



PRIDE IN EXCELLENCE

PAY POLICY

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Croydon Council

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PAY POLICY

The Pay Policy has been adopted by the Governors, from Croydon Council, to provide a framework within which the roles and responsibilities for all staff working at Purley Oaks can be considered, developed and rewarded in an open manner, in the best interests of the School and the education of the children for whom we are responsible.

The Governing Board is the recognised employer of all staff working in the School, excluding catering staff, with employer responsibilities under current employment law.

The school has adopted the Croydon Model Pay Policy and any subsequent updates.

For implementation from 1 September 2013

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Policy Updated:

- **September 2013 following publication of the final version of the 2013 School Teachers Pay and Conditions Document (STPCD)**
- **March 2014 – to provide further guidance re NQT pay progression**
- **September 2014 – to reflect 2014 changes to STPCD and changes to arrangements for support staff appraisal**
- **July 2014 – appendix 2 reviewed**
- **October 2015 – appendix 3 reviewed in line with STPCD 2015**
- **August 2016 – to reflect 2016 changes to STPCD; addition of para 18.4 and ranges for allowances in appendix 3**
- **October 2017 – appendix 3 reviewed in line with STPCD 2017 and changes to arrangements for teacher appraisal**
- **September 2018 – appendix 3 reviewed in line with STPCD 2018**
- **June 2019 increments decoupled from performance in community schools from April 2019**
- **September 2019 – appendix 3 reviewed in line with STPCD 2019**
- **October 2019 – Para numbers updated**
- **June 2020 – appendix 4 amended to reflect change to model appraisal policy**
- **October 2020 – appendix 3 reviewed in line with STPCD 2020**
- **October 2021 – paragraph 16 and appendix 3 reviewed in line with STPCD 2021**

CONTENTS

1.	INTRODUCTION	4
2.	PRINCIPLES AND OBJECTIVES	5
PART ONE - TEACHING STAFF		7
3.	TERMINOLOGY	7
4.	PAY RANGES AND PAY SCALES	7
5.	PAY REVIEWS.....	7
6.	BASIC PAY DETERMINATION ON APPOINTMENT.....	7
7.	PAY PROGRESSION BASED ON PERFORMANCE	8
8.	MOVEMENT TO THE UPPER PAY RANGE.....	9
9.	PART-TIME TEACHERS	11
10.	SHORT NOTICE/SUPPLY TEACHERS	11
11.	PAY INCREASES ARISING FROM CHANGES TO THE SCHOOL TEACHERS PAY AND CONDITIONS DOCUMENT	11
12.	UNQUALIFIED TEACHERS.....	11
13.	LEADING PRACTITIONER	13
14.	LEADERSHIP GROUP	13
15.	DETERMINATION OF DISCRETIONARY PAYMENTS TO HEADTEACHERS	15
16.	TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs).....	15
17.	SPECIAL EDUCATIONAL NEEDS ALLOWANCES (FOR CLASSROOM TEACHERS)	16
18.	RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS.....	16
19.	OUT-OF-SCHOOL HOURS LEARNING ACTIVITIES (OOSHLA)	17
20.	ADDITIONAL PAYMENTS – TEACHERS.....	17
21.	SALARY SAFEGUARDING - TEACHERS.....	17
22.	REVIEW OF PAY DECISIONS AND APPEAL ARRANGEMENTS – TEACHERS	17
PART TWO – SUPPORT STAFF		20
23.	EMPLOYMENT BASED COST REVIEW (EBCR).....	20
24.	STAFFING STRUCTURE.....	20
25.	GRADING OF POSTS.....	20
26.	STARTING SALARY POINT	21
27.	INCREMENTAL PROGRESSION AND ACCELERATION	21
28.	TERM TIME ONLY WORKING AND ANNUAL LEAVE.....	22
29.	AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS	22
30.	REWARDING ADDITIONAL DUTIES (FORMERLY KNOWN AS HONORARIA).....	23
31.	RETIREMENT.....	24
32.	APPEAL ARRANGEMENTS – SUPPORT STAFF	24
APPENDIX 1: CRITERIA FOR RECRUITMENT AND RETENTION INCENTIVE AND BENEFITS FOR TEACHERS...		25
APPENDIX 2: TEACHER PAY PROGRESSION BASED ON PERFORMANCE		26
APPENDIX 3: PAY SCALES FOR TEACHING STAFF		28

