Nottinghamshire School Pay Policy

September 2025

Name of school:	Misterton Primary and Nursery School
Policy adopted on:	1 September 2025
Date of next review:	1 September 2026 Currently no update from LA 15.10.26
The name of the Governing body committee that will review and monitor the impact of the Policy/Guidance/Toolkit and content annually with the head teacher	Finance Committee
Locations this policy can be accessed:	School secure website and staffroom on the server

HR Advice, Support and Training Service

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(amendments to the 2024 version are shown in red text)

Governing Body - Policy Decision Planner	
Para	Decision
6.23	**Decision - Recruitment and Selection Payments**
	The governing body will not award any recruitment and retention payments.
17.2/17.5	**Decision – TLR1 Payments**
	The school structure does not contain any posts for which a TLR1 payment will be awarded
17.2/17.6	**Decision TLR 2 Payments**
	TLR2 will be awarded to the following values (1.9.25 rates): • £ (minimum £3,527) • £ (maximum £8,611)
17.8	**Decision TLR 3 Payments**
	TLR3 will be awarded to the following values (1.9.25 rates): • £ (minimum £702) • £ (maximum £3,478)
18.0	**Decision Special Educational Needs Allowance (SEN)**
	The school structure does not contain any posts for which a SEN payment will be awarded.
22.2	**Decision Teachers additional tuition**
	Hourly payments to teachers who work additional hours over and above 1265 hours as part of a school led tuition programme for catch up will be paid on (a) a fixed-point which relates directly to the funding in for the work.

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SCHOOL PAY POLICY

Introduction

1.0 The Governing Body has adopted this Pay Policy together with the Guidance and Toolkit documents to provide an agreed framework for the exercise of its powers and discretions in relation to all staff employed in the school and paid from within the school budget.

1.1 The Governing Body will review and monitor the impact of the policy annually with the headteacher.

1.2 All decisions on pay will be approved by the governing body and delegated to the appropriate committee. The governing body understands its responsibilities and is committed to taking pay and pay progression decisions in accordance with the relevant conditions of service and principles of public life as listed in DfE guidance, objectivity, openness and accountability.

1.3 The governing body recognises the legal requirements placed upon them by the Education Act 2002 and subsequent legislation together with the current School Teachers' Pay and Conditions Document (STPCD) and the National and Local Conditions of Service for National Joint Council staff (Green Book) and the Education (School Teacher Appraisal) (England) Regulations 2012. The provisions of the STPCD are not statutory for academy schools.

1.4 Since 1 September 2024, the requirement for appraisal objectives and the appraisal process to lead to performance related pay outcomes for teachers and leaders has been removed from the School Teacher's Pay and Conditions Document (STPCD). The policy has been amended in line with this approach which aims to minimise the workload for individual teachers, line managers, school leaders and governors. The statutory requirement to make a pay decision for every teacher and leader following the completion of the appraisal process remains.

There is no change to the statutory requirement for teacher appraisal as set out in the Appraisal Regulations 2012, and the School Appraisal Policy, Guidance and Toolkit Documents have also been updated. Where performance concerns are identified, support as set out in the appraisal and capability policy will be provided. Pay progression will not be awarded to teachers where within the school year, serious performance concerns are identified, and the teacher is in receipt of focussed support within appraisal or are subject to the formal capability procedure.

. 1.5 The policy set out in this document has been agreed and adopted by the appropriate Committee of the governing body and has included staff representatives. The governing body is aware that full consultation with the recognised trade unions has been undertaken at a local level by the HR Service and all staff and school-based representatives have been consulted and informed. The policy will be reviewed annually by the same representative group.

1.6 The governing body will take into consideration advice and guidance from the local authority relating to the school pay policy.

1.7 The policy is based on a 'whole school' approach to pay issues with pay decisions taken in the full consideration of the resources available within the overall school budget. The governing body will identify and fully consider the implications of all pay and pay progression decisions. In doing so the governing body will ensure that there is sufficient

provision within the budget for anticipated incremental progression following annual pay reviews.

1.8 The governing body will use the School Improvement Plan and the outcome from the appraisal process as the starting point for its consideration of all pay issues. The continuing statutory requirement within the Appraisal Regulations to make a pay decision following the completion of the appraisal process, means that the governing body will ensure that pay decisions are consistent, recorded and objectively justified, in accordance with this policy.

1.9 The governing body should jointly approve the Nottinghamshire School Pay Policy, Guidance and Toolkit 2025 which collectively form part of the overall policy. The policy should also be considered in context with the current School Appraisal Policy, Guidance and Toolkit September and School Capability Policy 2024, as appropriate.

1.10 The governing body recognises its responsibility to consider how to apply cost of living uplifts recommended by the School Teachers Review Body (STRB) and confirmed by the School Teachers' Pay and Conditions Document (STPCD) every year. The governing body will consider and implement cost of living awards for support staff approved by the National Joint Council (NJC) and in accordance with the School's JE Scheme.

1.11 The Pay Committee and Pay Appeals Committee Terms of Reference are included in the Pay Policy Toolkit, Appendices 13 and 14 respectively.

1.12 Due to the complexities of this area of employment and education law, governing bodies are strongly advised to adopt the attached policy without amendment. Should, exceptionally, a governing body seek to amend the recommended policy, they will need to consult/negotiate any changes collectively with all the secretaries of the recognised trade unions and confirm any amendments to the local authority. Governing Bodies are strongly recommended to seek advice from the HR Service in these circumstances.

Consultation and Agreement with the Recognised Trade Unions

1.13 The Nottinghamshire School Pay Policy, Guidance and Toolkit are recommended for adoption by all community, voluntary aided, voluntary controlled, academy, foundation, and trust schools who purchase their HR Service from Nottinghamshire County Council.

1.14 The following trade unions have been consulted and the documents agreed with the following Nottinghamshire recognised trade unions: NAHT, NASUWT, ASCL, UNISON and GMB. The NEU have been consulted and have fully contributed to the final policy document.

Equalities and Equal Opportunities

2.0 The governing body recognises its legal responsibilities to staff under the Equality Act 2010. In applying this policy, the governing body will avoid discriminating against all employees on grounds of their protected characteristics. This policy will ensure equality and fairness regardless of race, sex, sexual orientation, religion or belief, gender re-assignment, pregnancy (including maternity leave), marriage and civil partnership, disability, or age. The Trade Union and Labour Relations (Consolidation) Act 1992, states that members of a trade union or trade union representatives have the right not to be victimised or treated unfairly because of their trade union membership or official trade union duties. All pay and grade related decisions will be taken in accordance with relevant equalities legislation, the Employment Relations Act 1999, the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed

Term Employees (Prevention of Less Favourable Treatment) Regulations 2002. In doing so the governing body will ensure that all pay decisions and processes are open, transparent, and fair.

