



department for  
**children, schools and families**



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# MODEL PAY POLICY FOR SCHOOLS

SEPTEMBER 2007

*(This model pay policy includes updates reflecting the  
September 2007 changes to teachers' pay and conditions.)*

## **INTRODUCTION**

The statutory pay arrangements for teachers give significant discretion to “relevant bodies” – normally governing bodies, but LAs in some instances – to make pay decisions. The School Teachers’ Pay and Conditions Document has since September 2004 placed a statutory duty on schools and LAs to have a pay policy in place which sets out the basis on which they determine teachers’ pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions.

Schools and LAs, when taking pay decisions, must have regard both to their pay policy and to the teacher’s particular post within the staffing structure. A copy of the staffing structure – revised as appropriate following the recent review of school staffing - should be attached to the pay policy, together with the implementation plan for bringing in changes.

This model pay policy is agreed by ASCL, ATL, DCSF, NAHT, NASUWT, NEOST and PAT. It recommends a structure for schools to follow and covers all key areas of pay discretion that schools need to consider. Some items – such as the residential allowance – will clearly only apply to some establishments. All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability. The pay and performance management policy should make clear the school’s compliance with [The Race Relations Act 1976](#), [The Sex Discrimination Act 1975 and 1986](#), [The Equal Pay Act 1970](#), [The Disability Discrimination Act 1995](#), [The Employment Rights Act 1996](#), [The Employment Relations Act 1999](#) and [The Employment Act 2002](#), [The Part-Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Employment Act 2002 \(Dispute Resolution\) Regulations](#), [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), [The Employment Equality \(Age\) Regulations 2006](#), [The Employment Equality \(Sexual Orientation\) Regulations 2003](#), and [The Employment Equality \(Religion and Belief\) Regulations 2003](#).

Heads and governing bodies should consult staff and unions on their pay policy and review it each year, or when other changes occur to the School Teachers’ Pay and Conditions Document, to ensure that it reflects the latest legal position. The pay policy should comply with the current School Teachers’ Pay and Conditions Document and the accompanying statutory guidance. It should be used in conjunction with them, but, in the event of any inadvertent contradictions, the Document and guidance take precedence.

This model pay policy only covers school teachers, whose statutory pay and conditions of service fall under the terms of the Document. It does not cover support staff, who have their own pay determination mechanism. However, relevant bodies are encouraged to develop pay policies for support staff as appropriate.

In determining teacher pay levels in accordance with statutory pay and

conditions of service under the terms of the Document, relevant bodies should also ensure these are set in accordance with the school's staffing structure (a copy of which is appended to this policy).

LAs, in developing their own pay policies for unattached teachers, may adapt this model as appropriate to fit their circumstances.

### **Safeguarded payments and allowances**

Safeguarding will apply up to a maximum of three years whenever a teacher faces a reduction in salary through no fault of their own.

### **Summary of main changes to teachers' pay and conditions since 2006**

Pay scales, payments and allowances have been increased by 2.5% from 1 September 2007.

Revised pay standards have been introduced for post-threshold teachers, excellent teachers and advanced skills teachers (these are set out in Annex 1 of the School Teachers' Pay and Conditions Document 2007);

Closer links between performance management/appraisal arrangements and pay decisions have been introduced. (except in respect of unqualified teachers and the annual increment for main scale teachers). In Wales the changes are effective from 2007; in England they are effective from 1 September 2008 after the first reviews take place under the new English performance management regulations.

Fast track teachers are now included in the usual working time limits for teachers of 195 days/1265 hours, and therefore special references to them have been removed from the School Teachers' Pay and Conditions Document.