1. INTRODUCTION

- 1.1 This Policy has been adopted by the Governing Board and applies to all teachers and support staff employed to work at Purley Oaks Primary School, Nursery and Children's Centre (hereafter referred to as 'the school'). Consultation with staff and unions has been conducted.
- 1.2 Nothing in this Policy should be interpreted as contradicting or overriding the provisions of the current School Teachers' Pay and Conditions Document (STPCD) which is mandatory. As a Community maintained school, the school will also adhere to the Council's Employment Based Cost Review (EBCR) and job evaluation arrangements for support staff.
- 1.3 The Policy will be reviewed annually by the Governing Board and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the 'relevant Board'. Changes in the pay of support staff in community schools will be determined in accordance with the Council's decisions as recommended to Governing Boards. Consultation with staff and recognised trade union representatives will be undertaken prior to any changes being adopted. The review of the policy will include trends of progression across specific groups of staff to assess its effect and the school's continued compliance with equalities legislation.
- 1.4 The Policy should be read in conjunction, as appropriate, with other Human Resources policies and procedures, including in particular the school's Recruitment Policy and the school's policy on Reorganisation and Restructuring. These are available from the school or on <http://www.croydonhr.co.uk>. Reference should also be made to the related documents section below.
- 1.5 The school will maintain a staffing structure, which shows the number and grades of jobs within the school. Staff, through their professional associations and trade unions, will be consulted on any proposed changes to this structure. This will include the school's policy for rewarding TLR3s, for example stating remuneration levels and whether all TLR3s will be of the same duration or whether duration will vary according to circumstances. The current staffing structure can be found in the staff handbook.
- 1.6 The Governing Board has delegated full powers to the Personnel Committee. This Committee is responsible for determining all pay matters in accordance with the Pay Policy, the schools appointments procedure and the school's Performance Management Policy. The Governing Board, operating through this Committee, will ensure that discretionary pay elements are used in a fair, equitable and consistent manner. Terms of Reference for the Personnel Committee are accessible from the Chair of Governors, Jennifer Thomas.
- 1.7 The headteacher will make recommendations on pay for all staff in the school, and the Personnel Committee will make the recommendation for the pay of the headteacher. The Personnel Committee will oversee all pay decisions

RELATED DOCUMENTS

This Pay Policy will be applied as supplemented by specific provisions contained within

- The School Teachers Pay & Conditions document
- The NJC National Agreement on Pay and Conditions of Service (“the Green Book”)
- The Council’s Policy covering job evaluation, grading and other local agreements
- The School’s Restructuring & Reorganisation Policy
- The Teachers’ Pension & Local Government Pension Scheme and the Council’s policy regarding ‘discretionary’ pension provisions, as determined by Croydon Council and the school’s governing board
- The School’s Capability procedure for Teachers and for support staff as recommended to Governing Boards
- The Council’s Employment Base Cost Review
- The Council’s Single Status Agreement
- The Rewarding Additional Duties policy & procedure
- The School’s Redeployment policy
- The School’s appraisal policies for support staff and teachers
- The ‘Burgundy book’ for teachers
- Teachers Performance Management Regulation

2. PRINCIPLES AND OBJECTIVES

2.1 This model pay policy is not intended to duplicate the School Teachers’ Pay and Conditions Document (STPCD), however, there are some sections within the Document which are discretionary. This Policy will indicate how Governing Boards will apply this.

2.2 The school recognises the need to manage pay equitably and will ensure through this policy that pay has a positive influence by undertaking to:

- support the school’s development including current priorities and targets
- demonstrate that all pay decisions are made consistently and fairly, in compliance with anti-discrimination legislation
- ensure that appropriate arrangements are made for staff to appeal against any pay decision affecting them personally, and for such appeals to be heard by a panel of governors whose members have not been involved previously in the decision against which an appeal is made
- within its budget, and recognising the different terms and conditions, to reward all staff appropriately, with similar considerations being given to teaching staff and support staff
- to use the nationally and locally agreed pay scales, together with any discretions available to them, to best advantage in order to recruit and retain the highest quality staff at the appropriate rate of pay
- to ensure that all staff have confidence that they are receiving fair and equal treatment
- to inform staff of changes to their pay

- to ensure that staff are aware of the procedures within which pay decisions are made and that any appeals arising from decisions on remuneration are addressed objectively, fairly and within agreed timescales

All appointed teachers are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time. A copy of the latest version may be found from the school or on-line at

<http://www.education.gov.uk/search/results?q=schools+teachers+pay+and+conditions>.

All pay-related decisions are made taking full account of STPCD and the teachers' professional associations and trade unions have been consulted on this pay policy. All pay related decisions are taken in compliance with current employment legislation including The Equality Act 2010, The Equal Pay Act 1970, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

PART ONE - TEACHING STAFF

3. TERMINOLOGY

- 3.1 The relevant body for pay purposes in respect of teachers employed at the school is the Governing Board.
- 3.2 Unless otherwise stated the words in Part One of this Policy shall have the same meaning as the words in the STPCD.

4. PAY RANGES AND PAY SCALES

- 4.1 The School Teachers Pay and Conditions Document gives a national minimum and maximum for the pay ranges for Unqualified Teachers, Main Scale Teachers, Upper Pay Range Teachers, Leading Practitioners and the Leadership Group. The Governing Board determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Governing Board of this school are shown in appendix 3 of this policy.