2.1 The governing body is also aware of its responsibilities and those of the local authority in respect of the Equal Pay Act 1970 which requires that men and women have a right to equal treatment and equal pay for work of equal value and undertake an annual analysis (see Appendix 9). In this regard, the governing body will apply the principles and requirements of the Nottinghamshire Job Evaluation Scheme (non-local authority schools should state the scheme applicable) for all support staff grading and pay decisions.

2.2 The governing body is aware of its responsibilities under the Freedom of Information Act 2000 and to make available this policy to all staff at the school.

Impact of Absence during the Appraisal Cycle

3.0 Where absences occur during the appraisal cycle, it is important that the Headteacher (for teachers) and the Chair of Governors (in respect of the headteacher) seek advice from the HR Service. If the Headteacher is absent for a prolonged period, the governing body must ensure that robust arrangements for the management of the appraisal cycle for all staff in the school are put in place.

3.1 Where employees have been absent for long periods e.g. due to maternity leave or disability related sickness absence, appropriate consideration and reasonable adjustments will be made towards the meeting of appraisal criteria and subsequent pay progression. The governing body will consider the circumstances of each case, and the exact adjustments will be made on a case-by-case basis. Where other sickness absence occurs during the appraisal cycle the headteacher/governing body will assess the extent to which the teacher has demonstrated that the criteria for the achievement of appraisal objectives have been met at the annual appraisal review.

Aims of the Policy

4.0 The aims of the governing body's Pay Policy are as follows

a) To attract and retain a high-quality workforce that secures good teaching and good, or very good, progress in all pupil's learning.
b) To improve the quality of teaching and learning at the school.
c) To underpin the delivery of the school's improvement plan and appraisal policy and to recognise the benefits of continuing professional development for all employees.
d) To seek to ensure that all the staff in the school (both teaching and support staff) are skilled professionals who are valued and receive proper recognition and reward for their contribution to the school.
e) To ensure accountability, transparency, and objectivity so that pay decisions are fair and properly recorded whilst eliminating unnecessary bureaucracy for all staff and governors in school.
f) To provide a clear framework for all pay decisions to assist the school recruit and retain employees and provide the basis for sound financial and staff planning which minimises the risk of grievance and discrimination complaints.
g) To use the flexibilities inherent in the national conditions of service for all staff in a positive and constructive fashion within the resources available; and
h) To take account of advice issued by the local authority, the DfE, NEOST and the recognised trade unions for teaching and support staff and other appropriate advice.

School Pay Structure, Job Descriptions, and the Job Evaluation Scheme

5.0 All staff will be paid in accordance with the statutory provisions of the STPCD and the 'Burgundy Book' or the National Joint Council 'Green Book' conditions of service and NJC pay scales; and the pay ranges determined by the employer.

5.1 The current STPCD sets out details of the statutory uplift to the minima and maxima of the national pay ranges and allowances for teachers and school leaders. The governing body has considered how to apply this uplift to salary points in between the statutory minima and maxima on the pay ranges of classroom teachers and members of the leadership group. The school will take account of the advisory pay points as set out in the current STPCD for teachers paid on the MPR, UPR, UTR and leadership range.

5.2 The governing body has adopted the MPR, UPR, UTR and leadership salary table and allowances as set out in Toolkit Appendix 4 Nottinghamshire School Pay Tables September 2025, which reflects all other teacher pay ranges and allowances. *(Also refer to Pay Policy Guidance paragraph 6.2).*

5.3 The governing body has also considered the separate advice issued by the HR Service in updates on the school's portal and other advice from the HR Service. The STPCD and teachers' pay order, confirmed by parliament on 7 August 2025 and implemented 1 September 2025.

5.4 The governing body applies the Nottinghamshire County Council NJC Pay Scales and advice for all support staff as published on the NCC website.

5.5 The governing body will ensure that the school complies with the Equality Act and the legal requirement to ensure that all support staff will be paid in accordance with the grade determined by the school's Job Evaluation (JE) scheme. The school will ensure that it complies with the law as set out in the Guidelines – Job Descriptions | NCC Schools Portal (nottinghamshire.gov.uk)available on the schools portal. The establishment of new or the re-grading of existing support staff posts will be undertaken in line with the JE scheme applied by the local authority and adopted by the governing body. The headteacher will be responsible for submitting relevant information to the NCC JE Team for any new or changed posts. The headteacher will undertake a pay audit for all staff each year as part of the budget planning process to ensure that all staff are paid at the correct grade and incremental point to ensure there are no over or underpayments (See Paragraph 25.0) Following the pay annual audit, the headteacher will confirm the results to the to the governing body including whether all support staff posts have been subject to the relevant job evaluation scheme and the correct grade applied. Where support staff posts have not been assessed, the headteacher will inform the governing body and consult with the employee to initiate the JE process and seek advice and support from the HR Service. In all cases, the headteacher and the governing body will ensure that the agreed processes are followed so that the required information is submitted to the JE Team for evaluation without delay.

5.6 The headteacher will ensure that all employees are appointed to posts in line with the school Recruitment and Selection policy. All employees will be provided with a job description, and the school will retain a copy in school with the staffing structure. The job description will be kept up to date and identify the appropriate grade and duties of the post and any additional allowances or payments applicable to each post.

5.7 Job descriptions will be reviewed when necessary to reflect the current duties, responsibilities and role. Once a grading has been determined for a support staff post, it will only be reconsidered where duties and or responsibilities change in line with the job

evaluation scheme. Where the governing body considers that the duties and responsibilities for a particular post have substantially changed this will be considered as part of the annual review process.

5.8 Where the governing body determines changes to the staffing structure of the school are required, implementation will only occur following consultation with the staff affected and the recognised trade unions. In the case of changes to individual job descriptions, every attempt will be made to secure the agreement of the member of staff concerned prior to the changes being introduced.

Determining the Pay Range and Allowances

6.0 Recruitment and selection of all staff will be undertaken in line with the governing body's agreed recruitment and selection policy. Where the governing body intend to make an appointment on a fixed term basis such appointments will be made according to the relevant legislation on the use of fixed term contracts and in line with the local authority advice on the use of such contracts.

6.1 The Governing Body will determine and record the pay range and pay band/grade for each vacancy (including supply staff and temporary contract holders) and for support staff it will consult the JE@nottscc.gov.uk team to verify the grade, prior to advertising.

Headteachers

6.2 For new headteacher appointments, or for existing posts where responsibilities have changed significantly, the governing body will determine a consecutive seven-point range on the leadership pay range within the school's group size in accordance with the STPCD and this policy. The range will be determined by applying the three-stage process set out in Toolkit Appendix 1, as required by the provisions of the current STPCD. Where the governing body intends to appoint a new headteacher or review the pay of the existing headteacher it will seek advice from the local authority HR Service prior to making this determination. Governors will also take account of the Headteachers Standards 2020

6.3 For headteacher posts it is expected that the governing body will normally conclude that the unit total score fully captures the complexity and level of challenge of the headteacher role and is the **only** factor required to determine the IPR. The range set will be included in the school structure document and the governing body will document their salary decision using the document in Toolkit Appendix 2a. Once determined the range will only be reviewed if there are significant changes to the unit total score and / or the responsibilities of the post. The governing body will send a copy of the completed Toolkit Appendix 2a form to their payroll provider, HR Pay, together with the payroll salary notification, to confirm the rationale for the change. The governing body recognise that the completion and submission of the Appendix 2 pro forma is an essential requirement within the appointment process to ensure there is an audit trail of decisions taken.

