

# Bowdon Church School

## PAY POLICY

### FOR ALL SCHOOL BASED EMPLOYEES

<b>Document Control</b>	
<b>Title</b>	WHOLE SCHOOL PAY POLICY 2025
<b>Supersedes</b>	Pay Policy Sept 2025
<b>Author</b>	Headteacher
<b>Owner</b>	Governors
Related documents	<ul style="list-style-type: none"> <li>● Conditions of Service for School Teachers (Burgundy Book)</li> <li>● NJC for Local Government Services National Agreement on Pay and Conditions of Service (Green Book)</li> <li>● GLPC Job Evaluation system</li> <li>● Appraisal Policy</li> <li>● Capability Policy</li> <li>● Equal Opportunities Policy</li> <li>● Recruitment &amp; Selection Policy</li> </ul>
Legal Framework	<p>There are 7 main areas of legislation that are relevant to pay policy as follows:</p> <ol style="list-style-type: none"> <li>1. School Teachers Pay and Conditions Document</li> <li>2. Employment Relations Act 1999</li> <li>3. Equality Act 2010</li> <li>4. Employment Rights Act 1996</li> <li>5. The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000</li> <li>6. The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002</li> <li>7. The Agency Workers Regulations 2010</li> </ol>

# Bowdon Church School

## WHOLE SCHOOL PAY POLICY 2025 /26 ACADEMIC YEAR

---

### Contents

Introduction
Basic Principles
Equality, Diversity and inclusion considerations
Teachers Pay:
Conditions of service
Pay Spine
Pay Reviews
Pay Range for Headteachers
Determination of additional payments to Head Teachers
Pay Range for Leadership Group Members
Pay Range for Classroom Teachers:
Pay on appointment
Main pay range
Upper Pay Range
Progression to the Upper Pay Range
Pay Range for Unqualified Teachers
Allowances for Classroom Teachers:
Teaching and Learning Responsibility Payments
Special Educational Needs Allowance
Acting Allowance
CPD undertaken outside the school day
Participation in out of school hours
Recruitment and Retention allowance
Part-time Teachers
Short Notice/Supply Teachers
Working Time
Support Staff Pay:
Conditions of Service
Pay Spine
Job Descriptions and Job Evaluation
Salary on Appointment
Incremental Progression
Salary on promotion or Re-grading
Additional Payments:
Acting allowance
Premium payments
List of Appendices

## **Introduction:**

The governing body aims to maximise the achievement of every pupil at the school and recognises the value of a well-motivated and capable body of teaching and support staff in the achievement of this.

The governing body is required to establish a whole school pay policy, monitor the implementation and outcome(s) of the arrangements and review the policy and its operation every year. This pay policy seeks to ensure that all staff are properly rewarded for their contribution towards this shared goal. This policy has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD).

In adopting the pay policy the aim is to:

- Maximise the quality of teaching and learning at the school, by ensuring that implementation of the policy takes full account of the school's plans for improvement and development.
- Have proper regard for the work/life balance of staff at the school.
- Recruit, retain, motivate and develop staff.
- Be able to demonstrate that the policy and decisions on pay are managed in a fair, just and equitable way, recognising the principle of equal pay for like work and work of equal value.
- Determine the annual pay budget, including that for pay progression, compatible with the school's overall budget position.
- Be consistent with the school's appraisal policy.

The governing body has established a pay committee with fully delegated authority to make pay decisions based on the recommendations of the Head Teacher. The membership and terms of reference of the pay committee are attached (Appendix 1).

Please note that following a successful consultation, Bowdon Church School joined the PARIS Job Evaluation scheme.

## **Basic Principles:**

The staffing structure of the school is attached (Appendix 2). All posts within the structure have detailed job descriptions and person specifications which are subject to annual review and which are written with due regard to enabling staff to maintain a reasonable work/life balance.

The governing body has applied the STPCD in respect of teaching staff and has determined the range and grade of each support staff post in accordance with the PARIS job evaluation scheme, taking into account the duties and responsibilities of each post.

The governing body and Headteacher have a duty of care to protect the health, safety and welfare of their staff and will ensure that staff wellbeing is routinely considered in setting appraisal objectives and pay decisions.