5. PAY REVIEWS

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

This will mean that recommendations about teacher's pay should be completed by 10 October of each year in order to allow for any appeals against the recommendation to be lodged and heard.

- 5.2 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- 5.3 Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Board will give the required notification as soon as possible and no later than one month after the date of the determination.

6. BASIC PAY DETERMINATION ON APPOINTMENT

- 6.1 The Governing Board will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the

successful candidate. The starting salary will therefore be by negotiation following consideration of previous experience.

6.2 In making such determinations, the Governing Board may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school although in practice this may be the norm in order to recruit able staff.

7. PAY PROGRESSION BASED ON PERFORMANCE

7.1 The school recognises that the performance of a teacher is the most important factor in deciding on salary levels, but that high level performance is achieved through high quality and successful experience, and focused professional development. Therefore, this policy recognises the links between experience and performance, and seeks consistently to incentivise the very best teachers, at the same time as ensuring they develop strong and well-embedded skills whilst building their craft.

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

7.3 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

7.4 There will be meetings throughout the appraisal process so that all teachers are aware of their progress towards meeting the criteria for pay progression. In the event that a teacher is unlikely to meet the criteria for pay progression they can expect to be alerted to this and given support to improve their performance.

7.5 NQTs receive regular feedback during their induction year, and schools should determine how best to use this information to inform the decision about whether they will receive an increment at the end of their first year of teaching. A guidance note 'Pay Progression: NQTs' has been produced and school may wish to refer to this document as a basis for making the pay assessment.

- 7.6 To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by quality assurance and moderation by the governing board.
- 7.7 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Board will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

Appendix 2 details how pay will be linked to performance in the school.

8. MOVEMENT TO THE UPPER PAY RANGE

- 8.1 Decisions made about movement to the upper pay range in one school will not be binding on another school.

8.2 Applications and Evidence

- 8.2.1 Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.
- 8.2.2 Applications may be made in writing to the headteacher once a year. The deadline for receipt is 30th September for progression from the start of that academic year.
- 8.2.3 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.
- 8.2.4 All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay for the 2 years immediately preceding the application for assessment. Teachers have the option of submitting additional evidence to support their application.
- 8.2.5 The fact that a teacher is paid on the upper pay range does not imply that they have to take on additional management responsibilities although they do have responsibilities for the wider work of the school including for example coaching and mentoring other teachers and assisting them to develop their teaching practice.

8.3 The Assessment

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

(a) The teacher is highly competent in all elements of the relevant standards

‘highly competent’ means performance 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.

And

(b) The teacher’s achievements and contribution to the school are substantial and sustained.

‘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 the previous 2 academic years and demonstrated by an overall grade of Level 1 in the appraisals for the 2 years immediately preceding the application for assessment. A lesser period of time can be considered in situations such as maternity or long term sickness. If a teacher is working on a part time basis, the period of time remains 2 years and is not lengthened on a pro rata basis.

8.3.2 The application will be assessed by the headteacher who will make a recommendation to the Personnel Committee of the Governing Board so that they can make the final determination.

8.4 Processes and procedures

8.4.1 The assessment and determination of the governing board will be made by 31 October and applicants will receive a response within 10 working days of the date of the determination.

8.4.2 If successful, applicants will move to the upper pay range from the start of the academic year. Successful applicants will be placed on the minimum of the upper pay range.

8.4.3 If unsuccessful, feedback will be provided by a member of the senior leadership team within 10 workings of the date of the determination by the Governing Board and will be confirmed in writing.

8.4.4 Any appeals against a recommendation or a decision not to move the teacher to the upper pay range will be heard under the arrangements outlined in paragraph 22.

9. PART-TIME TEACHERS

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

10. SHORT NOTICE/SUPPLY TEACHERS

10.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

11. PAY INCREASES ARISING FROM CHANGES TO THE SCHOOL TEACHERS PAY AND CONDITIONS DOCUMENT

11.1 All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

11.2 Cost of living pay rises in the School Teachers Pay and Conditions Document are only made to the minimum and maximum of the pay ranges. Although schools have the option of only applying the cost of living awards to the minimum and maximum of the pay ranges this school has decided to apply the same percentage cost of living pay increase to all spine points in the pay ranges.

11.3 This school will apply the same cost of living increases to TLR and SEN allowances as are applied to the pay ranges, provided they are within the ranges stipulated in the STPCD.

12. UNQUALIFIED TEACHERS

12.1 The School will only employ unqualified teachers where they are:

- giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) and have special qualifications and/or experience and where no suitable qualified teacher, graduate teacher, registered teacher or teacher on an employment-based teacher training scheme is available
 - overseas trained teachers
 - persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993
 - student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS
 - assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.
- 12.2 Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Governing Board determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.
- 12.3 It may be determined that an additional allowance is payable where it is considered that the unqualified teacher has:
- a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement
 - qualifications or experience which bring added value to the role s/he is undertaking.
- 12.4 Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits.

