions to make payments above the applicable minimum level should be justifiable in relation to the level of responsibilities attached to the post. Relevant bodies should not take into account recruitment or retention issues, payments for which should only be awarded in accordance with the relevant body's pay policy. Changes in the value of TLRs, once set by the relevant body, should only occur for two reasons: (a) the STRB recommends, and the Secretary of State accepts and introduces, a general change in the TLR values; or (b) the relevant body reviews its staffing structure and determines that the responsibilities of the post have changed materially.
50. TLR1s and TLR2s should only be awarded to teachers placed in the specified posts in the staffing structure and to the cash value set out in the pay policy. Where such TLRs are awarded to part-time teachers they must be paid pro rata at the same proportion as the teacher's part-time contract.
51. TLR1s and TLR2s are permanent while the postholder remains in the same post in the staffing structure. The overarching criterion for the award of TLR1s and TLR2s includes provisions that the responsibility for which the TLR is awarded must be 'sustained' and that the TLR must be awarded 'in the context of the relevant body's staffing structure'. TLR3s may be awarded for clearly time-limited school improvement projects or one-off externally driven responsibilities. TLR1s and TLR2s may only be awarded on a temporary basis where the teacher is temporarily occupying a different post in the staffing structure to which a TLR payment is attached (such as in cases of cover for secondments, maternity or sick leave or vacancies pending permanent appointment) and for the duration of that responsibility. The date on which the temporary award will end, or the circumstances in which it will end, must be included in the teacher's notice of a revised pay determination, as specified in paragraph 3.4(c)(iii). A teacher who holds a TLR1 or TLR2 awarded on a temporary basis or who is on a fixed-term

contract does not receive a safeguarded sum when the TLR comes to an end, unless the TLR is ended earlier than specified and their contract extends beyond the date when that TLR ends.

52. If a teacher is given a new post or revised responsibilities, then the relevant body must determine whether a different TLR (or no TLR) applies to the post. A teacher may not be awarded more than one TLR1 or TLR2 concurrently.
53. A TLR3 is a fixed-term award. TLR3s may be awarded only for clearly time-limited school improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The fixed-term for which they are to be awarded must be established at the outset of the award. The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to safeguarding.
54. The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed-term of less than one year then the total value should be determined proportionately to the annual value. Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3s.

## **SEN allowance (paragraph 21)**

### **General principles**

55. SEN allowances may be held at the same time as TLRs. However, relevant bodies should, when keeping their staffing structures under review:
  - a) ensure that holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
  - b) consider whether, if teachers have responsibilities that meet all the criteria for the award of TLR payments, it would be more appropriate to award a TLR payment instead of a SEN allowance of a lower value;
  - c) not award new SEN payments solely for the purposes of recruitment and retention; and
  - d) ensure that any SEN responsibilities are clearly specified in individual teachers' job descriptions.
56. Where the criteria for the payment of a SEN allowance are met, the relevant body must award an allowance and the teacher's written notification given at the time of the award should specify the amount, and the reason for the award.

## **Assessment of appropriate allowance values**

57. In establishing appropriate values for their SEN allowances, schools should ensure that they have considered the full range of payments available and that the values chosen are properly positioned between the minimum and maximum established in the national framework. Differential values relating to SEN roles in the school should be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.
58. Similarly, local authorities will want to ensure that there is an objective assessment of the nature and challenge of the work entailed for teachers in their central SEN services to establish appropriate relative levels for allowances between the national minimum and maximum values provided for in the national framework.
59. Schools should take account of the way in which SEN provision is organised and delivered locally and may want to consult their LA for advice on establishing appropriate payments.

## **Additional payments (paragraph 26)**

### **Continuing Professional Development (CPD)**

60. Relevant bodies should decide which CPD activities teachers may be paid for and set an appropriate level of payment in their pay policy. Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full-time teachers; or the appropriate proportion of the 1265 hours of directed time for part-time teachers. Participation in CPD outside of directed time is voluntary and cannot be directed.

### **Initial Teacher Training (ITT) activities**

61. Relevant bodies should decide whether to make additional payments to any teacher for activities related to providing ITT. Such payments may be made only for ITT which is provided as an ordinary incident in the conduct of the school. Relevant bodies should set an appropriate level of payment for ITT activities in their pay policy.
62. Except for those employed on the pay range for leading practitioners, who may be required to carry out this duty, teachers undertaking school-based ITT activities do so on an entirely voluntary basis. Such activities might include supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; running seminars or tutorials on aspects of the course; and formally assessing students' competence.

63. Other aspects of ITT activities cannot be regarded as an ordinary incident in the conduct of the school. Such activities include the additional requirements of School Centred ITT (SCITT), where schools take the lead in providing ITT courses. They may include planning and preparing materials for an ITT course, and taking responsibility for the well-being and tuition of ITT students.
64. Separate non-teaching contracts of employment should be issued to cover those aspects of involvement in ITT which require the exercise of a teacher's professional skills or judgment but which go beyond activities which may be described as an ordinary incident in the conduct of the school. No teacher should routinely carry out administrative and clerical ITT-related activities.

## Service provision

65. Where a headteacher in one school is providing a service to another school, for example as a National Leader of Education (NLE), the person providing that service is not ultimately accountable for the outcomes in the school, but for the quality of the service being provided. The relevant body whose headteacher is providing the service should determine how much, if any, additional payment is due to the individual concerned in line with the provisions of the Document and the school's pay policy, for example where the contract requires work outside school sessions.
66. Consideration should be given to the remuneration of other teachers who as a result of the headteacher's additional role are taking on additional responsibilities and activities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. Any increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic, and should be in line with the provisions of the Document and the school's pay policy.
67. Where the arrangement for the headteacher is temporary, any adjustment to pay of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease. The relevant body should consider the appropriate use of acting allowances and other temporary payments. Where there is a deputy headteacher in the school, it may be more appropriate to temporarily increase his or her pay range to take account of the increased responsibilities in the absence of the headteacher. Additionally a teacher may be temporarily appointed, in the absence of the substantive post holder, to a post in the staffing structure which attracts a TLR payment; and where none of those are appropriate, the relevant body can make use of additional payments at paragraph 26.1(d).
68. The following table sets out the operating principles and requirements which apply to the provision of services to other schools. All references below to the governing body are to the governing body of the school whose headteacher is providing services to another school.