## **EQUALITY, DIVERSITY, AND INCLUSION CONSIDERATIONS**

The headteacher and governors are responsible for ensuring that this policy operates in line with Equality and Diversity and Inclusion principles and the Equality Act 2010. The school is committed to ensuring that no-one is discriminated against, disadvantaged, or given preference, through membership of any particular group, however with particular regard given to the protected characteristics of: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation; marriage and civil partnership, and pregnancy and maternity. This policy will be applied fairly to all employees irrespective of their background or membership of a particular group. Where an employee has a disability, reasonable adjustments should be considered as appropriate.

## **Teachers Pay**

The governing body recognises and values the contribution made to the school by teaching staff. This group of staff includes all staff at the school that are subject to teachers' terms and conditions, including unqualified teachers.

### **Conditions of Service**

Pay and conditions for teaching staff are negotiated nationally and the statutory requirements are set out in the School Teachers' Pay and Conditions Document (issued annually) and the Conditions of Service for School Teachers in England and Wales (often referred to as the Burgundy Book).

### **Pay Spine**

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document, as updated. A copy of the current STPCD may be viewed in the school office or online.

### **Pay Reviews**

The Governing Board will ensure that every leader's and teacher's salary is reviewed with effect from 1 September each year and no later than 31 October (for Headteachers/Head of Schools the deadline will be 31st December).

Within one month of the determination, the Governing Board will provide the teacher with an individual written statement setting out their salary and any allowances to which they are entitled and advising where a copy of the whole school pay policy (including the staffing structure) may be inspected.

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

Teachers' and Leaders' pay ranges are incremental. Subject to there being no concerns regarding performance being managed under the formal stages of the Capability Procedure, teachers/leaders will receive an annual increment within the applicable pay range which will be back dated to 01 September until the maximum point within that pay range has been reached. Where a teacher/leader is subject to the formal stages of the Capability Procedure pay progression should not be expected and the school may choose to withhold pay progression.

### **Pay range for Head Teachers**

The governing body has a statutory duty to assign a leadership range for the Head Teacher role and to review this whenever it sees fit e.g. when planning a new appointment, when the pay range for a Deputy or Assistant Head Teacher

is set which overlaps with the Head Teacher's pay range, or when there is a change in the school, such as an increase in pupil numbers or the introduction of additional services, which leads to a change in responsibilities for the Head Teacher.

The governing body will calculate the Head Teacher group size when appropriate and determine the appropriate pay range within the parameters of the STPCD.

For determinations of the pay range from 1 September the governing body will assign the group size in accordance with the calculations set out in STPCD.

For determinations of the pay range the governing body will assign the group size in accordance with the calculations set out in paragraphs 5 – 8 of the STPCD.

The governing body will ensure that the process of determining the remuneration of the Head Teacher is fair and transparent. There will be a proper record made of the reasoning behind the determination of the Head Teacher's pay range and the ratification of decisions made in this respect. The governing body must ensure that the maximum of the Head Teacher's pay range and any additional payments made does not exceed the maximum of the Head Teacher group by more than 25%, unless in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision by a business case.

Bowdon Church School is a Group 4 school. The pay range for the Headteacher in this school is L21-27

Pay Range for Head Teachers for 2025/26:

<b>Pay Range</b>	<b>1 September 2025-31 August 2026</b>
L21	£84,698
L22	£86,800
L23	£88,950
L24	£91,156
L25	£93,421
L26	£95,732
L27*	£98,104

Note: Following the differential pay award which was agreed in September 2015, it remains necessary to retain the asterisked values for Leadership Grades in accordance with the provisions of the STPCD. This restriction was applied to the maximum of each of the eight headteacher group pay ranges only.

## **Determination of additional payments to Head Teachers**

The governing body will determine a pay range which takes into account the full responsibilities of the Head Teacher's post as and when it sees fit. Any additional payments to the salary arising from the Head Teacher's place on the pay range will be made in accordance with the STPCD. The total sum of temporary payments made to a Head Teacher (with the exception of residential or relocation payments) must not exceed 25% of the annual salary which is otherwise payable to the Head Teacher. In addition, the total sum of salary and other payments made to a Head Teacher will not exceed 25% above the maximum of the Head Teacher group.

It will be wholly exceptional to make additional payments which exceed the limit of 25%. If it is considered that there are wholly exceptional circumstances that warrant a payment in excess of this limit, the governing body will make a business case, and will seek external independent advice as to whether the provisions of the document have been properly applied to the Head Teacher's pay. The governing body will keep a full and accurate record of advice received and all decisions made by the governing body and the reasoning behind them.