An unqualified teacher who becomes qualified

- 12.5 Upon obtaining qualified teacher status an unqualified teacher will be transferred to a salary within the Main Pay Range for Teachers.
- 12.6 Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status the teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Governing Board considers to be appropriate.
- 12.7 A teacher who obtains qualified teacher status retrospectively under the regulations will be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when qualified teacher status was effectively obtained.
- 12.8 The aforementioned lump sum will be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

13. LEADING PRACTITIONER

- 13.1 Teachers are entitled to be paid on the pay range for leading practitioners if they are in a post whose primary purpose is to model and lead improvement of teaching skills.
- 13.2 Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a headteacher, including those responsibilities delegated by the headteacher.
- 13.3 A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:
- (a) coaching, mentoring and induction of teachers, including trainees and newly qualified teachers
 - (b) disseminating materials and advising on practice, research and continuing professional development provision
 - (c) assessment and impact evaluation, including through demonstration lessons and classroom observation
 - (d) helping teachers who are experiencing difficulties.
- 13.4 They may also be required to undertake this role in other schools or in relation to teachers from other schools.
- 13.5 The nationally determined minimum and maximum for the pay range for leading practitioners is given in the school teachers pay and conditions document. The school will determine the post range when it establishes a leading practitioner post within its staffing structure.

14. LEADERSHIP GROUP

- 14.1 Headteachers, deputy headteachers and assistant headteachers employed at the school shall be paid on the salary ranges determined in accordance with the provisions of the STPCD.
- 14.2 The salary ranges are determined according to a three step process. Further details about how to undertake this process can be found in the Department for Education document "Implementing your school's approach to pay" which can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/341987/Implementing_your_school_s_approach_to_pay_departmental_advice.pdf
- 14.3 The pay band for the headteacher is Group 4 (21-27). It will only be exceeded by more than 25% in wholly exceptional circumstances. In this situation a robust business case will be drawn up and external independent advice must be sought from an appropriate person or

Board who can decide whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

- 14.4 Where consideration is given to the headteacher being appointed to as a headteacher of more than one school, either on a temporary or permanent basis then the provisions of the STPCD will apply.

Performance Review

- 14.5 Progression through the appropriate pay range for all teachers in the leadership group will not be automatic.
- 14.6 An annual review of the performance of Assistant and Deputy headteachers must be undertaken by 31 October and by 31 December for headteachers using the school's performance management process. This will mean that recommendations about the pay of assistant and deputy Headteacher should be completed by 10 October and recommendations about the pay of headteachers should be completed by 1 December of each year in order to allow for any appeals to be lodged and heard.
- 14.7 To achieve progression there must be a demonstration of sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and a review of performance against performance objectives and teacher standards.
- 14.8 To be fair and transparent, judgements will be properly rooted in evidence and there must have been a successful review of performance.
- 14.9 A successful performance review, as prescribed by the appraisal regulations, will involve a performance management process of:
- three performance objectives (two whole school objectives and one curriculum area objective)
 - pupil progress over time which includes classroom observations (graded for SMT use only), achievement data, monitoring outcomes (book scrutiny, planning scrutiny, learning walks)
 - teacher standards (staff to keep a log of evidence against each of the standards)
- 14.10 To ensure that there has been a high quality performance, the performance review will assess that the individual has grown professionally by developing their leadership and (where relevant) teaching experience.

15. DETERMINATION OF DISCRETIONARY PAYMENTS TO HEADTEACHERS

15.1 The new approach to setting headteacher pay means that the need to make additional payments using allowances will be largely unnecessary as all relevant factors should be taken into account when setting the pay range. The exception to this is for temporary or irregular responsibilities or other very specific reasons which it is not appropriate to incorporate into permanent pay, such as housing or relocation costs. Such payments should be clearly time limited from the outset and cease when the responsibility ceases or circumstances change. Safeguarding does not apply to such arrangements. The total value of the salary and temporary payments made to a headteacher in any one year must not exceed 25% above the maximum of the headteacher group for their school. It will only be exceeded by more than 25% in wholly exceptional circumstances. In this situation a robust business case will be drawn up and external independent advice must be sought from an appropriate person or body who can decide whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

16. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)

16.1 TLRs will be awarded to classroom teachers undertaking a sustained responsibility in accordance with the conditions laid down in the STPCD. Such TLRs will be assigned to specific posts within the school's staffing structure.

16.2 In awarding a TLR 2 payment, the school is satisfied that the teacher's duties include a significant responsibility for which s/he is accountable, not required of all classroom teachers, and that

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

16.3 In awarding a TLR 1 payment, the school is satisfied that in addition to the criteria detailed above the teacher will also carry line management responsibility for a significant number of people.