6.4 The governing body will consider all the permanent responsibilities of the role and any specific challenges. The governing body may, therefore, determine that in exceptional circumstances there are additional factors to be considered in the determination of the individual pay range (IPR) for the headteacher over and above that which would be provided by the basic unit total calculation. Where the governing body consider such additional factors, these must form part of the assessment of the IPR as set out in paragraph 6.3 and Toolkit Appendix 1 and 2. Once determined the headteachers' IPR will only be reviewed by the governing body where there are significant identifiable changes to the duties or responsibilities of the post.

6.5 The IPR for headteachers should not normally exceed the maximum of the headteacher group. However, the IPR may exceed the maximum where the governing body determines that the circumstances specific to the role or the preferred candidate warrant and justify a higher range.

6.6 The governing body may determine an additional time limited temporary payment to the headteacher for temporary duties or responsibilities as set out in paragraph 23.0. The governing body will ensure that the maximum of the headteacher's IPR and any temporary payments made under paragraph 10 of the STPCD do not exceed the maximum of the salary for the headteacher group by more than 25%. Where the governing body is considering paying the headteacher a total salary above the maximum of the group size it will seek HR advice before approving the payment. Where, in exceptional circumstances, the governing body is considering a salary which exceeds the maximum of the group size by more than 25% it recognises that before this additional payment can be approved the governing body must obtain external written advice (from the HR Service and Corporate Director/ school HR Provider) and support its proposal and decision with a business case approved by the full governing body.

6.7 Any temporary payment made to a headteacher as set out in paragraph 23.0 is also subject to the overall limits on temporary payments and subject to the 25% limit of the annual salary which is otherwise payable to the headteacher.

6.8 Where an individual is appointed as a headteacher of more than one school on a permanent basis the governing body of the headteacher's original school or the new governing body, under the Federation Regulations, will determine the IPR by the application of the total pupil unit score of each school giving a group size for the federation. This revised unit total will be calculated in accordance with paragraphs 6 or 7 of the STPCD. The contractual implications will be confirmed in writing to the headteacher.

6.9 Where an individual is appointed as a headteacher of more than one school on a temporary basis under the Collaboration Regulations, the collaborating body may pay a temporary allowance to the headteacher in respect of the identified additional responsibilities. The collaborating body will calculate the temporary IPR range based on the combined unit total calculation. The relevant body will record its decision, taking advice as necessary from the HR Service and ensure that the temporary contractual implications are carefully considered, recorded at the appropriate governing body meeting and confirmed in writing to the employee.

Deputy Headteacher and Assistant Headteachers

6.10 For new appointments to deputy headship and assistant headteachers or for existing posts where responsibilities have changed significantly, the governing body will determine a five-point range on the Leadership Pay Range according to the three-stage process set out in Toolkit Appendix 1. The governing body will determine the five-point individual leadership pay range (IPR) in line with the pay policy, the STPCD and guidance provided by the local authority. The governing body will document this decision at each stage (using Toolkit Appendix 2a) and the pay range(s) will be included in the school structure document. In determining the range, the governing body will consider the duties, responsibilities and challenges of the individual post and consider pay differentials within the existing school structure. The governing body will also ensure that there is no overlap with the headteacher's IPR. Once determined, the salary and range will only be reviewed when there are significant changes to the responsibilities of the leadership post incorporated in the revised job description. Governors will also take

account of the Headteachers Standards 2020 as applicable to senior leaders in the school and as set out in the document.

Other Teachers

6.11 For all other teachers there are four pay ranges.

- The main pay range - (MPR).
- The upper pay range - (UPR).
- The leading practitioner Range - (LPR); and
- The unqualified teacher range - (UTR).

For teachers appointed to the MPR, UPR, LPR and UTR, the governing body recognises its responsibility for determining the salary range/pay band between the minimum and maximum of the relevant scale as set out in the STPCD using the current pay scales set out in Toolkit Appendix 4.

Allowances

6.12 The governing body will, in line with the school's staffing structure, ensure the appropriate teaching and learning responsibility payments (TLRs) are assigned to teaching posts (see paragraph 17).

6.13 The governing body recognises its responsibility for the mandatory payments of a special needs allowance in respect of the teaching of pupils with special educational needs (see paragraph 18).

6.14 The advertisement for teaching posts will specify the pay band within the range and any allowances applicable.

Leading Practitioners

6.15 The governing body recognises that it may appoint to the post of leading practitioner, in line with the conditions set out in the STPCD, for the primary purpose of modelling and leading improvement of teaching skills. Teachers will exhibit exemplary teaching skills and lead the improvement of teaching skills in the school. The governing body will determine a five-point individual leadership pay range on the lead practitioner pay range for each leading practitioner role established and record the basis of each decision.

6.16 An example job description is included in **Pay Policy Toolkit Appendix 12**. Any such appointment will be made in line with advice from the local authority HR Service and further consideration of the implications for the school. A leading practitioner may not be awarded a TLR payment. Appointment to this post will take place where those duties fall outside the criteria for the payment of a TLR.

Salary on Appointment

6.17 The advert will set out the salary range for the posts and the appointing panel will determine the starting salary to be offered to the successful candidate.

6.18 The appointment to all leadership and leading practitioner posts will be to the minimum point of the pay range of the post, unless there is evidence to support there are exceptional circumstances for not doing so.

6.19 The appointment to MPR and UPR posts will normally be to the minimum point within the pay band advertised. Appointments to the UTR will normally be to the minimum point of the range.

6.20 Appointments to support staff roles will normally be to the minimum point within the pay grade as determined by the JE Scheme and annual progression by one increment.

Recruitment and Retention Payments – (Teachers Only)

6.21 Recruitment and retention payments may only be paid to classroom teachers paid on the MPR, UPR, UTR and Lead Practitioner Range and not to any other (Headteacher, Deputy headteacher or Assistant headteacher) leadership posts. The governing body may make payments or provide such other financial assistance, support, or benefits to teachers as it considers necessary, as an incentive for the recruitment of new teachers and the retention of existing teachers. The governing body will consider any such payments in the following circumstances: (not an exhaustive list)

a) For posts in known shortages subjects.
b) For posts which have previously been difficult to fill.
c) To recruit suitably skilled and experienced specialist staff.
d) To retain existing staff where the governing body consider that the loss of the teacher would result in recruitment difficulties as set out in (a) and (b) above.