[ ] SCHOOL – POLICY ON SCHOOL TEACHERS’ PAY FOR 1  
SEPTEMBER 2007 TO 31 AUGUST 2008

**BASIC PRINCIPLES**

<i>Recommended text</i>	<i>Notes</i>
<p>All teachers employed at [ ] school are paid in accordance with the statutory provisions of the School Teachers’ Pay and Conditions Document as updated from time to time. A copy of the latest version may be found in the school office and is also on-line at <a href="http://www.teachernet.gov.uk/pay/">http://www.teachernet.gov.uk/pay/</a>. All pay-related decisions are made taking full account of the school improvement plan and teachers and unions have been consulted on this policy. All pay related decisions are taken in compliance with <a href="#">The Race Relations Act 1976</a>, <a href="#">The Sex Discrimination Act 1975</a> and 1986, <a href="#">The Equal Pay Act 1970</a>, <a href="#">The Disability Discrimination Act 1995</a>, <a href="#">The Employment Rights Act 1996</a>, <a href="#">The Employment Relations Act 1999</a> and <a href="#">The Employment Act 2002</a>, <a href="#">The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000</a>, <a href="#">The Employment Act 2002 (Dispute Resolution) Regulations</a>, <a href="#">The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002</a>, <a href="#">The Employment Equality (Age) Regulations 2006</a>, <a href="#">The Employment Equality (Sexual Orientation) Regulations 2003</a>, and <a href="#">The Employment Equality (Religion and Belief) Regulations 2003</a>.</p> <p>The process for making decisions on the pay of teachers at the school is as follows. <b>Insert any particular arrangements for your school that differ from those set out below, and amend as necessary. For example decisions may be made by an individual (e.g. a governor or the</b></p>	

<p><b>head) rather than by a committee of the governing body.</b></p>	
<p><b>Pay Reviews</b></p> <p>The governing body will ensure that every teacher's salary is reviewed with effect from 1 September and no later than 31 October (except in the case of the head teacher) each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.</p> <p>Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will give the required notification as soon as possible and no later than one month after the date of the determination.</p>	<p>31 October is the latest date set in the statutory pay guidance, except in the case of head teachers for whom the deadline is 31 December.</p> <p>A revised pay statement must also be given where there are any other changes in pay arrangements in the year.</p>
<p><b>The Pay Committee</b></p> <p><b>The terms of reference for the pay/personnel committee are as follows: Insert details</b></p>	<p>It is recommended that the governing body establish a committee to make determinations of pay in accordance with the pay policy. This function might either be performed by a dedicated pay committee or be part of a more wide ranging personnel committee. It is recommended that the committee has fully delegated powers and if so must be established in accordance with the appropriate school government regulations.</p> <p>It is recommended that this specifies that decisions will be communicated to each member of staff by the head, in writing, in accordance with paragraph 4 of the Document. Decisions on the pay of the head will be communicated by the chair of the governing body, in writing, in accordance with paragraph 4 of the Document.</p>

## Appeals

The arrangements for considering appeals are as follows:

A teacher may seek a review of any determination in relation to his pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his pay.

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

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

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

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.

3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

Appeals against pay decisions must meet the requirements of the dispute resolution provisions of employment law (further information on these can be found at the following link [www.dti.gov.uk/er/resolvingdisputes.htm](http://www.dti.gov.uk/er/resolvingdisputes.htm)). The process in the opposite column is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

This option may be more useful if the decision-maker is a person rather than a committee.

For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or union representative (both the hearing and the appeal in paragraphs 5 and 6 opposite would

<p>4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.</p> <p>5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.</p> <p>6. Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.</p>	<p>apply). Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.</p> <p>The pay policy should include an Annex detailing the procedure for the hearing of the appeal.</p>
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**USE OF DISCRETIONS IN BASIC PAY DETERMINATION**