## **Provision of services to other schools – operating principles and requirements**

- a) Any services provided by the headteacher of one school to another school must be authorised formally by the governing body and, where the work extends over more than a 12 month period, the agreement of the governing body must be formally reviewed annually or sooner if appropriate. The governing body should also agree arrangements for terminating such work.
- b) Before such work is undertaken, the governing body and the headteacher must take into account:
  - the needs of the school and its pupils;
  - the benefits that the activity would bring to the school;
  - the impact of any absence on other staff, including their workload; and
  - the workload and work-life balance of all the individuals concerned.
- c) In particular, before reaching a view the governing body should satisfy itself that these matters have been fully considered within the school's leadership team.
- d) Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the governing body (or the finance committee) and decisions duly minuted.
- e) The headteacher and governing body should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.
- f) The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the governing body. The terms of such an agreement must be set out in a memorandum signed by the chair of governors and the headteacher and any other members of staff involved.
- g) Any income derived from external sources for the work of a school's staff should accrue to the school. The governing body should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities and, if so, determine the appropriate amount.
- h) The governing body should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.



## **Out-of-school hours learning activities**

69. Relevant bodies should decide whether to make payments to teachers who agree to participate in out-of-school hours learning. The level of payment should be covered by the school's pay policy. Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full-time teachers or the appropriate proportion of the 1265 hours of directed time for part-time teachers. All agreements and payments to be made should be documented. All such activities should require the exercise of the teacher's professional skills or judgement.

## **Recruitment and retention incentives and benefits (paragraph 27)**

70. Schools may make payments or provide financial assistance or benefits to aid recruitment or retention. An advance of salary for a rental deposit is one of a number of tools that schools may wish to consider as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. Other examples of assistance are transport season ticket loans for travel costs, a one-off payment such as a contribution to removal costs, or a time-limited allowance. Recruitment and retention incentives and benefits must not be made for carrying out specific responsibilities, and should be in line with the relevant body's pay policy.
71. Relevant bodies are free to determine the value of any award. However, any award to a member of the leadership group under paragraph 27, including non-monetary benefits (for which a notional monetary value must be given), is subject to the overall limit on salary and payments at paragraph 10.2; and should be awarded only to reimburse for reasonably incurred housing or relocation costs.
72. Where a teacher is given an incentive or benefit under paragraph 27, written notification given at the time of the award should state:
- a) whether the award is for recruitment or retention;
  - b) the nature of the award (cash sums, travel or housing costs etc.);
  - c) when/how it will be paid (as applicable);
  - d) unless it is a 'one-off' award, the start date and expected duration of the incentive;
  - e) the review date after which it may be withdrawn; and
  - f) the basis for any uplifts which will be applied (as applicable).

## **Salary sacrifice arrangements (paragraph 28)**

73. Employers may offer the salary sacrifice arrangements detailed in paragraph 28 to their employees if they choose to do so, and are encouraged to do so as the



arrangements should be cost-neutral. Paragraph 28 permits teachers to participate voluntarily in such arrangements, subject to the limitations set out in the paragraph. Local authorities and governing bodies should ensure that any relevant information about such arrangements covered under paragraph 28 is passed on to teachers at their schools, to enable the teachers freely to decide whether or not salary sacrifice is an appropriate option. Participation in salary sacrifice is voluntary on the part of current employees. Employers may not withhold access from those wishing to participate.

## **Safeguarding (paragraphs 29-37)**

### **Teachers paid a safeguarded sum**

74. The relevant body should ensure that appropriate notice is given of any new duties which are being given to the teacher as work commensurate with their safeguarded sum or sums. All such additional responsibilities allocated should be kept under review, including taking such action as may be required when the safeguarding period ends. Headteachers will want to consider whether the additional duty is still required; whether it should now attract an additional payment (such as a TLR payment); and, if so, the most appropriate person to undertake the duty.
75. Relevant bodies should be aware of the general principle that requires the relevant body to consider whether a teacher's position within a pay range or new allowance has caused the teacher's pay to increase by as much as or more than the value of their previous pay and any safeguarded sum they were receiving (changes in the value of allowances or within pay ranges which result from the provisions of the Document are excluded)<sup>(45)</sup>. If a range of safeguarded elements is being paid, 'safeguarded sum' does not mean the total of all safeguarded elements, but any safeguarded element within the total.
76. Where any such increase is larger than any safeguarded sum, the relevant body must cease to pay any sum or sums equal to or less than the increase. If there is a decision needed as to which sum or sums to cease paying, the relevant body should always cease paying the smaller or smallest sum first, followed by the next smallest, at any time when necessary to ensure that the principle is correctly applied.
77. Teachers in receipt of a safeguarded sum on 31 August 2013 should continue to receive that sum for as long as the provisions of the 2013 Document require it to be paid.

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(45) Generally this means increases resulting from any awards following recommendations of the School Teachers' Review Body.

78. Safeguarding payments to those formerly employed as advanced skills teachers or excellent teachers must continue to be paid under the terms of the 2012 Document.

## **Working time (paragraph 51)**

### **Part-time teachers**

79. The conditions of employment for part-time teachers mirror those of full-time teachers (see Part 7 of the Document). To avoid claims of discrimination against part-time teachers, schools should, as a minimum, ensure that their arrangements for the deployment of part-time teachers do not breach the relevant legal provisions regarding equal opportunities and unlawful discrimination (see paragraph 39 above).
80. The calculation in paragraph 43 above is specifically for establishing the proportion of remuneration (paragraphs 40 to 41 of the Document) and working time (paragraphs 51.2 to 51.12 of the Document) for part-time teachers and is to be used as the benchmark to determine a part-time teacher's remuneration and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis. The calculation, which excludes break duty, registration and assemblies, does not mean that part-time teachers cannot be required to undertake such duties (see Part 7 of the Document). This does not determine the mix of teaching, PPA and non-contact time each part-time teacher does. So it will be possible for two part-time teachers at the same school to be on a 50% contract, but to have different amounts of teaching time, PPA and non-contact time.
81. The relevant body should establish the school's timetabled teaching week for each part-time teacher as a percentage of a full-time classroom teacher's school's timetabled teaching week using the same calculation as described in paragraph 43 above (paragraphs 40 to 41 of the Document).
82. Part-time teachers will have 'directed time' hours at this percentage of 1265 hours; that being the amount that applies to a full-time teacher in any school year.
83. For example, if a full-time teacher in a school has a timetabled teaching week (i.e. that school has a total school session time) of 25 hours and the part-time teacher's school's timetabled teaching week spans every morning from 9.00 to 12.15 (i.e. 3 hours excluding 15 minutes break) the part-time percentage is 15 over 25, multiplied by 100 to produce 60%. The percentage is derived from the calculation for part-time teacher's remuneration, which is to be used as the benchmark to determine a part-time teacher's remuneration and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis within the same establishment. Thus it would follow that

the part-time teacher in the example would be required to be available for work for 759 hours directed time (1265 x 60%).

84. Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work. It should, however, be open to a teacher to attend non-pupil days or work on other days by mutual agreement with the headteacher. They may, however, be required to undertake work that is within their allocation of directed time beyond that specified in the school's timetabled teaching week, allocated reasonably on any day or part of any day on which they are required to work.
85. The relevant body should ensure that all teachers employed on a part-time basis are provided with a written agreed statement which sets out the expectations of the school, and the part-time teacher, regarding the deployment of working time. This should encapsulate both timetabled teaching time and leadership and management time where applicable. In addition the statement should also set out the expectations of the school in respect of directed time which is to be deployed beyond the school day.
86. The part-time teacher should not have a greater proportion of their directed time allocated outside their normal sessions than is the case for full-time teachers, as this may amount to discrimination. In arranging meetings and other activities outside of school sessions, headteachers should try to minimise situations where part-time teachers are subject to directed time either side of a period when they are not required to be available for work on any given day by structuring timetables as far as possible to accommodate working patterns.

### **Leadership group/teachers on the leading practitioner pay range**

87. Members of the leadership group and those on the pay range for leading practitioners do not operate on a time-bound contract and are not subject to the working time provisions of paragraph 51.2 to 51.12 of the Document. Nonetheless, the headteacher (or the relevant body in the case of the headteacher) remains duty bound to have regard to the work-life balance of such staff and should ensure that the workload of part-time members of the leadership group and those on the pay range for leading practitioners is reasonable and that they are treated fairly in comparison with their full-time equivalents (see paragraph 51.1 of the Document).

## Further sources of information

The following links provide more detailed information on:

## Useful resources and external organisations

[Acas Advice and Guidance: The right to request flexible working \(from 30 June 2014\)](#)

## Relevant legislation and departmental advice

[The Working Time Regulations 1998](#)

[The Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#)

[The Flexible Working Regulations 2014](#)

[The Equality Act 2010](#)

[The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#)

[Advice – Managing Teachers and Leaders Pay](#)

## Other departmental resources

[GOV.UK website](#) contains a range of advice and guidance to support schools and LAs in implementing pay and conditions.



Department  
for Education

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# Agenda Item 10

For publication

## **Bedford Borough Council – Joint Consultative and Negotiating Committee**

**Date of Meeting: 15<sup>th</sup> November 2024**

**Report by: Chris Morris, Chief Officer for Education, SEND & Schools**

**Subject: TEACHERS APPRAISAL POLICY**

### **1. EXECUTIVE SUMMARY**

- 1.1 Appraisal is the process for assessing a teacher or headteacher's overall performance. This is a supportive process which aids plans for individual teachers future career development, in line with school improvement plans, whilst setting clear objectives to measure successful performance management outcomes.
- 1.2 An overall review of the Schools Personnel Handbook Chapter 3 Section 3 which contains the Teachers Appraisal Policy, has been undertaken by Personnel Services, together with School Improvement. This is to ensure that the content is up to date, user friendly, meets the requirements of the Appraisal Regulations and reflects the position of the School Teachers Pay and Conditions Document (STPCD) 2024.

### **2. RECOMMENDATION(S)**

#### **2.1 That the Committee:**

**Approves the updated Teachers Appraisal Policy as an amendment to the Personnel Handbook for School Based Staff and that this now be submitted to the next meeting of the JCNC.**

### **3. REASONS FOR RECOMMENDATION(S)**

- 3.1 The Council continues to review the Schools Personnel Handbook and it was therefore necessary to review and update this policy to ensure the content reflects current legislation, is user friendly and to add updated template documentation to be used by schools.

#### 4. **THE CURRENT POSITION**

- 4.1 The Council's current Teacher Appraisal Policy does not align with the 2024 STPCD, specifically regarding the elimination of the requirement for pay progression to be linked to performance.

#### 5. **DETAILS**

- 5.1 [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) sets out the principles that apply to teachers in all maintained schools and centrally employed (or unattached) teachers employed for one term or more. It is good practice for academies to follow the Appraisal Regulations, although they are not legally required to do so.
- 5.2 The Council's updated Teachers Appraisal Policy takes into account the minimum national requirements set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) and the [Teachers Appraisal Guidance for Schools](#) produced by the Department for Education (DfE).
- 5.3 A total review has been undertaken of the current policy to ensure the content reflects current legislation, is user friendly and to add updated template documentation for schools to use.
- 5.4 All procedures and timescales within the policy remain unchanged.
- 5.5 The policy aims to ensure that the appraisal process creates a supportive and open atmosphere in schools that focuses on recognising and encouraging teachers' commitment to their development and teaching quality. By providing a safe space for honest discussions about successes and areas for improvement, it aims to ensure that teachers get the support they need to achieve their goals and meet teaching standards.
- 5.6 Since the previous meeting in September 2023, the policy has been amended to make it clear that lesson observations must not be used in isolation to make decisions on teachers performance and must be considered in collaboration with wider evidence. Written comments submitted by the Trade Unions have been considered and changes incorporated into the policy. Further amendments have also been made in line with the Government's review around appraisal and performance related pay requirements.
- 5.7 From the 2024/25 academic year, the STPCD (School Teachers Pay and Conditions Document) 2024 removes the requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders. Pay decisions for the 2023/24 academic year will continue to be based on the requirements for performance-related progression as set out in the [STPCD \(School Teachers Pay and Conditions Document\) 2023](#). The Teachers Appraisal Policy gives individual schools the option to remove performance related pay progression for all teachers from the 2024/25 academic year or retain elements in line with the STPCD 2024.

## 6. **ALTERNATIVES CONSIDERED AND REJECTED**

- 6.1 Not applicable. [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) and the STPCD sets out the statutory requirements for maintained schools in England and schools and local authorities must abide by these.

## 7. **KEY IMPLICATIONS**

<b>7.1 Legal Issues</b>	Implementing the updated policy will ensure that schools continue to meet the legal requirements with regards to teachers appraisal arrangements as set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations). Where individual schools choose to retain all or some elements of performance related pay, the policy will help to ensure that a fair process is followed when making pay decisions.
<b>7.2 Policy Issues</b>	There are no policy implications arising from the implementation of the Teachers Appraisal Policy.