16.4.1 The relevant body will award a fixed-term third TLR (TLR3) for clearly time-limited school improvement projects, or 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 annual value

of a TLR3 will be within the range given in the STPCD. The duration of the fixed term must be established at the outset and payment will be made on a monthly basis for the duration of the fixed term. The relevant body must not award consecutive TLR3s for the same responsibility unless it relates to tutoring as described above.

16.4.2 All TLR3s will be advertised internally, and all qualified teachers employed in the school will have an opportunity to apply for them.

16.5 The values of TLRs have been set by the Governing Board. The school will review the cash value of the TLRs annually in the light of pay awards made under the STPCD.

17. SPECIAL EDUCATIONAL NEEDS ALLOWANCES (FOR CLASSROOM TEACHERS)

17.1 An SEN allowance will be paid to eligible classroom teachers under the provisions of the STPCD. The STPCD sets maximum and minimum values for such payments.

17.2 Where an SEN allowance is paid the spot value will be determined by taking account of the school's SEN provision and:

- i) whether any mandatory qualifications are required for the post
- ii) the qualifications or expertise of the teacher relevant to the post
- iii) the relative demands of the post.

18. RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

18.1 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified. Any use of such payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined by the Governing Board from time to time. Please refer to current criteria in Appendix 1 to this policy.

18.2 Where it is determined to pay such an incentive/benefit, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the teacher concerned.

18.3 Where the Governing Board makes one or more such payments, or provides such financial assistance, support or benefits in one or more cases, the Governing Board will conduct a regular formal review of all such awards. The expected duration of any such incentives and benefits will be made clear at the outset, including the review date after which they may be withdrawn.

18.4 Recruitment and retention incentives and benefits may **not** be made to headteachers, deputy headteachers or assistant headteachers.

19. OUT-OF-SCHOOL HOURS LEARNING ACTIVITIES (OOSHLA)

- 19.1 The school acknowledge that some teachers supervise out of school activities i.e. sports club, drama and music productions, revision classes and other events purely on a voluntary basis. The school is extremely grateful to teachers who support pupils in this way. The school acknowledges that these activities are entirely voluntary and that teachers should not feel under any obligation (moral or contractual) to provide these services. The school also acknowledge that many other teachers support pupils in other ways.
- 19.2 There may be times where the governors feel that it is in the best interest of the school to provide certain out of school learning activities on a more formal basis. In these cases the school may offer a payment to a teacher who undertakes such activities. No teacher will be compelled to offer such an activity but, where they do, the governors will expect a more formal commitment from the teacher and that the headteacher may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the school will offer a payment to the teacher equating to the annual outer London salary at the top of the main scale divided by 975. This amount includes an element for preparation/marking etc.

20. ADDITIONAL PAYMENTS – TEACHERS

- 20.1 **The Governing Board may make such payments as they see fit to a teacher, including a headteacher, in respect of**
- (a) continuing professional development undertaken outside the school day
 - (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school
 - (c) participation in out-of-school hours learning activity agreed between the teacher and the headteacher or, in the case of the headteacher, between the headteacher and the relevant Board
 - (d) additional 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, unless appointed to more than one school on a permanent basis.

21. SALARY SAFEGUARDING - TEACHERS

- 21.1 Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

22. REVIEW OF PAY DECISIONS AND APPEAL ARRANGEMENTS – TEACHERS

22.1 Review

22.1.1 Where a teacher is not satisfied with a pay recommendation, they should seek to resolve this informally with the appropriate manager within 10 working days of receiving the decision.

22.1.2 Where this is not possible, the teacher may request a formal review of pay. This should be made in writing to the headteacher.

22.1.3 A formal hearing will be arranged and the panel will normally consist of the headteacher and another senior leader in the school who has not been involved in the pay decision. Where this is not possible, it may be necessary for a governor to sit on the panel.

22.1.4 The outcome of the meeting will be conveyed to the teacher in writing within 7 working days.

22.1.5 There is a right to appeal against this decision.

22.2 Grounds for Appeal

22.2.1 An appeal against a pay decision can be lodged within 10 working days of the date when the teacher receives written confirmation of their pay decision or of the date when the teacher receives the outcome of the pay review. It must clearly state the grounds for the appeal.

22.2.2 The only grounds which will be accepted as the basis of an appeal are that the person by whom the decision was made are claimed to have

- a. Incorrectly applied any provision in the School Teachers' Pay & Conditions Document
- b. Failed to have proper regard to statutory guidance
- c. Failed to take proper account of relevant evidence
- d. Taken account of irrelevant or inaccurate evidence
- e. Been biased and/or unlawfully discriminated against the teacher

22.2.4 The appeal will be heard by a committee of the Governing Board and their decision will be final

22.2.5 The outcome of the appeal will be conveyed to the teacher in writing within 7 working days of the hearing.

22.3.1 Right to be accompanied

22.3.1 The teacher has the right to be accompanied by a work based colleague or trade union representative at the pay review hearing and the appeal hearing. If the employee's representative is not available at the time fixed for the meeting, it must be rescheduled to

accommodate the availability of the companion, so long as a reasonable alternative date is proposed which is within 5 working data of the originally proposed date.