<p><b>Pay range for head teachers</b></p> <p>Details of how decisions will be made and what will be taken into account in setting or amending pay ranges.  <b>[insert details]</b></p>	<p>The relevant body should determine the pay range for head teachers when they propose to make a new appointment or at any time if they consider it necessary to retain a head. In limited circumstances (school causing concern, and substantial difficulties in recruiting or retaining a head teacher) the relevant body has discretion to move the pay range for a head teacher up by up to two school groups, and the possibility of exceeding the maximum of the spine (refer to paragraph 12.2.5 of the 2007 Document).</p>
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<p><b>Pay range for deputy heads and assistant head teachers</b></p> <p>Details of how decisions will be made and what will be taken into account in setting or amending pay ranges.  <b>[insert details]</b></p>	<p>The relevant body should determine the pay range for deputies and assistant heads when they propose to make new appointments or where there is a significant change in the responsibilities of serving deputy or assistant heads. They may determine the pay range as of 1 September 2007, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time if they consider it necessary to retain a deputy or assistant head (paragraphs 14 and 16 of the 2007 Document and paragraph 29 of the guidance on the Document – Section 3).</p>
<p><b>Pay range for ASTs</b></p> <p>Details of how decisions will be made and what will be taken into account in setting or amending pay ranges.  <b>[insert details]</b></p> <p>Details of the ‘other criteria’ considered appropriate for taking into account in determining the pay range of an AST are as follows.  <b>[insert details]</b></p>	<p>When determining an appropriate five point range for an AST, regard must be given to; the nature of the work to be done, including any work with teachers from other schools; the scale of the challenges; the professional competencies required; and such other criteria as considered appropriate (paragraph 30.3 of the 2007 Document and paragraphs 73 and 74 of the 2007 statutory guidance).</p>
<p><b>Excellent Teachers</b></p> <p>The governing body has determined that <b>[x]</b> excellent teacher posts are to be included in the school staffing structure  <b>[set out in the staffing structure attached]</b></p>	<p>A teacher may be appointed to an excellent teacher post if he/she has previously held such a post, or has been on U3 for at least two years and –</p> <ul style="list-style-type: none"> <li>(i) in accordance with the 2004 Document or any previous Document, has been assessed as meeting the standards for ASTs applicable at the relevant time; or</li> <li>(ii) has been certified by an assessor as meeting the standards set out in Annex 2 of the 2005 Document or of the 2006 Document; or</li> <li>(iii) meets the appropriate standards in Annex 1 of the 2007 Document.</li> </ul>

<p><b>Discretionary experience points for classroom teachers</b></p> <p>When placing a classroom teacher on the main scale, the governing body will consider awarding an extra point or points on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances:</p> <ul style="list-style-type: none"> <li>- One point on the main scale for each year of service as a qualified teacher in an Academy, a city technology college, a city college for the technology of the arts or an independent school.</li> <li>- One point on the main scale for each period of <b>(insert)</b> years of service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of the country concerned.</li> <li>- One point on the main scale for each period of <b>(insert)</b> years of service teaching in further education, including sixth form colleges.</li> <li>- One point on the main scale for each period of <b>(insert)</b> years of service teaching in higher education.</li> </ul> <p>The governing body will consider awarding on a case by case basis:</p> <ul style="list-style-type: none"> <li>- One point on the scale for each period of <b>(insert)</b> years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.</li> </ul>	<p>The Governing Body will need to insert the appropriate figure where indicated.</p> <p>Below are suggestions:</p> <p>One</p> <p>One</p> <p>One</p> <p>Three</p>
<p><b>Part-time teachers</b></p> <p>Teachers employed on an ongoing basis</p>	<p>Part-timers are paid a proportion of the pay that would be appropriate if they were full-</p>

<p>at the school but who work less than a full working day or week are deemed to be part-time. The governing body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements – <b>insert mechanism</b></p>	<p>time. This also applies to TLR payments.</p> <p>NB: the contractual change from September 2005 gives part-time teachers entitlement to PPA time pro-rata to full-time teachers.</p> <p>Governing bodies are responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work.</p>
<p><b>Short notice/supply teachers</b></p> <p>Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.</p> <p>Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by (<b>insert a factor</b>) to arrive at the hourly rate.</p>	<p>Teachers should be paid for all the hours they are required to be on the school premises. Consideration should be made for non-contact time.</p> <p>The factor used for the hourly calculation could be either 6.48 (1265/195) or the total length of the school's pupil day.</p>
<p><b>Unqualified teachers</b></p> <p>The governing body, will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:</p> <p><b>Qualifications:</b>  <b>[Insert]</b> point(s) for a recognised overseas teaching qualification.</p> <p><b>[Insert]</b> point(s) for a recognised post-16 teaching qualification.</p> <p><b>[Insert]</b> point(s) for a recognised</p>	<p>Unqualified teachers on employment based routes into teaching may be paid on the qualified or unqualified teachers' scale.</p> <p>The Governing Body will need to insert the appropriate figure where indicated.</p>