In making any decision to exercise its discretion in this respect, the governing body will ensure that to action such an increase will offer the school value for money in the services it is able to provide in relation to the costs incurred and will require evidence to support any such case.

Head Teachers are not eligible for teaching and learning responsibility payments.

## **Pay range for leadership group members (Deputy and Assistant Head Teachers)**

The governing body has determined that 1 Deputy Head Teacher post and 2 Assistant Head Teacher posts are to be included in the school's staffing structure.

The professional duties of Deputy and Assistant Head Teachers are set out in STPCD.

The governing body will determine a pay range for the Deputy and Assistant Head Teachers. The governing body must ensure that the pay range for Deputy and Assistant Head Teachers is determined in accordance with STPCD with due regard to pay rates for other teaching posts and the Head Teacher. The maximum of the Deputy or Assistant Headteacher's pay range must not exceed the maximum of the Head Teacher group for the school. The pay range for the Deputy or Assistant head teacher should only overlap the Head teacher's pay range in exceptional circumstances.

The pay range for Deputy Head Teachers and Assistant Headteachers 2025/26 are as follows:

### **Deputy Headteacher**

<b>Pay Range</b>	<b>1 September 2025-31 August 2026</b>
L14	£71,329
L15	£73,102
L16	£75,047
L17	£76,770
L18	£78,700

### **Assistant Headteacher**

<b>Pay Range</b>	<b>1 September 2025-31 August 2026</b>
L7	£60,144
L8	£61,533
L9	£63,067
L10	£64,688
L11	£66,367

Governing bodies are only required to adopt the minimum and maximum of the leadership pay range as set out in the STPCD. It is recommended that governing bodies adopt incremental points

The governing body will re-evaluate the pay range for Deputy and Assistant Head Teachers in the following circumstances:

- When it proposes to make new appointments, or
- Where there is a significant change in the responsibilities of a serving Deputy or Assistant Head Teacher.

The pay range will be determined on 1 September each year or at any time of year to reflect changes in circumstances or job description that lead to a change in the basis for calculating pay.

In making any decision to exercise its discretion in this respect, the governing body will ensure that to action such an increase will offer the school value for money in the services it is able to provide in relation to the costs incurred and will require evidence to support any such case.

Deputy and Assistant Head Teachers are not eligible for teaching and learning responsibility payments.

## Pay ranges for other classroom teachers

### Pay on appointment

Governing bodies are no longer required to match a teacher's existing salary on either the main, upper or the unqualified pay scales. Governors have determined the policy as follows;

- Determining the pay range for a vacancy prior to advertising it and deciding the starting salary within that range to be offered to the successful candidate considering:
  - The nature of the post
  - The level of qualifications, skills and experience required
  - Market conditions
  - The wider school context
  - Always appointing to the bottom of the relevant pay range

### Main pay range

Qualified teachers who are not entitled to be paid on any other pay range will be paid in accordance with the school's main pay range.

### Main Pay Range 2025/26

<b>Pay Range</b>	<b>1 September 2025-31 August 2026</b>
M1 (Minimum)	£32,916
M2	£34,822
M3	£37,100
M4	£39,554
M5	£42,055
M6 (Maximum)	£45,350

The professional responsibilities of classroom teachers are set out in STPCD and the teachers job description at the school.

A decision not to award pay progression may only be taken where a Teacher, including an ECT is on formal capability proceedings. If the Headteacher's recommendation to the pay committee is to withhold their pay progression, they will be advised in accordance with the 3 stage appeal process outlined in Appendix 3.

### Upper Pay Range

Qualified teachers who apply and have been assessed by this school as meeting the standards for payment on the Upper Pay Range and are working in accordance with the Upper Threshold job description will be paid in

accordance with the school's upper pay range. Teachers can apply for UPR whilst on any point on the main pay scale.:

### Pay Range for Upper Pay Range Teachers

Pay Range	1 September 2025-31 August 2026
U1	£47,471
U2	£49,231
U3	£51,047

The school will review all Teachers pay annually and provide annual increments providing the Teacher is not in formal capability proceedings. Any points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another teaching post in this school.

A decision not to award pay progression may also be taken where a UPR Teacher is on formal capability proceedings. If the Headteachers recommendation to the pay committee is to withhold their pay progression, they will be advised in accordance with the 3-stage appeal process outlined in Appendix 3.