<b>7.3 Resource Issues</b>	There are no resource implications arising from this policy.
<b>7.4 Risks</b>	The Borough Council is the legal employer of staff in community and voluntary controlled schools and carries a liability for ill-considered or inappropriate pay decisions made by governing bodies. It is in this context that it is important that Borough Council offers advice and guidance to governing bodies with regard to appraisal. Where a decision is made by individual schools to retain elements of performance related pay for the 2024/25 academic year onwards a fair, transparent and objective approach to pay decisions must be ensured.
<b>7.5 Environmental Implications</b>	There are no environmental implications arising from this policy.
<b>7.6 Equalities Impact</b>	In preparing this report due consideration has been given to the Council's statutory Equality Duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations as set out in Section 149(1) of the Equality Act 2010.
<b>7.7 Impact on Families</b>	There are no implications arising from this policy that impact on families.
<b>7.8 Community Safety and Resilience</b>	There are no community safety and resilience implications arising from this policy.
<b>7.9 Impact on Health and Wellbeing</b>	There are no implications arising from this policy that impact on health and wellbeing.

## 8. **SUMMARY OF CONSULTATIONS AND OUTCOME**

8.1 The following Council units or Officers and/or other organisations have been consulted in preparing this report:

- Head of Human Resources & Organisational Development
- Team Leader People
- Head of School Improvement

8.2 No adverse comments have been received.

**9. WARD COUNCILLOR VIEWS**

9.1 N/a

**10. CONTACTS AND REFERENCES**

Report Contact Officer	Emma Dancer - Policy & Workforce Development Officer
File Reference	Not applicable
Previous Relevant Minutes	Not applicable
Background Papers	Not applicable
Appendices	Teachers Appraisal Policy



BEDFORD  
BOROUGH COUNCIL

# TEACHER APPRAISAL POLICY

Date of version:	September 2024
Consultation with Bedford Borough trade unions & professional associations:	October 2024
Approved by JCNC:	

<b>Contents</b>		
1. Introduction		1
2. Scope		1
3. Legislation and guidance		1
4. Equality		2
5. Definitions		2
6. The appraisal period		2
7. Setting objectives		3
8. Standards		4
9. Reviewing performance – Evidence used		5
10. Annual Assessment		5
11. Conducting annual appraisal meetings		6
12. Appraisal report		6
12B. Performance related pay		7
13. Appeals		7
14. Concerns about a teachers performance		8
15. Moving to the formal capability procedure		9
16. Confidentiality and retention		9
17. Monitoring arrangements		10
18. Link with other policies		10
<b>Appendices:</b>		
Appendix 1	Model Observation protocol	11
Appendix 2	Appraisal timeline	14
Appendix 3A	Appraisal checklist – Appraisee	15
Appendix 3B	Appraisal checklist – Appraiser	16
Appendix 4	Objective setting examples	17
Appendix 5	Appraisal report template	18
Appendix 6	Performance improvement plan template	24

## 1. INTRODUCTION

Appraisal is a supportive and developmental process designed to ensure that all teachers have or fully develop the skills and access to support they need to carry out their role effectively. It will help to ensure that they are able to continue to improve their professional practice and to develop as teachers.

1.2 This policy aims to:

- Ensure that the appraisal process creates a supportive and open atmosphere that focuses on recognising and encouraging teachers' commitment to their development and teaching quality.
- Set out the arrangements for appraising teachers in accordance with [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), including the process and the responsibilities of individuals.
- Ensure consistency and fairness across the school.
- Create a supportive process where teachers' professional development is encouraged, in the context of the school's latest Ofsted report, the school improvement journey and the Teachers' Standards .
- Ensure teachers have the skills, knowledge and access to support they need to fulfil and excel in their role and provide an excellent education to their pupils.

*School to include 1.3 if any element of performance related pay are retained.*

*1.3 Where relevant a recommendation on pay will be made in line with the provisions of the School Teachers' Pay and Conditions Document following satisfactory appraisal and performance management outcomes.*

## 2. SCOPE

2.1 The policy applies to all teachers employed by the school, including the headteacher, with the exception of;

- Those on contracts of less than one term
- Early Career Teachers (ECTs) currently undergoing induction
- Those subject to the formal capability procedure

2.2 Guidance on appraisals for support staff can be found within the School Support Staff Conditions of Service (Chapter 3, section 2 of the Personnel Handbook).

## 3. LEGISLATION AND GUIDANCE

3.1 This policy is set out in line with the minimum national requirements set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).

3.2 The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and centrally employed (or unattached) teachers employed by a local authority, in each case where they are employed for one term or more. It is also

good practice for academies to follow the appraisal regulations although they are not legally required to do so.

- 3.3 This policy is based on the [Teachers Appraisal Guidance for Schools](#) produced by the Department for Education (DfE).

#### **4. EQUALITY**

- 4.1 The governing body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments.
- 4.2 The governing board is aware of the guidance issued by the Department for Education, [The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities](#).

#### **5. DEFINITIONS**

- 5.1 In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the headteacher. The term 'appraiser' refers to line manager responsible for carrying out the appraisal or in the case of a Headteacher the appraisal committee
- 5.2 The appraiser responsible for carrying out the teachers appraisal will hold Qualified Teacher Status.
- 5.3 The headteacher will be appraised by the governance board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the governance board for that purpose.
- 5.4 Where relevant, further detail on required variation for headteacher appraisals is specified.

#### **6. THE APPRAISAL PERIOD**

- 6.1 The appraisal period will run for 12 months beginning from 1<sup>st</sup> September to 31<sup>st</sup> August. Appraisals will be held during the autumn term. (*School to adjust where appropriate*)
- 6.2 For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.
- 6.2 Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.
- 6.3 Where a teacher joins the school part way through the appraisal cycle they may ask their previous headteacher (in writing) to forward their appraisal statement and, where available, any evidence to the headteacher of their new school. The appraiser

will need to discuss with the teacher how this statement and any evidence can be considered at the end of the performance review. It will be necessary for the appraiser to take into account any changes to circumstances e.g. full time to part time working. No negative inferences will be drawn should a former headteacher fail to supply such information or should a member of staff choose not to make this request of a former Head Teacher.