22.4 This process performs the function of the grievance procedure on pay matters and decisions cannot therefore be reopened under general grievance procedures.

PART TWO – SUPPORT STAFF

As a community school this section should be read in conjunction with the Council's Single Status Collective Agreement and the Council's Employment Based Cost Review Collective Agreement. A copy of these Agreements can be obtained from www.croydonhr.co.uk.

23. EMPLOYMENT BASED COST REVIEW (EBCR)

23.1 The Council's Collective Agreement is incorporated into the school's support staff contract of employment.

The Collective Agreement changed the following terms and conditions of employment with effect from 1 April 2011:

- Incremental progression
- Overtime payments
- Weekend and night working
- Shift pay
- Car allowances and mileage rates
- Pay protection
- Redundancy pay
- Annual leave

24. STAFFING STRUCTURE

24.1 The school has agreed a staffing structure for support staff working at the school and this can be found in the staff handbook. The structure ensures that there is appropriate line management of all staff.

24.2 The work to be undertaken by each post holder and the outcomes to be achieved will be set out in a job description, along with a person specification setting out the criteria for each post. Generic role profiles are available from the Council's Workforce and Community Relations (formerly known as HR & OD) or from www.croydonhr.co.uk.

25. GRADING OF POSTS

25.1 The school will consult the Council about the grading of all support staff posts in accordance with the requirements of the School Standards and Framework Act 1998.

25.2 The school acknowledges that the Council has, as part of the Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon schools.

25.3 The school will be mindful of their obligations under equal pay legislation when making recommendations about support staff pay and grading. In putting together the role profile

for a post, the school will refer to the Council’s job evaluated role profiles and associated guidance. Where the school wishes to employ support staff to take on a new kind of role that does not have a direct comparator within the Council, it will consult the Council at the point of determining the role profile to carry out a job evaluation. The school will consider any pay and grading issues the Council may raise before putting forward a formal recommendation.

26. STARTING SALARY POINT

26.1 The actual pay point within the salary range for each newly appointed employee will be at the minimum spinal column point (scp) of the grade unless:

- (i) The person appointed is an existing employee of Croydon Council (or an employee of the governing Board of a voluntary aided or foundation school within the LA) and the employee is being redeployed. Please refer to the www.croydonhr.co.uk for the schools redeployment policy and salary protection.
- (ii) The person appointed is not currently paid on a salary range assessed in accordance with the salary policy of Croydon Council, in which case a starting salary point above the minimum of the range may be agreed by the headteacher in exceptional circumstances, taking into account the difficulty in recruiting to the post and the newly appointed employee’s:
 - (a) current actual pay
 - (b) recent relevant experience and qualifications.

27. INCREMENTAL PROGRESSION AND ACCELERATION

27.1 Unless staff are appointed on the top spinal point of their grade staff are entitled to incremental progression to the top of their grade. Annual increments, where applicable, are payable on 1st April each year. The first increment will be payable as follows:

Date of Commencement of Employment	First Increment
1st October to 31st March	After the completion of 6 months' service in the Grade.
1st April to 30th September	On the 1st April following the appointment.

28. TERM TIME ONLY WORKING AND ANNUAL LEAVE

Term Time Working

- 28.1 The calculation for support staff who work term-time only for a full holiday entitlement is 7.2 or 7.6 weeks (made up of 28 or 30 days annual leave plus 8 bank holidays) for the number of weeks worked in a year. For staff who works 39 weeks each year this will mean their pay is based on 46.2 or 46.6 working weeks.

All Year Round Working

- 28.2 The annual leave year extends from 1st April to 31st March. All leave should be requested and taken only after agreement with the headteacher or manager concerned. All leave is agreed subject to service requirements and the school reserves the right to require staff to take leave on dates determined by the school.

The whole year entitlement is as follows:

- | | | | |
|-----|--|---------|------|
| (a) | Basic Entitlement:
Staff on grades between Grade 1 and Grade 10
weeks) | 28 days | (5.6 |
| | Staff on grades Grade 11 and above
weeks) | 30 days | (6.0 |
| (b) | Staff with at least five years' continuous local
government employment | 30 days | |

- 28.3 The school will have discretion when filling a vacant post to determine the number of weeks and the number of hours per week for which the employee will be contracted to work. In addition, the school will ensure that staff receives the appropriate pro-rata payments for holidays in accordance with the National Conditions of Service.
- 28.4 The contract issued will show the number of hours and weeks to be worked. Staff will receive equal payments each month throughout the year except where extra payment is to be made for any temporary additional hours worked.

29. AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS

- 29.1 The total number of hours of work for all support staff will be determined at the time of appointment.
- 29.2 Where staff work additional hours, with the prior agreement of the headteacher, additional payment or time off in lieu will be arranged.