### Progression to the Upper Pay Range

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

An application from a qualified teacher will be successful where the governing body is satisfied that, in accordance with paragraph 15 of the STPCD:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contributions are substantial and sustained.

In this school, this means:

**Highly competent means** practice which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

This may be evidenced through professional impact beyond the teacher's own classroom, including but not limited to coaching or mentoring colleagues, supporting the development of teaching practice, or contributing to improvement across the school.

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

**Sustained means** maintained continuously over a long period.

For progression to UPS, evidence demonstrating that the teacher meets the "highly competent" criteria must cover a sustained period of at least two years. This requirement relates solely to the period over which evidence is collected and does not constitute a minimum waiting period between pay progressions. Teachers may apply for progression as soon as they have sufficient evidence, regardless of when their last pay progression occurred.

Qualified teachers may apply to be considered for progression to the upper pay range once per year. Applications should be submitted to the Headteacher between 1 September and 31 October in any year and, if successful, will take effect from 1 September in the year of application. To support the application Teachers should review the Upper Pay Range job description which can be found in Appendix 5.

Each application for UPR is considered on a case by case basis and in line with the schools commitment to equality.

If the Headteachers recommendation to the pay committee is to not to progress the Teacher through Threshold, they will be advised in accordance with the 3 stage appeal process outlined in Appendix 3.

## **Pay range for unqualified teachers**

An unqualified teacher is either a trainee working towards qualified teacher status, an overseas trained teacher who has not exceeded the four years they are allowed without obtaining qualified teacher status, or an instructor with a particular skill.

The school's pay range for an unqualified teacher is in line with the recommendations in the STPCD :

Pay Range for Unqualified Teachers 2025/26:

<b>Pay Range</b>	<b>1 September 2025-31 August 2026</b>
M1 (Minimum)	£22,599
M2	£25,192
M3	£27,784
M4	£30,069
M5	£32,665
M6 (Maximum)	£35,257

The professional responsibilities for an unqualified teacher are set out in STPCD and the teachers job description and/or career grade expectations at the school.

A decision not to award pay progression may only be taken where an Unqualified Teacher is on formal capability proceedings. If the Headteachers recommendation to the pay committee is to withhold their pay progression, they will be advised in accordance with the 3 stage appeal process outlined in Appendix 3.

Unqualified teachers are not eligible for teaching and learning responsibility payment (TLR).

## **Allowances for classroom teachers**

### **Teaching and Learning Responsibility Payments**

Note: TLRs can only be awarded to posts held by qualified teachers paid on the main or upper pay ranges. They cannot be awarded to unqualified teachers, Leading Practitioners or members of the Leadership Group.

A TLR3 is a fixed-term award. TLR3s may be awarded only for clearly time-limited school improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The fixed-term for which they are to be awarded must be established at the outset of the award. The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to safeguarding.

TLR3 payments will be determined on a case by case basis taking account of the additional responsibilities required of the teacher.

TLR1s and 2s will only be awarded if the governing body is satisfied that the duties of the post include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning,
- b) requires the exercise of a teacher's professional skills and judgement,
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum,
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils, and
- e) involves leading, developing and enhancing the teaching practice of other staff.

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

Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

A TLR is a payment integral to a post in the school's staffing structure and may therefore only be held by two or more people when job-sharing that post.

The values of TLRs to be awarded are set out below:

	Minimum	Maximum
TLR1	£10,173	£17,215
TLR2	£3,525	£8,610
TLR3	£701	£3,476

**TLR2 Rates are separated into 4 grades:**

**TLR2a** £3,525

**TLR2b** £5,325

**TLR2c** £7,125

**TLR2d** £8,610

Subject coordination forms part of teachers' professional duties and does not automatically attract a TLR unless the role includes sustained leadership responsibility, accountability for outcomes, or management of other staff, as defined in the STPCD.

## **Special Educational Needs Allowance**

The governing body will award an SEN Allowance to a classroom teacher:

- a) In any SEN post that requires a mandatory SEN qualification (not including the mandatory SENCO qualification leading to the achievement of the National Award for Special Educational Needs Coordination),
- b) In a special school,

- c) Who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service,
- d) In any non-designated setting (including any pupil referral unit) that is analogous to a designate special class or unit, where the post
  - i. Involves a substantial element of working directly with children with special educational needs,
  - ii. Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs, and
  - iii. Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the schools or unit within the school or, in the case of an unattached teacher, the unit or service.