- 6.4 The teacher will receive a written appraisal report after the end of the appraisal period and have an opportunity to comment in writing. All reasonable endeavours will be made to complete the appraisal report within 5 working days unless circumstances make this impossible.
- 6.5 All annual appraisal meetings will be completed before 31st October and teachers will have received their appraisal report by that date unless exceptional circumstances arise.
- 6.6 Headteachers will have had their annual appraisal meeting and received their appraisal report by 31st December unless exceptional circumstances arise. It is however recommended best practice that the headteachers appraisal is held first. This then allows for all teachers objectives to flow from this.

## **7. SETTING OBJECTIVES**

- 7.1 Teachers' objectives will be agreed before, or as soon as possible after, the start of the appraisal period.
- 7.2 The headteacher's objectives will be set by the governing body, in consultation with an external adviser with relevant skills and experience. The adviser may be from the local authority or a neighbouring local authority, or be an external consultant.
- 7.3 Academies, including free schools, are not required to appoint an external adviser for headteacher appraisal, except where the terms and conditions of the headteacher's contract specifically incorporate The Education (School Teachers' Appraisal) (England) Regulations 2012, which require the appointment of an external adviser. This is however recommended best practice.
- 7.4 For schools who buy into the School Improvement Team traded services, the school's improvement adviser will support the headteachers performance management committee to review performance as part of the package. Schools that do not buy back the traded service can purchase this support from the School Improvement Team.
- 7.5 Objectives will:
  - Contribute to improve the education of pupils at the school and be linked to the school development plan/school improvement journey and school objectives. These will also seek to develop the skills of the individual teacher to ensure they stay up to date with the latest methodologies, technologies, and educational research.

To ensure this happens, the headteacher (or governing body in the case of the headteacher), will quality assure all objectives in line with the school development journey/improvement plan.

- Be SMART:
    - **Specific** – Objectives must be clearly defined and understood, identifying the expected achievement/behavioral outcome. Both the appraiser and teacher must be clear what the successful outcome of the objective is.
    - **Measureable** – What appropriate evidence will be used to decide whether the objective has been achieved?
    - **Achievable** - Objectives set must be realistic and within the teachers control. Where a teacher is part time then this should be considered when objectives are set.
    - **Relevant** – Objectives must be linked to school/departmental priorities and in line with the headteacher's objectives. An objective linked to continuous professional development should also be included.
    - **Time-bound** – Clear timescales must be set of when the objective should be achieved by with milestones to measure progress.
  - Be appropriate to the teacher's role and career experience and aim to take into account the professional aspirations of the teacher.
  - Be revised if circumstances change throughout the year e.g. where the teachers role may have changed, any absence such as maternity/long term sickness, and also taking into account any reasonable adjustments.
- 7.6 Teachers should be set three objectives, with one linked to CPD (continued professional development). A fourth objective may be set around a teachers personal development aspirations or linked to improved wellbeing.
- 7.7 When objectives are set, teachers will also be informed of the standards their performance will be judged against.
- 7.8 The agreed objectives will contain a description of what success may look like. Examples of objectives can be found in appendix 4.
- 7.9 Where the completion of an objective requires a longer time span than the appraisal cycle, milestones should be used to measure achievement.
- 7.10 The appraiser and teacher will seek to agree the objectives.
- 7.11 Where a teacher is not in agreement with objectives set, they are advised to discuss this with their manager/the headteacher. Should further assistance be needed they may seek advice from their trade union or professional association representative.

## 8. STANDARDS

- 8.1 Teachers will be assessed against the [Teachers' Standards](#) and in context of the individual's job description.
- 8.2 The headteacher, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards](#).



## 9. REVIEWING PERFORMANCE – EVIDENCE USED

9.1 The school will use a range of evidence to judge a teacher's performance:

- Formal lesson observations
- Observations and results from wider school activities where a causal link can be established,, if applicable
- Pupil performance - monitoring data to evidence learning achieved. (Data must be considered carefully taking into account mitigating factors such as pandemics, Special Education Needs, illness, family issues etc.). Reviews of planning and marking
- External verification e.g. School Improvement Adviser
- *School to insert any other relevant evidence used for example Ofsted report.*

9.2 A variety of evidence is vital to fully triangulate all information in relation to a teacher's performance.

*School to include 9.3 if any element of performance related pay are retained.*

*9.3 No pay decisions should be made based on a single form of evidence.*

## 10. ANNUAL ASSESSMENT

10.1 Performance will be reviewed and addressed on a regular basis throughout the year via professional dialogue between the teacher and the appraiser.

10.2 The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Highlight particular areas of strengths and discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss underperformance and put a plan in place to address it. If a teacher continues to demonstrate serious underperformance and does not respond to support provided, they will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting.
- Further information is available in the Capability Procedure for School Based Staff (Chapter 4, section 2 of the Personnel Handbook).

10.3 All evidence gathered during the appraisal cycle must be shared with the teacher throughout the year, giving an opportunity to discuss progress and where necessary, raise concerns. There should be no surprises at the end of the cycle.

10.4 There is no requirement in the regulations to schedule formal meetings to review performance during the appraisal cycle, however it is advised that termly

meetings are held between the appraiser and appraisee to review performance progress against the objectives set.

- 10.5 Where either party thinks it would be helpful to meet to discuss matters concerning performance in general or any aspect of their agreed objectives during the review cycle they can request a meeting. Where such a meeting is requested it should take place within a reasonable time of the request first being made.

## **11. CONDUCTING ANNUAL APPRAISAL MEETINGS**

### **11.1 HEADTEACHERS APPRAISAL**

11.1.1 The headteacher's appraisal meeting will be conducted by the governing body.

11.1.2 The governing body will typically delegate the headteacher's appraisal to a sub-group of 2 to 3 governing body members with a wide range of experience and knowledge of the school. This will not include any staff governors.

### **11.2 TEACHERS**

11.2.1 The headteacher will decide who will appraise teachers. Unless there is a good reason not to, the appraiser will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

11.2.2 All appraisers will be provided with appropriate training.

11.2.3 Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour. Scheduling appraisal meetings for an hour and a half is therefore recommended.

11.2.4 A checklist to assist teachers and appraiser's prepare for the appraisal meeting is contained in appendix 3.

## **12. APPRAISAL REPORT**

12.1 Teachers will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. All reasonable endeavours will be made to complete this within 5 working days, unless circumstances make this impossible. This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them

*School to include point below if any element of performance related pay are retained.*

- *Where relevant, a recommendation on pay progression.*
- 12.2 The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.
  - 12.3 There will be space in the report for the teacher's own comments.
  - 12.4 After the report has been issued, a review meeting may be held to discuss the contents of their report, where requested by the teacher.
  - 12.5 A template appraisal report can be found in appendix 5.