6.22 Where the governing body agrees to make a recruitment and retention payment it will determine and set out in writing to the employee the reason, the value, the fixed period for which it will be paid and the review date after which it may be withdrawn. The governing body will ensure that the decision to award a payment is documented and will set a date to undertake the review.

6.23 The governing body's determination regarding the payment of recruitment and retention awards is set out at the start of this document in the Policy Decision Planner.

6.24 All recruitment and retention considerations in respect of leadership posts will be included in the determination of the Individual Pay Range. The governing body recognises that it may not make separate recruitment and retention payments to the headteacher or other leadership post holders other than as reimbursement of reasonably incurred relocation costs as set out in the school's expenses policy.

Working time

7.0 A teacher employed full time must be available for work for 195 days (1265 hours) during the school year; of which:

a) 190 days must be days on which the teacher may be required to teach and perform other duties; and

b) 5 days must be days on which the teacher may only be required to perform other duties

7.1 Teachers on the leadership pay range - The above working time provisions or the provisions regarding directed time do not apply to headteachers, deputy headteachers, assistant headteachers or teachers paid on the pay range for leading practitioners, as they do not operate on a time-bound contract.

Planning and Preparation Time and Dedicated Leadership Time

7.2 All teachers are entitled to Planning and Preparation (PPA) time which must be provided in units of no less than half an hour during the school's timetabled week and must amount to 10% of the teacher's timetabled time. A teacher must not be required to carry out any other duties during the PPA time. Schools are also free to enable teachers to take their PPA time away from the school where convenient for both the teacher and the school.

7.3 The governing body will provide the headteacher with effective time to improve planning and management of workload and should take place in meaningful blocks of time. For both PPA and DLT, the governing body will ensure that appraisal does not take place in PPA or Dedicated Headship time.

Pay Reviews

8.0 The governing body adopt the principle that continued good performance at the required standard provides all staff (teachers and support) with an expectation that they will progress annually to the maximum point of their respective pay range, (bi-annually for UPR).

Teachers

8.1 Teachers will be eligible to be considered for pay progression where they meet the service requirement of a minimum of one year of employment in any academic year. A year of employment for a teacher is interpreted in accordance with the STPCD as at least 26 weeks aggregated reckonable service in the current school year.

8.2 The STPCD 2025 and the Appraisal Regulations 2012 continue to require a recommendation on pay progression for all teachers and the headteacher at the end of the appraisal cycle (Paragraph 2.3 Appraisal Policy). The Governing Body will review pay progression of the headteacher, deputy and assistant headteachers, leading practitioners, teachers on the upper pay range and teachers (qualified and unqualified) annually in line with this policy, the Appraisal Policy and STPCD no later than 31 October each year. The headteacher's salary review will be completed by 31 December at the latest.

8.3 Pay progression for all teachers, including the headteacher, will be effective from 1 September each year. Where through external factors it has not been possible to meet the timescales set out above, the process will be completed as soon as possible, following consultation with staff and the recognised trade unions.

8.4 A salary review may take place at other times of the year to reflect any changes in circumstances or job description(s) that lead to a change in the basis for calculating an employee's pay. The governing body will satisfy itself that the process of objective setting within appraisal is rigorous and fair for all teachers and the headteacher. All teachers will be provided with a written annual pay statement setting out their salary and any other financial benefits, including any salary safeguarding arrangements to which they are entitled. A model written pay statement is provided in Pay Policy Toolkit Appendix 5.

8.5 Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will give the required written notification as soon as possible and no later than one month after the date of the safeguarding determination. (See salary safeguarding paragraph 26.0 – 26.2 and Pay Policy Toolkit Appendices 6a & 6b).

8.6 The nominated appraiser will therefore make a pay recommendation in the teachers' annual appraisal report for consideration by the headteacher.

Support Staff

8.7 As part of the annual audit of salaries, the governing body will review support staff salaries, bearing in mind the normal incremental date is 1 April.

8.8 Support staff will normally receive an annual increment on 1 April each year, until they reach the maximum of the scale. Withholding of increments will only be considered by the governing body where the employee is experiencing performance difficulties and is being managed within the framework of the governing body's Disciplinary (Capability) Performance of School Staff Procedure.

8.9 Employees with less than 6 months service who are appointed, promoted, or re-graded between the 1 October and the 31 March will receive their first increment 6 months after their start date in post. All other appointments, promotions or re-graded posts between 1 April and the 30 September will receive an increment on the 1 April the following year.

Pay Progression – Teachers

Introduction

9.0 In this school all teachers can expect to receive regular constructive feedback on their performance and development and will be subject to an annual appraisal process that recognises their strengths, forms plans for future development and helps to enhance their professional practice. The arrangements for appraisal are set out in the school's appraisal policy.

9.1 To ensure fairness and consistency the governing body will ensure that appraisal objective setting is rigorous and undertaken in line with the appraisal policy. Appraisal performance assessments for all teachers will be properly rooted in evidence. Fairness will be ensured through quality assurance, moderation and annual monitoring. The governing body will consider pay progression annually for all teachers, including those paid on the leadership range in accordance with this policy and the statutory Appraisal Regulations, the STPCD, recommendations from the STRB, NEOST and Local Authority's HR service.

9.2 Subject to paragraph 1.4 of this policy, all teachers and the headteacher should expect to receive annual pay progression within the maximum of their pay range. Pay progression will not be awarded to teachers, where within the school year, serious performance concerns are identified, and the teacher is in receipt of focussed support within appraisal or are subject to the formal capability procedure.

9.3 Leadership

a) The headteacher, deputy headteacher and assistant head teacher will be considered for pay progression annually within their Individual Pay Range (IPR) effective from 1 September each year at the end of the current year appraisal cycle.

b) The recommendation for pay progression must be made in writing by the appraisal governors /appraiser as part of the individual teacher's appraisal statement, and in making this decision the governing body will have regard to this recommendation.

c) In reviewing the headteacher's performance, the governing body will employ the services of an external advisor.

9.4 Classroom Teachers

a) Teachers employed on the MPR, UPR and UTR are eligible to be considered for pay progression within their pay range annually (bi-annual for UPR) effective from 1 September each year at the end of the current year appraisal cycle.

b) Teachers paid on the UPR should demonstrate that overall, they continue to meet the statutory UPR criteria as set out in paragraph 11.6 (a) and (b) annually but will be considered for pay progression bi-annually.

c) The recommendation for pay progression must be made in writing as part of the individual teacher's appraisal statement, and in making this decision the governing body will have regard to this recommendation.

9.5 Process

The process for making pay progression recommendations will be as follows:

a) Headteacher Pay Progression

- At the end of the appraisal period the initial assessment of appraisal outcomes for the headteacher, the appraisal governors, advised by the external adviser, will make a recommendation on pay progression in writing as part of the individual's appraisal report.
- Final decisions about whether to ratify a pay progression recommendation will be made by the appropriate committee of the governing body, (relevant body), which must have regard to this recommendation within the Appraisal Report.