In accordance with the STPCD the governing body will determine the SEN allowance as a spot value, taking into account the structure of the school's SEN provision and:

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

SEN allowance of no less than £2,786 and no greater than £5,496 per annum, posts and structure as determined by the governing body.

## **Additional allowances**

### **Acting allowance**

Where a teacher is assigned and carries out duties of a Head Teacher, Deputy Head Teacher, or Assistant Head Teacher, but has not been appointed as an Acting Head Teacher, Deputy Head Teacher or Assistant Head Teacher, the governing body will, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an 'acting allowance' must be paid in accordance with the following provisions.

Where the governing body determines that an acting allowance will not be paid but the relevant duties continue, then the governing body may review this decision and make a further determination at a future date as to whether or not an acting allowance may be paid.

If paid, the acting allowance will be of such value as to ensure that the teacher receives remuneration of equivalent value to no less than the minimum of the pay range of the post being covered, (as set out in this policy).

For as long as an acting allowance is being paid, the teacher will be expected to undertake the professional responsibilities applicable to a head teacher,

deputy head teacher or assistant head teacher and work to the relevant teachers' standards.

### **Continuing professional development (CPD) undertaken outside of the school day**

A payment may be made to a teacher, excluding the Headteacher, for voluntary CPD which the teacher has undertaken outside of the school day. The governing body has the discretion to decide which activities would be eligible for such a payment and the minimum number of hours that must be undertaken before a payment is considered. The governing body will determine this on a case by case basis.

The governing body has determined the following method by which to calculate such a payment - a flat rate (pay award pending).

### **Participation in out of school hours learning activity agreed between the teacher and the governing body**

Teachers who agree to provide learning activities outside of normal school hours and whose salary range does not take account such activity will be entitled to a payment of a flat rate, an hourly rate of 1.5 x normal pay for evening hours or 2 x normal pay for weekend hours for the activity.

In order to ensure effective work-life balance and also value for money in the delivery of the services provided, the governing body should consider carefully who is best placed to undertake these activities. It may not necessarily be a teacher. Activities should be offered to staff following a fair and transparent process.

### **Additional temporary responsibilities and activities due to or in respect of the provision of services by the Headteacher relating to the raising of educational standards to one or more additional schools**

Headteachers may occasionally provide temporary services to other schools, for example as a consultant leader, school improvement partner, local leader of education or national leader of education. When such arrangements have been entered into, the governing body will determine how much, if any additional payment will be made and for how long. Payments are not automatic.

The governing body will also, in such circumstances, consider whether to review the remuneration of other staff whose duties and responsibilities may be impacted on by the head teacher's additional role.

As such additional responsibilities are temporary, so are any related additional payments. Safeguarding arrangements will not apply when such payments cease.

## **Recruitment and retention incentives and benefits**

Payments will not be made under the 'recruitment and retention' criteria for additional work undertaken, for specific responsibilities or to supplement pay for other reasons. Nor will any recruitment and retention payment be made to a head teacher as the governing body will have already taken into account all appropriate circumstances in determining the appropriate pay range for the role.

In the case of retention, a recommendation to offer incentives or benefits would be made by the Head Teacher for teachers, to the pay committee with full delegated authority for pay decisions.

In the case of recruitment difficulties, a recommendation to offer incentives or benefits would be made by the chair of the selection panel to the pay committee, unless authority in respect of this function has been delegated to the selection panel itself.

In either case, before a recruitment and retention incentive or benefit is agreed, a business case with supporting evidence should be constructed by the head teacher for teaching staff, or the selection panel, for consideration by the pay committee. Recommendations and authorisations must be recorded.

The governing body has determined that a **recruitment** award determined by the Governing Body may be paid in the following circumstances for *which* two advertising campaigns have failed to produce a suitable candidate for appointment. The governing body will review the level of any such awards annually and will notify candidates of the expected duration of such awards at the outset of the appointment.

The governing body has determined that a **retention** award determined by the Governing Body may be paid in the following circumstances for shortage in subjects as defined by the school. The governing body will review the level of any such awards annually and will indicate the expected duration of such awards when made.

## **Part-time teachers**

Teachers employed on an on-going basis at the school who work less than a full working week are deemed to be part time. The governing body will ensure that part time teachers are given a written statement detailing their working time obligations (within and beyond the school day) and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay

arrangements and by comparison to the school's timetabled teaching week for a full time teacher in an equivalent post.