<p>qualification relevant to their subject area.</p> <p><b>Experience</b></p> <p>One point on the unqualified teachers' scale for each period of <b>(insert)</b> years of service as an overseas-trained teacher</p> <ul style="list-style-type: none"> <li>- One point on the unqualified teachers' scale for each period of <b>(insert)</b> years of service teaching in further education, including sixth form colleges.</li> <li>- One point on the unqualified teachers' scale for each period of <b>(insert)</b> years of service teaching in higher education.</li> </ul> <p>The governing body will consider awarding on a case by case basis:</p> <ul style="list-style-type: none"> <li>- One point on the unqualified teachers' scale for each period of <b>(insert)</b> years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.</li> </ul>	
<p><b>Unqualified teachers' allowance</b></p> <p>The governing body will pay an unqualified teachers' allowance to unqualified teachers when the governing body consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience. <b>[Insert details here of circumstances that will normally trigger payment, how the value of the allowance will be determined, and the [£ ] to the holder of [posts]<sup>1</sup></b></p> <p>The governing body will pay an unqualified teacher on one of the employment based routes into teaching on the</p>	

<sup>1</sup>The values may be set out here in addition to being set out in the staffing structure which is published as an Annex to the pay policy.

<p>qualified/unqualified teachers' scale  <b>[delete as applicable and insert circumstances]</b></p>	
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**PERFORMANCE PAY**

<p>The governing body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine progression.</p> <p><b>Head teacher</b></p> <p>The head teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.</p> <p>Annual pay progression within the range for this post is not automatic. The governing body will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows:</p> <p><b>[insert]</b></p>	<p>See Section 3 of the School Teachers' Pay and Conditions Publication 2007.</p> <p>The Education (School Teacher Performance Management)(England) Regulations 2006 came into force on 1 September 2007 for teachers in England. Any review of performance objectives for head teachers set prior to this date, or any cases where these regulations do not apply, will be carried out as required under paragraph 7.2 of the School Teachers' Pay and Conditions Document 2007.</p> <p>The Education (School Teacher Appraisal)(Wales) Regulations 2002 applies to teachers in Wales. Any review of performance objectives for head teachers where these regulations do not apply, will be carried as required under paragraph 7.2 of the School Teachers' Pay and Conditions Document 2007.</p> <p>The governing body has discretion to move a head teacher by more than one point (to a maximum of two).</p>
<p><b>Deputies and assistant heads</b></p>	

<p>Deputies and assistant heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.</p> <p>Annual pay progression within the range for these posts is not automatic. The governing body will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows:</p> <p>[insert]</p>	<p>See Section 3 of the School Teachers' Pay and Conditions Publication 2007.</p> <p>The Education (School Teacher Performance Management)(England) Regulations 2006 came into force on 1 September 2007 for teachers in England. Any review of performance objectives for deputy or assistant head teachers set prior to this date, or any cases where these regulations do not apply, will be carried as required under paragraph 13.3 (deputies) or 15.3 (assistant heads) of the School Teachers' Pay and Conditions Document 2007.</p> <p>The Education (School Teacher Appraisal)(Wales) Regulations 2002 applies to teachers in Wales. Any review of performance objectives for deputy or assistant head teachers where these regulations do not apply, will be carried out as required under paragraph 13.3 (deputies) or 15.3 (assistant heads) of the School Teachers' Pay and Conditions Document 2007.</p> <p>The governing body has discretion to move a deputy or assistant head by more than one point (to a maximum of two).</p>
<p><b>Advanced Skills Teachers (ASTs)</b></p> <p>ASTs must demonstrate sustained high quality of performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance points will be awarded. Any work undertaken at other schools, in higher education facilities, at facilities of the LA and elsewhere will be taken into account. The clarification of the application of the criteria for AST progression will be taken fully into account.</p> <p>Annual pay progression within the range for these posts is not automatic. The governing body will consider whether to award one or two pay progression points. The circumstances in which two points</p>	<p>See Section 3 of the School Teachers' Pay and Conditions Publication 2007.</p> <p>The Education (School Teacher Performance Management)(England) Regulations 2006 came into force on 1 September 2007 for teachers in England. Any review of performance objectives for ASTs set prior to this date, or any cases where these regulations do not apply, will be carried as required under paragraphs 30.5 and 30.6 of the School Teachers' Pay and Conditions Document 2007.</p>