- Any pay appeal submitted by the headteacher will be considered prior to approval by the Pay Committee.

b) Other Teacher Pay Progression

- At the end of the appraisal period the nominated appraiser will make a written pay recommendation in the teachers' annual appraisal report for consideration by the headteacher
- The headteacher, supported as appropriate by the senior leadership team, will consider and moderate all assessments and make recommendations for pay progression.
- Any pay appeal submitted by a teacher will be considered prior to approval by the Pay Committee
- Following the headteacher's consideration, a report will be presented and considered by the appropriate Committee (relevant body) who will make a final decision to ratify pay decisions and determine any changes to the pay structure on behalf of the governing body. A template report is included in Toolkit Appendix 8. The report presented will contain sufficient information to enable the relevant committee to carefully consider the recommendations by the headteacher. The headteacher supported as appropriate by the senior leadership team will be responsible for advising the relevant committee of the governing body on its decisions and recommendations.

9.6 Where the decision is made for no pay progression this will be confirmed in writing to the employee.

9.7 Where teachers have been appointed to the school during the appraisal cycle the governing body will, where necessary, seek evidence from the previous school to assist in

appraisal outcome and pay decisions and, where necessary, seek evidence from the teacher themselves.

Early Career Teachers (ECT)

10.0 The Early Career Teacher will be eligible to be considered for pay progression at the next 1 September subject to being on track for passing the relevant stage of the two-year induction period. The following September, the teacher will be eligible for consideration of pay progression on the successful meeting of the required standard / completion of induction. The performance will be assessed and pay recommendation made through consideration of evidence from the statutory induction process. The governing body must ensure that the ECT is not negatively affected by the extension of the induction period from one to two years.

Movement to the Upper Pay Range (UPR)

11.0 The governing body recognises its legal responsibilities for this process and because of this, delegates to the headteacher the responsibility for the receipt, assessment, and feedback of requests to access the UPR.

11.1 The governing body recognises that assessment to access the UPR is a voluntary process and entirely a matter for individual teachers who can evidence that they have met the statutory UPR assessment criteria. Normally, teachers will have reached the maximum of the MPR before making an application to be considered for progression. Any qualified teacher may apply to be paid on the UPR following two consecutive, successful appraisal reviews and any such application must be assessed in line with this policy.

11.2 Where a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school. This school will not be bound by any pay decision made by another school.

11.3 Applications may be made once per year and should be submitted to the headteacher between 1 September and 31 October. Where a teacher wishes to be assessed for progression, they should notify their appraiser in writing by completing the UPR Application Form (see Toolkit Appendix 7) and enclosing the required evidence, including the previous two consecutive years' appraisal statements.

11.4 Where teachers wishing to be considered for UPR progression have been absent from school due to maternity leave or sickness, consideration will be given to accepting late applications and account will be taken of paragraph 3 of this policy.

11.5 Where a teacher progresses to the UPR the governing body's requirement is that the teacher will continue to meet the upper pay range criteria and developing professionally and progress on the UPR on a bi-annual basis to the maximum of the range.

<u>The Assessment</u>

11.6 For an application to be successful, the governing body must be satisfied that:

a) The teacher is <u>highly competent</u> in all elements of the relevant Teachers' Standards; and
b) The teachers' achievements and contribution to an educational setting or settings, i.e. the school, are <u>substantial</u> and <u>sustained</u>.

11.7 In this school**, highly competent** means that the teacher has demonstrated, through evidence, that they have grown professionally and developed their teaching expertise so that performance is at a level that is consistent with all the impact standards established in the Appraisal Objectives Criteria (set out in the Pay Policy Toolkit and the Appraisal Policy Guidance and Toolkit - Appendix 3). The level of performance is not only good, but also good enough to provide coaching and mentoring to other teachers, to give advice to them and demonstrate effective teaching practice; and how to make a wider contribution to the work of the school, to help them meet the relevant standards and develop their teaching practice.

11.8 In the context of appraisal **substantial** and **sustained** are defined as the following:

Substantial – evidence demonstrates that the teachers' achievements and wider contribution to school improvement impacts significantly on pupil progress and the effectiveness of colleagues. Achievements are of real value and importance to the school so that individually the teacher plays a critical role in the life of the school. The teacher acts as a role model for teaching and learning which makes a substantial and distinctive contribution to the raising of pupil standards normally across more than one keys stage / phase within the school. The teacher takes advantage of appropriate professional development opportunities and uses outcomes effectively to improve pupils learning which also supports the professional development of other staff.

Sustained – evidence demonstrates that the required level of performance for UPR progression has been on-going consistently over a significant period of at least the last two years and is supported by two consecutive successful appraisal reports, including the current year at the school. Discretion will be exercised where there is clear and compelling evidence of consistent performance against the criteria at the teachers' previous school.

11.9 The headteacher and the governing body will have regard to the two most recent consecutive appraisals when considering applications for UPR progression within the range. Normally at least two years will elapse between a teacher being placed on the first point of the UPR after accessing the UPR and being awarded the next point on the UPR. This will be evidenced by two successful and consecutive annual appraisal reviews, including evidence of the development of experience within the relevant Teachers' Standards, evidence of increasing levels of outstanding teaching and a continued meeting of the relevant UPR pay progression criteria.

<u>Processes and Procedures</u>

11.10 Applications must be submitted to the head teacher/named senior leader for moderation by 31 October. A UPR Application Form can be found in Toolkit Appendix 7.

11.11 The headteacher will notify the teacher of the outcome of the UPR assessment in writing at the end of the appraisal process in that year.

11.12 Progression is subject to the approval of the relevant committee of the governing body. If successful, applicants will move to the minimum point on the UPR with effect from 1 September.

11.13 If the application is unsuccessful, feedback will be provided by appropriate school leader within 10 working days of the decision. This will explain the reasons the teacher has not met the requirements to access or progress the UPR and provide advice regarding aspects of the teachers' performance which need to be improved to meet the required performance standards and criteria in future.

11.14 The successful teacher will be notified of the duties and responsibilities associated with the post in the job description.

Leading Practitioners

a) At the end of the appraisal period the nominated appraiser will make a written pay recommendation in the leading practitioner's annual appraisal report for consideration by the headteacher
b) The headteacher, supported as appropriate by the senior leadership team, will consider and moderate all assessments and make recommendations for pay progression and consider the "sustained high quality of performance".
c) Any pay appeal submitted by a teacher will be considered prior to approval by the Pay Committee
d) Following the headteacher's consideration, a report will be presented and considered by the appropriate Committee (relevant body) who will make a final decision to ratify pay decisions and determine any changes to the pay structure on behalf of the governing body. A template report is included in Toolkit Appendix 8. The headteacher supported as appropriate by the senior leadership team will be responsible for advising the relevant committee of the governing body on its decisions.