The school's timetabled teaching week (STTW) of a full-time classroom teacher will be used as the basis for calculating the pro-rata percentage of the school's timetabled teaching week for which a part-time teacher is employed. This percentage will then be used to determine the pro-rata remuneration of a full-time equivalent teacher's remuneration to which a part-time teacher is entitled.

The timetabled teaching week refers to school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding break times, registration, and assemblies.

Part-time teachers will be paid a pro-rata percentage of the appropriate full time equivalent salary and the same percentages will be applied to any allowances awarded to a part time teacher, with the exception of TLR3s.

### **Short notice/supply teachers**

Teachers employed on a day to day or other short notice basis will be paid at their pay grade or to a maximum of M6.

Governing bodies are no longer required to match a teacher's existing salary on either the main, upper or the unqualified pay ranges. Governors have determined the policy as follows:

- determining the level of experience needed within the school staff structure and recruiting a supply teacher with that level of experience
- appointing to a maximum of M6

Teachers employed on a day to day or other short notice basis must be paid in accordance with the STPCD on a daily rate calculated by dividing the annual amount by 195.

The factor used for the hourly calculation could be either 6.48 (1265/195) or the total length of the school's pupil day.

A short notice teacher who is employed by the school or another school in the authority throughout a period of 12 months (beginning August or September) will not be paid more in respect of that period that s/he would have if s/he had been in regular employment throughout the period.

### **Working Time**

Teachers employed full-time will be available to work 195 days a year days, of which:

- 190 days will be spent teaching pupils and performing other duties,
- 5 days will be spent performing other duties only.

The 195 days in which teachers at the school are required to work will be specified by the LA, or by the headteacher if directed.

Teachers employed full-time will be available to perform their duties at such times and places as specified by the headteacher for 1265 hours, which will be allocated reasonably throughout the specified 195 days of the school year.

Part-time teachers are covered by the same conditions of employment as full-time teachers, except that the number of hours the teacher must be available for work will be that proportion of 1265 hours, which corresponds to the proportion of total remuneration the teacher is entitled to be paid.

## **Support Staff Pay:**

The governing body recognises and values the contribution made to the school by non-teaching staff, known collectively as support staff.

## **Conditions of Service**

The pay and conditions for support staff are determined through the National Joint Council (NJC) for Local Government Services as adopted by Trafford Council and the School. This group of staff includes all staff at the school that are not subject to teachers' pay and conditions. The standard full time working pattern is 36.25 hours a week for 52 weeks a year.

## **Pay Spine**

The Governing Body has adopted the Trafford Council pay spine for support staff. A copy is available at Appendix 4.

## **Job Descriptions and Job Evaluation**

The governing body has determined the range and grade of each post in accordance with the agreed job evaluation scheme, taking into account the duties and responsibilities of each post.

## **Salary on Appointment**

It is expected that on appointment an individual will normally be placed at the first point of the relevant grade. Where an individual was previously employed in a relevant role under the conditions of service of the National Joint Council for Local Government Services immediately prior to appointment at the school, their previous salary may be considered when deciding on their starting pay, as far as this may be accommodated within the overall grade of the post. Consideration may also be given to appointments above the first point of the scale in recognition of experience and/or qualifications and where there is a justifiable business case for doing so.

## **Incremental Progression**

In accordance with the incremental progression process adopted by the Governing Body, support staff are eligible to move one point on their pay grade on 1<sup>st</sup> January for PARIS schools, each year until the top of the range for the grade is reached. In all cases, there will be no incremental progression beyond the evaluated grade of the post.

## **Salary on Promotion or Re-grading**

On re-grading or promotion to a grade with a higher maximum salary, an

employee will be paid a salary on the new grade which is at least one increment above the salary that they would have received in the former grade on the date of grading change. An increase of more than one increment may be justified in the case of a promotion but will be exceptional where the job is re-graded. The level of the starting salary is at the discretion of the Head Teacher/Governing Body.

## **Additional allowances**

### **Acting allowance**

Where a member of staff covers the full duties of a higher graded role on a temporary basis, for example to cover a vacancy or in the absence of the substantive post holder (other than to cover for annual leave), for a period of at least 4 weeks, they may be paid an acting allowance equivalent to the grade of the post they are covering. Acting arrangements are time limited and will be subject to regular review.