<p>may be awarded are as follows:</p> <p><b>[insert]</b></p>	<p>The governing body has discretion to move an AST by more than one point (to a maximum of two).</p>
<p><b>Post threshold teachers</b></p> <p>Progression on UPS will be based on two successful consecutive performance management reviews, other than under the exceptional circumstances as provided for in the Document.</p> <p>The clarification of the application of the criteria for upper pay scale progression will be taken fully into account.</p> <p>Only in exceptional circumstances will post-threshold teachers be awarded a further point on the upper pay scale more frequently than at two yearly intervals.</p> <p>Where a teacher is a post-threshold teacher by virtue of paragraphs (b), (c), and (e) – (i) of the definition of post-threshold teachers in Part I of the School Teachers’ Pay and Conditions Document (pages 29-31), the governing body may determine which point on the upper pay scale to place them, rather than being required to place them on to U1. When doing so, the governing body should consider any pay progression which such teachers made in their previous employment which was based on an assessment of standards and contribution comparable to the requirements for progression on the upper pay scale; and should not unreasonably withhold appointment at the equivalent point on the upper pay scale.</p>	<p>See Section 3 of the School Teachers’ Pay and Conditions Publication 2007.</p> <p>The governing body may set out what ‘exceptional circumstances’ may apply, their definition of a ‘successful performance management review’ subject to the wording in section 3 and what ‘grown professionally’ means in the context of the school.</p> <p>This gives flexibility to schools, who may determine that a teacher who has, for example, stepped down from a leadership post or been assessed as meeting the Northern Ireland threshold standards, the sixth form college professional standards or who has been assessed against the threshold standards while working in an academy or non-maintained special school, may be placed on a point other than U1, thus enabling post-threshold experience to be taken into account.</p>
<p><b>Threshold Assessment</b></p> <p>Teachers who wish to do so should apply for threshold assessment to the headteacher by <b>[date]</b>.</p> <p>The school will inform teachers of their eligibility to apply for threshold assessment</p>	<p>NB: A school may set a local date for administrative purposes for receipt of applications, but this is not binding on teachers, who are still free to apply at any time in the year up to and including 31 August.</p>

<p>one year ahead of their becoming eligible, along with both the mandatory deadline for applications and any local administrative deadline.</p>	
<p><b>Classroom teachers on the main scale</b></p> <p>Main scale classroom teachers will receive one extra point for each year of satisfactory performance.</p> <p>Those subject to formal capability proceedings are usually deemed unsatisfactory performers, but the governing body still has discretion to determine that such a person receive a point. <b>[insert details of exceptional circumstances if discretion is to be applied]</b></p> <p>A classroom teacher may be awarded an extra point on the main scale for excellent performance over the previous academic year, having regard to all aspects of their professional duties, but in particular classroom teaching. At [ ] school, this means <b>[insert details]</b></p>	
<p><b>Chartered London Teachers</b></p> <p>Teachers who have registered their intention to apply for Chartered London Teacher status may, when eligible, apply to the head teacher once in a school year for assessment against the standards set out in Annex 2 of the Document.</p>	<p>This section only applies to Inner and Outer London schools.</p>