***School to include section 13A if it chooses to retain performance related pay.***

## **12B PERFORMANCE RELATED PAY**

- 12B.1 Following an individual teacher's annual appraisal and, subject to the provisions of the published pay policy, they should expect to receive annual pay progression within the maximum of their pay range, subject to successful performance as defined in the school's pay policy.*
- 12B.2 Any decision in whether or not to award pay progression will be related to the teacher's performance in accordance with The Education (School Teachers' Appraisal) (England) Regulations 2012 and in line with the School Teachers' Pay and Conditions Document.*
- 12B.3 Pay progression will not be withheld for reasons other than performance.*
- 12B.4 The Governing Body will ensure that each teacher's salary is reviewed annually and that they will receive a written statement setting out their pay position within one month of the date of the relevant meeting of the Staffing Committee on Pay in accordance with paragraph 3.4 of the STPCD. It is the policy of the Governing Body that all teachers will be notified of their pay position from 1st September before 31st October unless exceptional circumstances arise. With regard to the headteacher the date of notification is 31st December.*
- 12B.5 Further guidance on performance related pay progression can be found within Model School Pay Policy for Teaching Staff (Chapter 3, Section 1), and where necessary further advice can be sought from the schools HR provider.*

## **13. APPEALS**

- 13.1 Governing bodies are required by law to establish procedures for dealing with any grievance teachers may have at work and a teacher can use these procedures to appeal against any entry on their appraisal report, including any changes made to the statement during the cycle.
- 13.2 Where a teacher wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

- 13.3 Disagreements should be capable of being resolved by discussion between the teacher and the appraiser on an informal basis without recalls to the grievance procedures.
- 13.4 A teacher may appeal against a decision once the final appraisal report has been received.

*School to include 14.5 if it chooses to retain performance related pay.*

*13.5 Where the disagreement relates to pay then the normal pay appeal procedures should be followed. This can be found within the Model School Pay Policy for Teaching Staff (Chapter 3, Section 1).*

#### **14. CONCERNS ABOUT A TEACHERS PERFORMANCE**

- 14.1 If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support. This will begin with a meeting with their line manager where the problem will be discussed and potential solutions identified.
- 14.2 Where a formal meeting is required to address concerns about any aspect of the teachers performance the teacher should be given five working days notice of the meeting and advised to contact their trade union or professional association representative. The teacher is entitled to representation of a trade union or professional association at the meeting. The School will determine whether it is appropriate to involve a member of the senior leadership team at this stage.
- 14.3 The appraiser should assemble information about the teacher's performance and all the evidence must be shared between the appraiser and the teacher before the review meeting to ensure an informed discussion.
- 14.4 The appraiser will meet the teacher to:-
- inform the teacher that they are going to be receiving informal support due to performance concerns;
  - Give clear feedback to the teacher about the nature and seriousness of the concerns;
  - Establish that the teacher is fully aware of the standards required;
  - Give the teacher the opportunity to comment and discuss the concerns;
  - Check that the objectives set are at a reasonable, attainable level;
  - Check whether the context in which the employee works has altered significantly
  - Check that the volume of work is reasonable
  - Check whether poor performance is a training issue which must be addressed
  - Establish whether the resources and equipment available are appropriate
  - Establish any other factors that may be impacting on the teacher performance e.g. health.
  - Agree any support (eg coaching, mentoring, additional time off timetable) that will be provided to help address the specific concerns;
  - Agree timescales for improvement and make it clear how progress will be reviewed;
  - Explain the implications and process if no (or insufficient) improvement is made.

- A performance improvement plan may be created (appendix 6).
- 14.5 The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the schools occupational health provider. Teachers new to the school may be given a mentor or coach.
- 14.6 Where a performance improvement plan is required, a supportive process will be put in place to assist the teacher to improve their performance. This may take the form of training, visits to other departments or schools or may include classroom observation. In some cases it may be appropriate to employ the services of a school improvement adviser, consultant or an adviser from an appropriate agency.
- 14.7 A record must be kept of agreed targets, support to be provided and timescales for improvement. A copy of this must be given to the teacher. Timescales may vary dependant upon the complexities of the job and the level of support and assistance required.
- 14.8 At the end of the agreed timescale a meeting will be held to review performance and the employee should be given five days notice of this meeting. There are several possible outcomes:-
- Performance has improved satisfactorily and targets have been met in which case no further action is required. This will be confirmed to the employee in writing. (The appraisal process will resume); or
  - Significant improvement has been made but the review period may be extended to allow the employee additional time to meet the targets set; or
  - The matter becomes formal and moves to the formal capability procedure because there has been unsatisfactory improvement in performance and this will be confirmed in writing and the appraisal process will be suspended.

## **15. MOVING TO THE FORMAL CAPABILITY PROCEDURE**

- 15.1 Where a teacher continues to demonstrate serious underperformance and has not responded to the support provided, they will be notified in writing that the appraisal procedure will no longer apply and that their performance will be managed under the capability procedure. The teacher will be invited to a formal capability meeting.
- 15.2 In these circumstances please refer to the Capability Procedure for School Based Staff, (Chapter 4, Section 2) and further advice should be sought from the schools HR provider.

## **16. CONFIDENTIALITY AND RETENTION**

- 16.1 The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.
- 16.2 Appraisal information will be anonymised when information is reported to the governing body.

- 16.3 Appraisal records will be retained and stored securely in line with the requirements of Data Protection Legislation.

## **17. MONITORING ARRANGEMENTS**

- 17.1 The headteacher & governing body in the case of the headteacher will monitor and review the effectiveness of the appraisal arrangements. Objectives and assessments will be monitored to ensure consistency.
- 17.2 The headteacher may review appraisal reports, within 10 days of their completion, or a sample of reports.
- 17.3 Where necessary the headteacher may instruct the appraiser to complete a new plan e.g. where it is felt this is inconsistent with other teachers with a similar level of experience and responsibility or that the plan is not in line with the school improvement plan.
- 17.4 Revised statements should be completed within 10 days of the request and the teacher will have an opportunity to add any comments.