Unqualified Teachers

13.0 The governing body has adopted the advisory pay point structure recommended by the STPCD as set out in in the unqualified teacher pay range Pay Policy Toolkit Appendix 4. Pay progression will be in accordance with all teachers as set out in paragraph 9.5 (b).

Supply Teachers Employed by the School

14.0 Teachers employed on a supply basis will have their pay determined in line with the statutory pay arrangements consistent with the STPCD.

14.1 Supply teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract.

14.2 Supply teachers who work less than a full day will have their salary calculated on the basis of the daily amount divided by the length of the school day (*insert length*) and multiplied by the number of hours worked.

Part Time Teachers

15.0 All employees who are contracted to work less than a full-time working week are deemed to be part-time employees.

15.1 The governing body will ensure that the salary and any allowance paid to part time teachers is based on a fraction determined according to the pro rata principle, based on the working time hours set out in paragraph 7.0. This fraction corresponds to the number of hours that the teacher is employed in that capacity during the school's timetabled teaching week as a proportion of the total number of hours in the school's timetabled week. The pro-rata principle does not apply to the award of a TLR3 and from 1 September does not automatically apply to the award of a TLR1 or TLR2**. (**See Pay Policy paragraph 17.1 and Pay Policy Guidance, paragraph 17.1 and 17.6 – 17.9). The school will provide all teachers with a written statement determining their working time obligations and calculate the proportion of time a part-time teacher works against the schools timetabled teaching week based on a proportion of 1265 hours. Where a part-time teacher is *required to work* additional hours over and above their normal contracted hours they will be paid in

accordance with their substantive grade. *Note – the school "timetabled teaching week" means the aggregate period of time in the school timetable during which pupils are normally taught.*

Tuition Payments

16.0 Where required, undertaking additional tuition for pupils is an entirely voluntary decision for teachers and support staff. The governing body may make additional plain time payments to teachers and support staff for this work in line with the current Tuition Guidance document produced by the HR Service of the Nottinghamshire County Council. The plain rate hourly rate payment includes an additional payment to incorporate the statutory holiday pay entitlement. The school will engage tutors (school based or otherwise) to meet the specific needs of an individual pupil or group of pupils based on their skills and experience.

16.1 Teachers – undertaking additional tuition will be paid the hourly rate determined in accordance with paragraphs 21.0 – 22.0, subject to the maximum of MPR 6. (Refer to paragraphs and guidance). An Unqualified Teacher (UQT) undertaking tuition will be paid at their normal hourly rate.

16.2 Teaching Assistants – undertaking additional tuition will be paid plain time at their existing grade/rate. Teaching assistants will be deployed to meet the specific needs of pupils based on their skills and experience and is subject to the headteacher assessment of competence to undertake the specific tuition required.

Teaching and Learning Responsibility Payments (TLRs)

17.0 The governing body will determine the <u>number</u> of teaching posts which will be paid at TLR1, TLR2 and TLR3 and the <u>value</u> of each TLR. TLR1 and TLR2 will be awarded permanently and TLR3 temporarily to the holders of posts indicated in the school's staffing structure, in line with the requirements of the STPCD and guidance from the local authority. The governing body will determine how they will take account of any uplift to the national pay framework for teachers in respect of individual "spot point" TLR payments between the statutory minima and maxima.

17.1 From 1 September 2025, the governing body may determine the value of any existing or new TLR1 and TR2 payment, based on the proportion (full time equivalent) of the TLR responsibility the teacher is undertaking. Where a part time teacher is undertaking a TLR1 or TLR2 responsibility, the governing body is <u>no longer required</u> to apply the pro-rata principle. This principle is defined in paragraph 15.1. From 1 September 2026, the governing body must determine the value of all existing and new TLR1 and TLR2 payments based on the proportion (full time equivalent) of the TLR responsibility the teacher is undertaking. (Please refer to Pay Policy Guidance Document paragraph 17.1).

17.2 Unqualified teachers, leading practitioners and members of the leadership group may not hold a TLR.

17.3 The governing body must be satisfied that the award of a TLR payment requires a classroom teacher' to undertake <u>permanent</u> duties which include significant responsibility that is not required of all classroom teachers, and that is:

a) Focussed on teaching and learning
b) Requires the exercise of a teacher's professional skills and judgement
c) * Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
d) Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and

e) * Involves leading, developing and enhancing the teaching practice of other staff.
* Important see paragraph 17.8 below

17.4 Before awarding a TLR1, the significant responsibility referred to above must include line management responsibility for a significant number of people.

17.5 The level of responsibility and value at which either TLR1 or TLR2 is paid will be made on the above objective criteria and take account of the size and complexity of the role. The duties and responsibilities will be set out in the job description and posts with responsibilities of equal weight will be paid at the same level of pay. The TLR payments are set out below.
(Note: *There is no longer a need for there to be a minimum difference in the annual value between each award of a TLR1 or TLR2 of £1500)*

17.6 **TLR 1** The governing body's determination regarding the payment of TLR1 is as set out in paragraph 17.1 and in the Governing Body - Policy Decision Planner.

17.7 **TLR2** The governing body's determination regarding the payment of TLR 2 is as set out in paragraph 17.1 and in the Governing Body - Policy Decision Planner

17.8 **TLR3** payments will only be awarded where the governing body is satisfied that the responsibilities meet the criteria set out in paragraph 17.3, except for those denoted by a *, and that it is awarded for a fixed-term period for clearly time-limited school improvement projects, or one-off externally driven responsibilities. A TLR3 should not be awarded consecutively for the same responsibility unless that responsibility relates to the coordination of tutoring to deliver catch up support to pupils on learning lost during the pandemic. The pro-rata principle does not apply to any TLR3 award.

17.9 The annual value of a TLR3 will be between £702 and £3,478 and will be paid monthly for the duration of the payment as set out in the Governing Body – Policy Decision Planner. The value, duration of the fixed-term, reason, purpose and outcome required will be agreed by the headteacher before the duties commence and set out in writing to the teacher, subject to consultation and agreement by the governing body.

17.10 A teacher may not hold a TLR1 and a TLR2 concurrently but may, in addition to a TLR1 or TLR2, hold a concurrent TLR3.

17.11 For full time and part-time staff all TLR1 and TLR2 payments will be paid in accordance with paragraph 17.1 monthly.

Special Educational Needs (SEN)

18.0 The governing body will award a SEN allowance to a classroom teacher in accordance with the criteria as set out in the Governing Body – Policy Decision Planner. The allowance will be a spot value within the range £2,787 and £5,497 per annum (1.9.25 rates). Where a SEN allowance is paid the responsibilities will be specified in the job description and the value determined on objective criteria taking account of the size and complexity of the role. Posts in the school with SEN responsibilities of equal weight will be paid at the same level of pay. The governing body will determine how they will take account of any uplift to the national pay framework for teachers in respect of individual "spot point" SEN payments between the statutory minima and maxima.