Where an employee is undertaking partial duties of a higher graded role, a special recognition payment may instead be considered.

Any such arrangements should have an end date, should normally be for no longer than 2 academic terms and should be regularly reviewed.

### **Premium Payments**

In some circumstances voluntary overtime may be offered to staff to cover specific duties. In all cases, voluntary overtime must be agreed in advance of any work undertaken. The rate of pay for voluntary overtime will be at plain time for all hours worked in excess of full time hours.

## **Appendices:**

### **Appendix 1**

#### **Membership and Terms of Reference of the Pay Committee**

##### Pay Committee

##### **Terms of reference:**

- to develop, implement and administer the pay policy.
- to consult with members of staff and recognised trade unions in the drafting of the Pay Policy and at its reviews
- to ensure that each member of staff has access to a copy of the Pay Policy
- to ensure that appropriate funding is allocated for pay within the school's staffing structure and pay policy, with regard to planned and potential determinations on performance pay progression
- to handle appeals, if the matter cannot be resolved informally
- to keep up to date with relevant developments and any legal changes and to advise the Board of Governors when the schools pay policy needs to be revised
- to have responsibility for pay determinations in accordance with the pay and appraisal policies on behalf of the Board of Governors
- to minute clearly giving the reasons for all decisions and report these decisions to the next full Board of Governors meeting as a confidential item to be received
- to seek professional advice from the Local Authority, Diocesan Authority or others, as necessary
- to attend relevant training as appropriate

##### **Membership**

The Pay Committee could be made up of three members of the Board of Governors, perhaps taken from the Resources Committee, excluding the Headteacher and any other members paid to work in the school. It is not recommended that an individual governor be assigned to this role as this may leave decisions open to challenge.

## Appendix 2

### Staffing Structure

#### Teachers

Headteacher (Full Time)  
Deputy Headteacher (0.8)  
Assistant Headteachers x 2 – (Full Time)  
Senior Leadership Team as above + 3  
Teachers M1-UPR3 – 24.22 including TLRs for specific responsibility x 8

#### **Teaching Assistants – Term Time Only -**

TA4 and TA3 – 3.7  
TA2 – 13.4 including 1to1 TAs and Pastoral TAs

**Lunchtime Assistants – 0.75**

#### Office

School Business Manager – Full time year round  
Administrators –x 2 Term time only + 1 week  
Bursar – Term time only + 1 week  
Faith and Family Support Officer – Full time year round

#### **Site Management**

Site Manager – Full time year round  
Assistant Site Manager – Full time year round

**After School Childcare and Activity Clubs (reimbursed from School Fund)**

## **Appendix 3**

### Appeals Procedure- 3 Stage Appeal (Teachers only)

#### **Stage One- Informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation**

A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the appraiser or headteacher before the recommendation is actioned and confirmation of the pay decision is made by the school.

#### **Stage two – a formal representation to the person or governors' committee making the pay determination**

If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made, he/she may make representation to the person (or governors' committee) making the decision. To begin the process the teacher should submit a formal written statement to the person (or governors' committee) making the determination, setting down in writing the grounds for not agreeing with the pay recommendation.

The teacher is given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions, at a formal meeting with the person (or governors' committee) who will make the pay determination. Following this meeting the person (or governors' committee) will make a pay determination that will be communicated to the teacher in writing.

#### **Stage three – a formal appeal hearing with an appeals panel of governors**

3.1 If a teacher believes the pay recommendation falls short of their expectations they may appeal against the decision using the Appeal Hearing Procedure.

3.2 It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

3.3 When a teacher feels that a pay decision is incorrect or unjust, they may appeal against the decision, especially when there is new evidence to consider

3.4 Staff should put their appeal in writing to either the Headteacher or the Governing Board in the case of the Headteacher within 10 working days of the notification of their pay progression decision. The appeal should include sufficient details of its basis.

3.5 Appeals should be heard without unreasonable delay and where possible an agreed date, time and place.

3.6 Employees have a statutory right to be accompanied by a trade union representative or colleague at any stage of an appeal hearing.

3.7 On receipt of the written appeal an Appeal committee will be constituted that will consist of three governors, none of whom are employees of the school or have been previously involved in the pay determination process.

3.8 The appeal hearing will be convened at the earliest opportunity and no later than 20 working days of the date on which the written appeal was received.