29.3 There are no overtime payments for staff at or above grade 12, unless the overtime hours worked are for duties outside the scope of their substantive role. Where such overtime is worked, it will be paid at plain time. Staff at this level will retain normal working hours of 36, but will be expected to work all reasonable hours required to discharge the duties of their post.

The table below shows the qualifying time for night working is 8pm to 6am. Shift patterns worked within Monday to Saturday 6am to 8pm do not attract additional payments.

Monday to Friday 6am - 8pm	No enhancement
Monday to Friday 8pm - 6am	Enhancement of 33%
Saturday 6am – 8pm	No enhancement except for those employees in post on 1 April 2008 who were already receiving an enhancement, in which case an enhancement of 33%.
Saturday 8pm - midnight	Enhancement of 33%
Midnight Saturday to midnight Sunday	Enhancement of 75%
Midnight Sunday to 6am Monday	Enhancement of 33%
Bank Holidays (midnight – midnight)	Enhancement of 100%

For staff at grade 12 or above, payment will be paid at plain time.

30. REWARDING ADDITIONAL DUTIES (FORMERLY KNOWN AS HONORARIA)

30.1 The school recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or reorganisation or because project work beyond normal requirements has to be undertaken. The school will decide how to deal with the additional duties and will bear in mind the school's Equal Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short term measure where the duration is for a minimum of 4 weeks up to a maximum of 6 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion. The governing Board has adopted the School's Rewarding Additional Duties policy and procedure, please refer to www.croydonhr.co.uk for details. Where the school, requires a member of staff to undertake additional duties, this will be in line with the above policy.

31. RETIREMENT

- 31.1 The provisions of the Local Government Pension Scheme (“LGPS”) apply in relation to “normal” and “early retirement” as supplemented by the Council’s policy regarding “discretionary” pension provisions (e.g. early retirement, as below).
- 31.2 The school will be guided by the Council’s policy on early retirements currently in force. In considering all cases for early retirement the school will seek early advice from the schools HR provider.

32. APPEAL ARRANGEMENTS – SUPPORT STAFF

- 32.1 Staff can appeal against a pay decision if it is for one of the following reasons:

Appeal against withholding of an increment

- 32.2 Staff may appeal the performance rating if it results in their annual increment being withheld. Advice from the schools HR provider will be sought if the jobholder disagrees with the overall rating given for their Performance Management Assessment or if their performance rating results in their annual increment being withheld.

Appeal against Job Evaluation grading

- 32.3 Advice from the schools HR provider will be sought if the appeal relates to the grading of the post, as determined under the Single Status JE Scheme.

APPENDIX 1: CRITERIA FOR RECRUITMENT AND RETENTION INCENTIVE AND BENEFITS FOR TEACHERS

Philosophy

We believe in the importance of having a school, which is a safe, secure and attractive place to work and where the staff feel valued, empowered and supported.

We believe that retaining, developing and motivating the school's workforce is a key to providing the best education for our pupils.

We believe in a consistent and equitable approach to the appointment of all staff.

The purpose of the allowance is for recruitment and retention, not for carrying out specific responsibilities or to supplement pay in other ways

Allowances

The governing Board will pay recruitment awards to for a maximum of three years in response to the needs of the school and the current recruitment climate.

The governing Board will pay retention awards for a maximum of three years. This may be extended.

The governing Board will review the level of payment/benefits annually.

The governing Board will make clear at the outset the expected duration of the allowance and the review date after which it may be withdrawn.

A review of rates will be necessary if the governing Board intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the governing Board may determine.

The above will be kept under review and subject to change.

APPENDIX 2: TEACHER PAY PROGRESSION BASED ON PERFORMANCE

Basis for judging performance

In this school judgements of performance will be made against:

- three performance objectives (two whole school objectives and one curriculum area objective)
- impact of teaching over time which includes classroom observations, pupil progress achievement data, monitoring outcomes (book scrutiny, planning scrutiny, learning walks)
- teacher standards (staff to keep a log of evidence against each of the standards)

The rate of progression will be differentiated according to an individual teacher's performance. Teachers on the main pay range with an overall assessment of Level 1 will receive two increments* and teachers on the main pay range with an overall assessment of Level 2 will receive one increment*. Teachers on the upper pay range will receive one increment if the overall assessment in the preceding two years is Level 1.

For exceptional overall performance the headteacher may consider awarding more than two increments*.

(*Increments are in the context of the pay scales used in appendix 3 of this policy which are based on reference points)

The decision about whether a teacher progresses will be based solely on whether the stated criterion are met; there will be no 'quota' imposed for financial or other reasons.

Objectives will be graded on the basis of exceeded, met, partially met and not met.

When assessing objectives, the reviewer will use their professional judgement taking account of circumstances and the aspirational nature of the objectives.