18.1 In line with the STPCD and the Education (Special Educational Needs Co-ordinators) (England) Regulations 2014, the governing body will award a SEN allowance to a qualified classroom teacher:

a) In any SEN post that requires a mandatory SEN qualification and involves teaching children with SEN.
b) In a special school
c) Who teaches pupils in one or more designated special classes or units in a school.

18.2 The governing body have determined that the value of the allowance will be determined by considering 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
c) The relative demands of the post.
d) *(Delete if not applicable)* In any non-designated setting (including any pupil referral unit (PRU) that is analogous to a designated special class or unit, where the post:
   I. Involves a substantial element of working 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.

18.3 Since 2009, every new mainstream school SENCO (who must be a qualified teacher) is required to gain a Master's level national qualification to be a Special Educational needs Co – Ordinator (NASENCO) within 3 years of starting the job. Since 1 September 2024 a new leadership level national professional qualification for SENCOs has replaced the existing qualification. (See Pay Policy Guidance)

Acting up Allowances (all staff) and Honoraria Payments (Support Staff only)

19.0 Where a **teacher** is required to 'act up' to a higher graded post and takes on the full duties and responsibilities of the post, the governing body will determine whether an "acting allowance" will be paid in line with the STPCD. If so, it will determine an appropriate payment within four weeks of new duties being assigned and, where agreed, any temporary allowance will be paid to the employee on the minimum point on the substantive grade/pay range for the post. The governing body recognises that the STPCD does not provide for the payment of bonuses or honorarium payments to teachers in any circumstances.

19.1 Where a member of the **support staff** is required to undertake additional responsibilities on a temporary basis, the mechanisms which will be used to meet this situation will be one of the following:

a) Where the employee is required to "act up" in a higher graded post for a period in excess of four weeks, the governing body will temporarily pay the employee at the minimum point on the new grade, as determined by the JE Scheme, for that post.
b) A one-off honorarium payment where specific time limited additional duties/responsibilities, often at a higher grade, are agreed by the governing to be undertaken to meet a particular development. The payment will be made in line with the Pay Policy (See Pay Policy Guidance document paragraph 19.1); or
c) Planned overtime, subject to prior approval of the headteacher to meet short-term and excessive workloads where it is essential that the task needs to be undertaken within a defined timescale.

19.2 The governing body will only consider and agree acting up payments, honoraria or planned overtime payments on the basis that additional duties and responsibilities agreed are performed and completed as required by the employee.

Payment of Overtime (Support Staff only)

20.0 Planned overtime by employees paid above spinal column point 22.

Support staff employees graded above Grade 5 i.e. NJC SCP22 (i.e. Band A and above) are above the overtime limit and are not eligible for normal overtime payments. In exceptional cases where planned overtime is foreseen for a specific reason, then payments may be considered by the governing body for a specified period.

20.1 The following two schemes for planned overtime are therefore intended to prescribe arrangements for employees above this limit. However, before any of the following pay arrangements are introduced, the head teacher and the governing body (as appropriate) must actively consider the option of time off in lieu of overtime at plain time as an alternative to planned overtime payment.

(a) Planned overtime – requirements outside the control of the school

The following provisions will be used primarily in connection with meeting deadlines outside the control of the school, where commercial or legal necessity dictates and for dealing with significant operational requirements for example, computer system upgrades / conversion / maintenance etc. to avoid service down time.

Payment to be made in accordance with the employee's own Spinal Column Point up to, and including, a maximum of Spinal Column Point 38 at plain time, i.e. with no enhancement.

In exceptional circumstances where planned overtime is undertaken by employees who are above Spinal Column Point 38, payment to be made at the lower rate of Spinal Column Point 38 with no enhancement.

(b) Planned overtime – direct supervision of others

To maintain salary differentials on those occasions where employees above the overtime limit of Spinal Column Point 22 are engaged on work/projects which involved direct supervision of employees in receipt of overtime enhancements, payment should be made in accordance with Spinal Column Point 23 enhanced or their own Spinal Column Point at plain time, whichever is the higher. The maximum plain time payment will be at Spinal Column Point 38, even for employees whose actual salary exceeds this point. This provision will not apply to double time payments for Sunday working as part of the normal working week (this enhancement only applies to employees on Grade 1).

20.2 No overtime will be paid for the first hour of extended working each weekday. (This provision will not apply to weekend working).

20.3 On the limited occasions when employees are required to work on bank/public holidays, payment be made in accordance with separate advice on those arrangements.

Allowances Payable to Unqualified Teachers

21.0 The governing body may determine that such additional allowances as it considers appropriate can be paid to an unqualified teacher where it considers, in the context of the staffing structure, that the teacher has:

a) Taken on a sustained additional responsibility which:
   (i) Is focussed on teaching and learning; and
   (ii) Requires the exercise of the teacher's professional skills and judgement; or
b) Qualifications or experience which bring added value to the role being undertaken.

Additional Payments – Teachers Only

22.0 The governing body recognises its discretionary power to make such payments as they see fit to classroom teachers, other than headteachers paid on the MPR, UPR, UTR and Lead Practitioner Range in respect of teachers undertaking agreed voluntary:

a) Continuing professional development undertaken outside the school day and outside the working hours provision set out in paragraph 7.0
b) Activities relating to the provision of Initial Teacher Training as part of the ordinary conduct of the school; and
c) Participation in out-of-school hours learning activity agreed between the teacher and the head teacher (e.g. tuition, breakfast clubs, homework clubs, summer schools, sporting activities, outdoor activities/clubs, curricular link clubs e.g. arts).

22.1 The governing body has determined the additional payments set out in 22.0 (a), (b) and (c) will be calculated at a daily/hourly rate with reference to the individual teacher's salary point or, where appropriate and following consideration by the governing body, at an amount reflecting the level of responsibility of the work undertaken. For teachers undertaking additional tuition see paragraph 16.1 and 22.2 below.

22.2 Hourly payments to teachers who work additional hours over and above 1265 hours as part of a school led tuition programme for catch up will be paid on (a) a fixed-point maximum of the MPR or (b) the individual teacher's salary point, subject to a maximum of the MPR, (c) determine that this does not apply * ***school to determine and set out in Decision Planner***. (See Pay Policy Guidance 2025 paragraph 22.0). UQT's undertaking tuition will be paid at their normal hourly rate.

22.3 The governing body may also consider a payment to a teacher, other than a headteacher, for additional responsibilities and activities due to, or in respect of, the absence of the headteacher in the provision of services relating to the raising of educational standards to one or more additional schools.

22.4 Each of the above additional payments will be considered and determined by the appropriate committee of the governing body, in line with the STPCD, before the activity takes place, ensuring that any payments are justified and equitable.