3.9 The chair of the appeal committee will invite the employee to set out their case. The Headteacher / representative of the Pay Committee will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination.

3.10 Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision.

3.11 The Appeal Committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

## Appendix 4

### Support Staff Payscale

Trafford Council			Hrly Rate based on 36.25 hpw.		
Support Staff Pay Scales					
01/04/2025 - 3.2% increase per pay scale.					
			PARIS		
Apr-24	Apr-25	SCP	Pay Bands	TA Bands	
	£0	1	Band 1	Midday TA1	
£23,656	£24,413	2			
£24,027	£24,796	3			
£24,404	£25,185	4	Band 2	SEN Midday	
£24,790	£25,583	5			
£25,183	£25,989	6			
£25,584	£26,403	7	Band 3	TA2 / TA1 SEN	
£25,992	£26,824	8			
£26,409	£27,254	9			
£27,269	£28,142	11			
£27,711	£28,598	12			
£28,624	£29,540	14	Band 4	TA3 / TA2 SEN	
£29,093	£30,024	15			
£30,060	£31,022	17			
£31,067	£32,061	19	Band 5	TA4 / TA3 SEN	
£31,586	£32,597	20			
£32,654	£33,699	22			
£33,366	£34,434	23	Band 6	TA4 SEN	
£34,314	£35,412	24			
£35,235	£36,363	25			
£36,124	£37,280	26	Band 7		

	£37,035	£38,220	27	
	£37,938	£39,152	28	
	£38,626	£39,862	29	
	£39,513	£40,777	30	
	£40,476	£41,771	31	
	£41,511	£42,839	32	Band 8
	£42,708	£44,075	33	
	£43,693	£45,091	34	
	£44,711	£46,142	35	
	£45,718	£47,181	36	Band 9
	£46,731	£48,226	37	Band 10
	£47,754	£49,282	38	
	£48,710	£50,269	39	
	£49,764	£51,356	40	Band 11
	£50,788	£52,413	41	
	£51,802	£53,460	42	
	£52,805	£54,495	43	

## Appendix 5

### Upper Pay Range (UPR) Class Teacher Job Description

#### **Main purpose**

The teacher will:

Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document

Meet the expectations set out in the Teachers' Standards

#### **Duties and responsibilities**

##### Teaching

- Have extensive knowledge of the primary curriculum related to pedagogy and assessment
- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils- provide adaptive teaching learning opportunities to provide equity for all pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote excellent progress and outcomes by pupils
- Demonstrate excellent subject and curriculum knowledge
- Demonstrate their quality of teaching is 'good' to 'outstanding'. This will be considered through a triangulated perspective of lesson observations/learning walks, book scrutiny, and conversations with pupils
- Provide parents with a clear understanding of what pupils will be taught

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

- Contribute significantly to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
- Provide a critical role in the life of the school
- Make a distinctive contribution to the raising of pupil standards
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes

##### Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Provide pastoral care as required and being aware of mental health and wellbeing needs
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Implement the Behaviour & Relationship policy effectively within your classroom and around the school to support pupils in being able to regulate their own behaviour

##### Professional development

- Take part in the school's appraisal procedures and therefore have ownership of their own development
- Take part in further training and development in order to improve own teaching
- Take part in the appraisal and professional development of others, where appropriate

#### Communication

- Communicate effectively with pupils, parents and carers

#### Working with colleagues and other relevant professionals

- Be a role model for teaching and learning
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Be a mentor to colleagues within the school

#### Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

#### Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

### **Subject area – To co-ordinate a curriculum subject throughout the school**

As a teacher, you are not responsible for the overall academic outcomes in the subject; however you need to facilitate the effective implementation of this subject across the school.

To enable them to carry out this role, they will be given subject co-ordinator time throughout the year.

Teachers will:

- support, advise and work with colleagues in developing curriculum, policy and schemes of work that reflects the requirements of the National Curriculum
- attend courses and read up to date articles to keep up with current issues and cascade this information to staff
- manage the purchase and maintenance of resources and ensure these remain in good condition
- with SLT, engage in learning walks, engage in planning and book looks and provide written feedback to staff and the head. Identify any issues that there are.
- write an action plan and position statement and share it with the link governor
- liaise effectively with specialists that come into school
- ensure that whole school curriculum plans show full coverage and progression throughout the school

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.