Teacher Standards will be graded on the basis of exceeded, met, partially met and not met. All eight teacher standards will be individually graded and score allocated to the grades with 3 points for exceeded, 2 points for met, 1 point for partially met and 0 points for not met. A total score for the teacher standards will be reached, with the maximum score being 24.

Impact of teaching over time will be informed by a range of activities which may include:

- Classroom observation
- Book scrutiny
- Planning scrutiny
- Learning walks
- Pupil progress achievement data

The evaluation will be on the following basis:

Level 1 – Highly effective teaching leading to pupil outcomes above expectations

Level 2 – Effective teaching leading to pupil progress in line with expectations

Level 3 – Weaknesses in teaching are limiting pupil progress

Level 4 – Ineffective teaching leading to poor pupil progress

Overall assessment

An overall assessment of performance will be made. All the criteria listed in each category must be met in order to achieve the overall grade.

Level 1	Two objectives exceeded, one at least met A score of 20+ on teacher standards (but with no individual standard being graded as 0) Impact of teaching over time level 1
Level 2	All objectives are met A score of 16+ on teacher standards (but with no individual standard being graded as 0) Impact of teaching over time level 2+
Level 3	At least one objective met and the others partially met A score of 8+ on teacher standards Impact of teaching over time level 3+
Level 4	Where the teacher has not met the above criteria

Unqualified Teachers

The same principles will apply to unqualified teachers however different overall scores on **Teacher Standards** will apply as follows:

- Level 1: 16+
- Level 2: 12+
- Level 3: 8+
- Level 4: Less than 8

Newly Qualified Teachers

NQTs should receive incremental progression in line with the principles stated in this appendix. NQTs receive regular feedback during their induction year, and schools should determine how best to use this information. A guidance note 'Pay Progression: NQTs' has been produced and schools may wish to refer to this document as a basis for making the pay assessment.

APPENDIX 3: PAY SCALES FOR TEACHING STAFF

OUTER LONDON AREA PAY REFERENCE POINTS FOR LEADERSHIP GROUP: September 2021

<i>Leadership Group Pay Reference Points</i>	2019 £	2021 (Last Uprated 2020) £
L1	44,323	45,542
L2	45,353	46,601
L3	46,400	47,676
L4	47,479	48,785
L5	48,582	49,919
L6	49,714	51,082
L7	50,969	52,371
L8	52,067	53,499
L9	53,284	54,750
L10	54,571	56,072
L11	55,898	57,436
L12	57,117	58,688
L13	58,465	60,073
L14	59,833	61,479
L15	61,241	62,926
L16	62,787	64,514
L17	64,156	65,921
L18*	65,038	66,827
L18	65,689	67,496
L19	67,237	69,087
L20	68,820	70,713
L21*	69,747	71,666
L21	70,445	72,383

PURLEY OAKS PRIMARY SCHOOL

L22	72,107	74,090
L23	73,812	75,842
L24*	74,816	76,874
L24	75,564	77,643
L25	77,361	79,489
L26	79,194	81,372
L27*	80,272	82,480
L27	81,075	83,305
L28	83,007	85,290
L29	84,979	87,316
L30	87,013	89,406
L31*	88,206	90,632
L31	89,089	91,539
L32	91,215	93,724
L33	93,406	95,975
L34	95,633	98,263
L35*	96,957	99,624
L35	97,927	100,620
L36	100,268	103,026
L37	102,685	105,509
L38	105,145	108,037
L39*	106,558	109,489
L39	107,624	110,584
L40	110,234	113,266
L41	112,905	116,010
L42	115,647	118,828
L43	117,287	120,513

* These points and point 43 are the maximum salaries for the eight head teacher group ranges

OUTER LONDON AREA PAY REFERENCE POINTS FOR TEACHERS – Sept 2021:

Unqualified Pay

Unqualified Teacher Pay Reference Points	2019 £	Uprated 2021 (Unqual Pay points 1-3 only) £
1	21,004	21,832
2	23,061	23,946
3	25,118	26,059
4	27,178	27,926
5	29,233	30,037
6	31,290	32,151

Main Pay

Main Pay Reference Points	2019 £	2021 (Last Uprated 2020) £
M1	28,355	29,915
M2	30,113	31,604
M3	31,976	33,383
M4	33,956	35,264
M5	36,836	38,052
M6	40,035	41,136

Upper Pay

Upper Pay Scale	2019 £	2021 (Last Uprated 2020) £
U1	41,419	42,559
U2	42,951	44,133
U3	44,541	45,766

Allowances

Allowance	2019	2021 (Last Updated 2020)
TLR1	Minimum £8,069 Maximum £13,654	Minimum £8,291 Maximum £14,030
TLR2	Minimum £2,796 Maximum £6,829	Minimum £2,873 Maximum £7,017
TLR3	Minimum £555 Maximum £2,757	Minimum £571 Maximum £2,833
SEN	Minimum £2,209 Maximum £4,359	Minimum £2,270 Maximum £4,479