## **18. LINKS WITH OTHER POLICIES**

- 18.1 This policy should be read in conjunction with the Capability Procedure for School Based Staff and Model School Pay Policy for Teaching Staff.
- 18.2 The Capability Procedure for School Based Staff, Chapter 4, Section 2, will be used where this appraisal policy has not been able to address concerns about a teacher's performance. It applies to all staff, not just teaching staff.
- 18.3 The Model School Pay Policy for Teaching Staff, Chapter 3, Section 1, sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

## **APPENDIX 1: MODEL OBSERVATION PROTOCOL**

- 1.1 The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will
  - Carry out the role with professionalism, integrity and courtesy;
  - Evaluate objectively and in a supportive manner;
  - Report accurately and fairly; and
  - Respect the confidentiality of the information obtained.
- 1.2 In most circumstances no more than three one hour observations should be necessary in one appraisal review cycle. It should be noted, however, that where it is necessary to consider moving to capability procedures then the three hours might be exceeded. Head teachers and senior leaders do have the right to “drop in” to classrooms to monitor teaching and learning.
- 1.3 It is acknowledged that a single lesson observation provides a snap shot of a teachers performance and this must be considered in collaboration with wider evidence to form an overall picture.1.4 Where evidence emerges about the teachers performance, which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a further meeting between the appraiser and the appraisee.
- 1.5 Any additional classroom observations will be carried out in a supportive manner.
- 1.6 Information gathered during the observation will be used as appropriate for a variety of purposes including to inform school self evaluation and school improvement strategies in accordance with the School’s commitment to streamlining data collection and minimising bureaucracy and workload burdens.
- 1.7 In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance, providing at least 5 working days notice.
- 1.8 Teachers will also be notified of the focus of the observation at least 5 working days before.
- 1.9 Classroom observations will only be undertaken by teachers with Qualified Teacher Status such as the appraiser/those with appropriate professional expertise. In addition, the classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support in the context of a professional dialogue.
- 1.10 Classroom observations will only be undertaken by teachers with Qualified Teacher Status such as the appraiser/those with appropriate professional expertise. In addition, the classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support in the context of a professional dialogue.
- 1.11 Oral feedback will be given as soon as possible after the observation and during directed time in a suitable private environment.

- 1.12 Constructive, written feedback will be provided within five working days of the observation (unless circumstances make this impossible). If issues emerge from an observation that were not part of the focus as recorded in the planning and review statement, these will be covered in the written feedback and appropriate action taken in accordance with the School's policy.
- 1.13 The teacher will have the right to append written comments to the feedback document.

*School to include point 1.14 if it chooses to retain any elements of performance related pay.*

- 1.14 No single lesson observation should be used in isolation to determine teacher's pay progression.*

## **2 Drop in Observations & Learning Walks**

- 2.1 A Head teacher has a duty to evaluate the standards of teaching and learning and to ensure that the proper standards of professional performance are established and maintained. The Head teacher (and other members of the leadership group at the discretion of the Head teacher) have the right to 'drop in' to inform their monitoring of the quality of teaching and learning.
- 2.2 Drop in observations/learning walks are a thematic review of an aspect within the school that has been shared in advance.
- 2.3 There could be several areas of focus, for example;
- School ethos;
  - Behaviour;
  - Aspects of specific teaching and learning;
  - How routines are implemented across the school;
  - Curriculum development;
  - Focus on pedagogy within the school
- 2.4 Drop in observations/learning walks provide a helicopter view and aim to support wider school improvement.
- 2.5 Drop in observations/learning walks are not an individualised lesson observations linked to appraisal or pay.
- 2.6 In the event concerns are raised, appropriate supportive measures will be put in place.

## **3 ADDITIONAL OBSERVATIONS**

- 3.1 Additional formal observations will take place if:
- The teacher requests them
  - There are concerns that the teacher's performance is not up to standard.
  - This would take place where additional support is required or where the formal capability policy was invoked.



- 3.2 Where concerns arise during the review cycle or the teachers circumstances change there is scope, following appropriate discussion, to revisit the amount of classroom observations agreed at the beginning of the cycle. In such circumstances additional classroom observations may be agreed.
- 3.3 Any additional observations will be conducted in a supportive manner and the above protocols will still apply.

#### **4 DEVELOPMENTAL AND PEER OBSERVATIONS**

- 4.1 Developmental and peer observations are voluntary and initiated by fellow teachers for their own development. Notice may not be given and evidence will not be used as part of the appraisal process. These are not part of the formal appraisal process.

## APPENDIX 2: APPRAISAL TIMELINE

*School to adjust where according to own appraisal cycle.*

DATE	ACTION
First day of autumn term	Appraisal cycle begins
September / October	<p>Appraisal meeting held to review the previous appraisal period and set new objectives for the new academic year.</p> <p><i>N.B. It is best practice to hold the headteachers appraisal first as all teachers objectives should be aligned to these and the school development journey.</i></p>
31 October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
31 December	Deadline for completion of headteacher appraisal and the appraisal report to be sent. It is however recommended this appraisal is completed before all other teachers within the school.
Throughout the year	Appraiser and teacher to maintain a professional dialogue throughout the year to review progress including termly/mid year reviews
Throughout the year	Formal and drop-in observations and monitoring take place. Constructive feedback is provided

### APPENDIX 3A: APPRAISAL MEETING CHECKLIST – APPRAISEE

- Reflect on achievement over the last appraisal cycle including against the performance criteria recorded in the last appraisal report.
- Ensure you have copies of any relevant documentation and evidence and written feedback on classroom observations.
- Identify any issues that have affected your performance, positively or negatively.
- Consider any issues about the planned support you need or have received.
- Assess the impact of the engagement in professional development both on your own development and as appropriate your support for the professional development of others. Recognise that it can take time for benefits to be realised fully and reflected in improved classroom practice.
- Reflect on how far you have met the agreed objectives.
- Consider as a backdrop to the discussion the [Teachers' Standards](#) (or [Headteachers' Standards](#) in case of headteacher appraisal).
- Consider what you would like to achieve in the next appraisal cycle taking account as appropriate of departmental, faculty, year group or whole school improvement plans. (In the case of headteachers appraisal this must be integrated with the schools development plan).
- Consider your professional aspirations.
- Discuss your training needs and how the school can help you facilitate these
- Agree at least one termly progress meeting.
- Discuss and agree at least one observation date.