## DISCRETIONARY ALLOWANCES AND PAYMENTS

<p><b>Teaching and Learning Responsibility Payments (TLRs)</b></p> <p>TLRs are awarded to the holders of the posts indicated in the attached staffing structure.</p>	<p>TLRs could be awarded from 1 January 2006. They have replaced management allowances, but may co-exist during a transitional phase, which will end at the latest by 31 December 2008, at which point all safeguarding of management allowances will cease.</p>
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<p>TLRs will be introduced in [ ] school from [ ], as set out in the attached implementation plan.</p> <p>The values of the TLRs to be awarded are set out below:</p> <p>TLR2s will be awarded to the following values:</p> <p>[£ ] to the holder of [posts]<sup>2</sup></p> <p>[£ ] to the holder of [posts]</p> <p>TLR1s will be awarded to the following value:</p> <p>[£ ] to the holder of [posts].</p> <p>[£ ] to the holder of [posts].</p>	<p>TLRs may only be awarded in the context of the school's staffing structure and pay policy.</p> <p>Following the review of staffing structures, the implementation plan should be attached to the school's pay policy.</p> <p><b>Criterion and factors for award of TLRs</b></p> <p><u>Criterion</u></p> <p>A Teaching and Learning Responsibility payment ("TLR") may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which he is made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.</p> <p><u>Factors</u></p> <p>Before awarding a 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 -</p> <ul style="list-style-type: none"> <li>a) is focused on teaching and learning;</li> <li>b) requires the exercise of a teacher's professional skills and judgement;</li> <li>c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;</li> <li>d) has an impact on the educational progress of pupils other than the teacher's</li> </ul>
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<sup>2</sup> The values may be set out here in addition to being set out in the staffing structure which is published as an Annex to the pay policy.

	<p>assigned classes or groups of pupils; and</p> <p>e) involves leading, developing and enhancing the teaching practice of other staff.</p> <p>Before awarding a TLR 1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.</p> <p><u>Values</u></p> <p>The values of TLRs must fall within the following ranges:</p> <p>a) the annual value of a TLR1 is £6,829 - £11,557;</p> <p>b) the annual value of a TLR2 is £2,364 - £5,778.</p> <p>If the relevant body awards TLRs of different values to two or more teachers, the minimum difference in value between each award of a TLR1 is £1,500; and between each award of a TLR2 is £1,500. Details of TLRs to be awarded at the school will depend on the outcome of the review of the staffing structure and the timing of introduction will be in line with the implementation plan.</p> <p>A teacher may not hold more than one TLR of any value, but a TLR could be based on a job description that itemises several different areas of significant responsibility.</p>
<p><b>Special educational needs allowances</b></p> <p>SEN allowance 1 will be awarded:</p> <p><b>[if a special school]</b> to all classroom teachers;</p> <p><b>[if a mainstream school]</b> to all classroom teachers who are engaged wholly or mainly</p>	<p>The statutory pay guidance states that:</p> <p>‘SEN allowances may be held at the same time as TLRs. However, relevant bodies should, when reviewing their staffing structures and keeping them under review:</p> <p>ensure that, in the light of remodelling and the move of administrative tasks</p>

in taking charge of special classes of children who are hearing-impaired or visually impaired or who teach pupils with statements of special educational needs in designated special classes. In this respect, a “special class” is defined as – **set definition here**

**[in a mainstream school]** SEN allowance 1 may also be awarded to classroom teachers who make a particular contribution to the teaching of pupils with special educational needs which is significantly greater than that which would normally be expected of a classroom teacher – **insert circumstances here**

SEN allowance 2 will be awarded to classroom teachers who qualify for SEN allowance 1 and who:

*Either*  
 Hold a recognised special educational needs qualification [**specify**]

and/or

Have recent experience which the relevant body consider relevant to the teacher’s work.

from teachers to support staff, holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;

consider whether, if teachers have responsibilities that meet the principles for the award of TLR payments it would not be more appropriate to award a TLR payment *instead of* a discretionary SEN allowance of a lower value;

consider whether discretionary SEN payments made by the relevant body under its pay policy primarily for the purposes of recruitment and retention might not more appropriately be made using the separate provisions available within the Document for these purposes;

ensure that any responsibilities are clearly specified in individual teachers’ job descriptions, and are clear in the school’s published staffing structure.’