Headteacher Temporary Payments

23.0 The governing body may determine that a temporary payment be made to the headteacher in exceptional circumstances, for clearly identified temporary duties, that are in addition to those that have already been considered when making the determination of the headteacher's IPR. The total sum of temporary payments in any school year must not exceed 25% of the annual salary already payable to the headteacher. Also, where the headteacher is paid outside the schools group range the total sum of salary and any additional payments made to the headteacher must not exceed 25% above the maximum of the headteacher group, except in wholly exceptional circumstances. The governing body will record the decision to make an additional temporary payment to the headteacher using Appendix 2b or 2c as appropriate.

23.1 Should the governing body determine that an additional temporary payment is to be made and that the payment will cause the headteacher's salary to exceed the limits set out in paragraph 23.0 then it will seek independent external advice from the HR Service and produce a business case for approval by the full governing body, before approving the payment.

Work Outside of School

24.0 Any school employee who intends to undertake additional work outside of their substantive contract of employment with the school may only do so with the full knowledge and approval of the governing body, agreed in advance of the work. The headteacher, or in the case of the headteacher, the governing body, may not direct an employee to undertake additional work outside of their substantive contract of employment with the school.

Where permission is sought to undertake additional work beneficial to the school and approved by the governing body, for example to undertake work on behalf of the County Council, Ofsted or any other external body, the work shall be undertaken as a matter of the individual employees' own choice. The governing body will consider any requests subject to the needs and priorities of the school.

24.1 The governing body should have no expectation / requirement that a headteacher undertakes inspection work for OFSTED as a means of generating additional income for the school. Where a headteacher requests permission to undertake inspection work for Ofsted or service provision for other schools, all income generated will be paid into the school budget and accrue to the school. (See Toolkit Appendix 15 Guidance and Approval Form – Additional Payments for work outside of school).

Over/Under Payments

25.0 Payroll procedures will ensure every effort is made by the governing body and the school to make accurate salary and other payments on the due date. Regular budget monitoring combined with the completion of an annual payroll audit and audit check of teacher and support staff grades within the job evaluation scheme will identify any issues of concern and minimise any financial impact on employees. However, should an overpayment or underpayment occur the governing body will seek to recover/refund the amount within a reasonable timescale. Employees are expected to check their payslips and draw to the attention of the headteacher any overpayment or underpayment as soon as possible.

25.1 In the case of overpayments, the employee will be notified in writing of the full amount of the overpayment and agreement will be sought, where possible, about a reasonable repayment schedule. In the absence of such an agreement the governing body will determine a reasonable recovery schedule in conjunction with the payroll provider.

25.2 In the case of underpayments, the governing body will seek to ensure the correct amount is paid to the employee within two months of the matter being brought to its attention.

25.3 Recovery of overpayments/refund of underpayments will be pursued in the case of former employees.

Salary Safeguarding

26.0 The governing body recognises its responsibilities for safeguarding the salaries and allowances of teachers as set out in the relevant STPCD. *(Note; where academy schools / trust schools operate outside of the above statutory arrangements please set out the basis of any separate arrangements agreed with the recognised trade unions)*

26.1 The arrangements for the safeguarding of salaries of support staff employed in maintained schools will be determined according to the circumstances of the case consistent with the provisions applied by the Local Authority.

26.2 Salary safeguarding will be confirmed in writing to the employee and payroll provider as set in Pay Policy Toolkit Appendix 6a & 6b.

Salary Sacrifice Schemes

27.0 The governing body has agreed to provide all eligible employees of the school access to the following salary sacrifice arrangements:

a) Childcare voucher scheme, or other childcare benefit scheme
b) Cycle or cycle equipment scheme
c) Medical Insurance Scheme (Westfield Health)
d) No Claims Motor Discount Scheme
e) Personal Accident Insurance.

(School to amend list as required)

Pay Appeals Procedure

28.0 The procedures that apply to enable a teacher or member of the support staff to review a decision made by the head teacher or the governing body in relation to their pay is set out in Toolkit Appendix 10a. Further documentation to support the governing body and head teachers through the pay appeals process can be found in Toolkit Appendices 10b – 10f.

28.1 This procedure applies to all staff and sets out the grounds on which an appeal against pay may be made. The employee should complete Toolkit Appendix 10b to commence the Stage 2 Formal Pay Appeal process. The Appeals procedure has three stages:

- Stage One – Informal
- Stage Two – Formal Hearing
- Stage Three – Formal Appeal.

28.2 Pay appeal decisions are final and binding on both parties and cannot be reopened under the school grievance procedures.

28.3 The procedure for appeals against grading for support staff will be as determined within the agreed scheme for job evaluation.

Administrative tasks and external examinations

29.0 A teacher should not be required to routinely participate in any administrative, clerical or organisational task which do not call for the exercise of a teacher's professional skills and judgement, including those associated with the preparing pupils for external examination such as invigilation.(Note – since September 2-23, the list of tasks has been removed from Section 3 Guidance (STPCD) to Section 2 Annexe 5 of the STPCD 2025 and is a statutory requirement.

Monitoring and Review

30.0 Where changes to this policy are proposed the governing body will undertake an Equality Impact Assessment (EQIA). The governing body will make available to staff the outcomes of the Equality Impact Assessment.

30.1 The governing body will monitor the outcomes and impact of this policy annually. As part of this review, it will monitor trends on progression across all groups of staff, the school's continued compliance with equalities legislation and the provisions of the STPCD, the Burgundy Book and the Green Book – NJC Conditions of Service. A recommended report format for consideration by the governing body is included as Toolkit Appendix 9.

Source Documents

- School Teacher's Pay and Conditions Document 2025 (STPCD 2025)
- Teacher appraisal (valid from September 2024)
- Teacher capability: guidance for schools when dealing with serious under-performance (valid from September 2024)
- Managing Teachers Pay
- Teachers' Standards 2012 (Introduction updated 2013)
- Headteachers Standards 2020
- Teachers' Standards (Early Years) September 2013
- National standards of excellence for head teachers 2020
- Standards for teachers' professional development and the implementation guidance 2016
- School inspection handbook - GOV.UK (www.gov.uk) – *Please note that Ofsted are due to publish the revised framework in September 2025 and inspections will not commence until at least November 2025.*

JCNP Staffing Regulations Working Party	17 September 2020 23 September 2021 22 September 2022 28 September 2023 3 October 2024
Lead HR Business Partner	Wanda Kalwa/Jo Stacey Rose Harris
Date policy updated	26 August 2020 24 August 2021 5 September 2022 16 September 2022
Bank Holiday Update	23 February 2023
Support Staff Overtime	13 March 2023 17 October 2023 31 October 2023 3 July 2025 (re format)
Circulated for to Tu's	31 August 2023 1 October 2024 7 July 2025
Considered at meeting	28 September 2023 3 October 2024 10 July 2025
Consultation period	1 – 16 October 2024 7 – 21 July 2025
STPCD (Into force after Parliamentary approval	4 November 2023 8 November 2024 7 August 2025
Policy Published Schools Portal	10 November 2023 4 November 2024 8 August 2025
Lead HR Senior Business Partner	Andy Wilson
Review date	September 2024 September 2025 September 2026

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