### APPENDIX 3B: APPRAISAL MEETING CHECKLIST – APPRAISER

- Check the planning element of the planning and review statement and that all the elements have been addressed.
- Check that all documents to be referred to at the appraisal meeting have been shared with the appraisee to assist their preparation.
- Consider the improvement objectives of the school and the relevant key stage or curriculum areas and how these may be relevant to planning for the next cycle with the appraisee. For example the school may have agreed a shared team, year, faculty or whole school objective covering all teachers including the head teacher.
- Ensure you are familiar with the [Teachers' Standards](#) (or [Headteachers' Standards](#) in case of headteacher appraisal)

*School to include the following point if it chooses to retain any elements of performance related pay.*

- *Ensure you are familiar with the relevant criteria for pay progression set out within the Document.*
- Ensure you have consulted with the relevant third parties and with direct professional knowledge of the teacher about possible objectives for the next review cycle, performance criteria, evidence, arrangements for collecting it and the support to be provided.

*School to include the following point if it chooses to retain any elements of performance related pay.*

- *Understand the requirements of the **School Teachers' Pay and Conditions Document** and the schools pay policy where the teacher might be eligible for pay progression depending on the outcome of the appraisal process.*
- The planning and review meeting is an important occasion and should be treated as such. The appraiser will wish to ensure that both parties can devote quality time to the meeting by scheduling it well in advance and providing confirmation of the meeting five days in advance.
- The meeting should take place in a setting where there will be no interruptions and a full professional dialogue can take place.
- The planning and review meeting is a confidential occasion and this should be clearly established at the outset.
- An hour should be sufficient time for the planning and review meeting.
- Agree at least one termly progress meeting.
- Discuss and agree at least one observation date.

## APPENDIX 4: OBJECTIVE SETTING EXAMPLES

All objectives set must be meaningful and designed to contribute to enhancing the education provision in line with the school development plan/school improvement journey, as well as supporting the teacher's own professional development. The table below shows an example of how objectives could be set:

Objective	Steps to secure outcome, support, evidence required to assess progress, and timescales:	Outcome/Success Criteria
<b>Primary school example:</b> Develop and implement a strategy to improve pupils' extended writing skills within KS2.		By (date) (X)% of children in the class will be working at the expected level in writing.  <i>N.B. Teacher to set target taking into account progress of children in their class to date, identifying what would be a reasonable measure by the end of the year,</i>
<b>Secondary school example:</b> To improve the management of pupil behavior.		Identify systems, rewards, sanctions, etc. to engage pupils better and to result in improved learning outcomes by (date).

Other example objectives could be:

- Develop strategies to increase opportunities for reading for pleasure to improve reading skills for your pupils
- TLR post holder e.g. Maths lead: Lead on the plan to raise mathematics attainment for KS2.
- Work with the SENCo to develop distinctive teaching approaches to support those pupils with English as an additional language.
- Demonstrate good subject and curriculum knowledge.
- Improvements in specific elements of practice, such as behaviour management/providing feedback,

*These are only examples of what objectives could look like. All objectives set are personal to the individual teachers development and the school.*

## APPENDIX 5: APPRAISAL REPORT TEMPLATE

*To be used following appraisal meetings – Teachers will receive a copy for their records.*

<b>APPRAISAL REVIEW</b>							
<b>NAME:</b> <b>NAME OF APRAISER:</b> <b>SCHOOL YEAR:</b>							
<b>Assessment against objectives</b> (Appraiser and appraisee to review evidence provided e.g. milestones achieved throughout the year).							
<b>Objective 1:</b>							
<b>Exceeded</b> (Target fully secured and further learning benefits achieved)		<b>Met</b> (The majority of the outcome has been secured.)		<b>Not fully met</b> (Some objective outcomes not secured.)		<b>Not met</b> (Majority of outcome not secured.)	
<b>Evidence provided:</b>  <b>Comments:</b>							
<b>Objective 2:</b>							
<b>Exceeded</b> (Target fully secured and further learning benefits achieved)		<b>Met</b> (The majority of the outcome has been secured.)		<b>Not fully met</b> (Some objective outcomes not secured.)		<b>Not met</b> (Majority of outcome not secured.)	
<b>Evidence provided:</b>  <b>Comments:</b>							
<b>Objective 3:</b>							
<b>Exceeded</b> (Target fully secured and further learning benefits achieved)		<b>Met</b> (The majority of the outcome has been secured.)		<b>Not fully met</b> (Some objective outcomes not secured.)		<b>Not met</b> (Majority of outcome not secured.)	

**Assessment against standards****Standards that apply (i.e. the Teachers' Standards and any other relevant standards):****Comments:**

***N.B – Pay decisions for the 2023/24 academic year will continue to be based on the requirements for performance-related progression as set out in the STPCD (School Teachers Pay and Conditions Document) 2023.***

***For the 2024/25 academic year, schools to use where performance related pay applies.***

***Recommendation for pay progression (where applicable)***

***Is pay progression being recommended? Yes / No***

***(Recommendations are subject to the approval of [headteacher/governing body])***

***If so, what is the recommended new salary?***

***Reasons:***

***Appraisers name and signature:***

***Date:***

***Teachers name and signature:***

***Date:***



## PLANNING

### Planning for the next school year:

- Objectives must link to the school development plan/improvement journey and in line with the headteacher's objectives. .
- Examples must be given of what a successful outcome looks like with half-year review points/milestones.

### New objectives

#### Objective 1:

Steps to secure outcome, support, evidence required to assess progress, and timescales:

Outcome. Success Criteria

#### Objective 2:

Steps to secure outcome, support, evidence required to assess progress, and timescales:

Outcome. Success Criteria

#### Objective 3:

Steps to secure outcome, support, evidence required to assess progress, and timescales:

Outcome. Success Criteria

## STANDARDS AND TRAINING/DEVELOPMENT

### Standards

**Standards to focus on:**

**Evidence to assess progress and timescales:**

### Training and development

**Focus:**

**Action:**

**Support:**

**Timescales:**

**Comments****Appraiser:****Teacher:****Names and signatures****Appraiser:****Teacher:****Date:****Date of next meeting:**

## APPENDIX 6: PERFORMANCE IMPROVEMENT PLAN

Name:

General Notes					
Action Plan resulting from the meeting held <b>Date</b>					
Objective	Outcome/success criteria	Employee's Responsibility	Manager's Responsibility	Review Date	Progress

Employee signature: \_\_\_\_\_  
PRINT NAME

Date: \_\_\_\_\_

Manager signature: \_\_\_\_\_  
PRINT NAME

Date: \_\_\_\_\_

TU rep signature (if relevant): \_\_\_\_\_

Date: \_\_\_\_\_