When considering the award of SEN2, the relevant body should in particular consider what relevant qualifications or experience holders of SEN1 have, and whether these are being used for the benefit of the school or service. SEN2 should be awarded to all whose qualifications or experience are in line with the relevant body’s policy.

**OTHER PAYMENTS**

**Continuing professional development**

Teachers (including the head teacher) who undertake voluntary continuing professional development outside the school day will be entitled to an additional payment of - **need to insert amount here.**

It is for the relevant body to determine such payments, but one possibility would be to determine an hourly rate as per short notice/supply teachers then multiply by a factor, eg x1.5, x2 etc to compensate for out of hours work. Another possibility would be a flat rate payment in line with the teacher’s level of responsibility and size of the commitment.

<p><b>Initial teacher training activities</b></p> <p>Teachers (including the headteacher) who undertake voluntarily school-based initial teacher training activities will be entitled to a payment of - <b>insert amount here</b></p> <p>Activities that will attract payment include - <b>insert activities here</b>.</p> <p>Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment. Areas of work that will attract a payment of - <b>include amount here</b> - include: - <b>insert items here</b>.</p>	<p>One possibility would be a flat rate allowance.</p> <p>Some possibilities include: supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences. Suggested areas include: planning an initial teacher training course; preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students.</p>
<p><b>Out-of-school learning activities</b></p> <p>Teachers (including the headteacher) who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a payment of - <b>insert amount here</b>.</p> <p>Activities that will attract payment include - <b>insert areas here</b></p>	<p>It is for the relevant body to determine such payments, but one possibility would be to determine an hourly rate as per short notice/supply teachers then multiply by a factor, eg x1.5, x2 etc to compensate for out of hours work. Another possibility would be a flat rate payment in line with the teacher's level of responsibility and the size of the commitment.</p> <p>Some possibilities include: breakfast clubs, homework clubs; summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.</p> <p>With the advent of remodelling the school workforce and the need to ensure downward pressure on teachers' working hours many schools are using support staff and other adults to undertake these activities.</p>
<p><b>Recruitment and retention incentives and benefits</b></p>	<p>The governing body should specify clearly the basis on which such incentives may be paid (e.g. to all teachers; to those in</p>

<p>The governing body will pay recruitment awards to [ ] of [amount] for a maximum of [three] years in the following circumstances [INSERT]. The governing body will pay retention awards to [ ] of [amount] for a maximum of [three] years. This may be extended in “exceptional circumstances”.</p> <p>[insert details of other benefits payable, such as support for travel costs, care of dependants etc, amount and circumstances]</p> <p>The governing body will review the level of payment/benefits [annually].</p>	<p>shortage subjects as defined by the school; or after one/two advertisements have failed to produce a suitable candidate for appointment).</p> <p>Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.</p> <p>Incentives may, for example, include a cash sum, a percentage uprating of salary, or defined benefits such as childcare costs of health care provision.</p> <p>A review of rates will be necessary if the governing body intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the governing body may determine.</p>
<p><b>Residential duties</b></p> <p><b>Need to insert here circumstances in which payment will be made and level of payment. Also need to say if the school is allied to the Joint National Council for Teachers in Residential Establishments</b></p>	<p>Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments</p>
<p><b>Honoraria</b></p> <p>The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.</p>	<p>There is no provision within the School Teachers’ Pay and Conditions Document for the payment of honoraria. Any such award to a teacher for their teaching work would be unlawful.</p>

**PAY POLICY ANNEXES**

<p>[insert copy of school’s staffing structure]</p>	<p>See second paragraph of the introduction – page 2 above</p>
<p>[insert copy of school’s staffing structure implementation plan]</p>	<p>See second paragraph of the introduction – page 2 above</p>
<p>[insert details of the school’s procedure for the hearing of appeals]</p>	<p>See note on appeals – page 7 above</p>