

Pay Policy

Last Reviewed Date:	20/05/2025	Reviewed:	17/09/2025
----------------------------	------------	------------------	------------

This policy has been adopted and adapted from the Herts for Learning model Pay Policy (August 2025).

Headteacher:		Date:	19/09/2025
Chair of Governors:		Date:	06/10/2025

Date of Next Review:	November 2026
-----------------------------	---------------

The policy has been negotiated with the Professional Associations/Trade Unions and is recommend for adoption.

Covers those following the 2012 Collective Agreement amendment to support staff terms.

C O N T E N T S

1	Introduction
2	Scope and Objectives
3	Pay Reviews 3.1 Support staff 3.2 Teaching staff
4	Basic Pay Determination on Appointment
5	Pay Progression 5.1 Support Staff 5.2 Teachers
6	Movement to the Upper Pay Range 6.1 Applications and Evidence 6.2 The Assessment 6.3 Processes and procedures
7	Honoraria/Bonus payments
8	Teaching and Learning Responsibility Payments (TLRS) 8.1 Qualifying for TLR Payments 8.2 How long is a TLR applied for?
8	Part-Time Teachers
9	Short Notice/Supply Teachers
10	Appeals
11	Monitoring the impact of the policy
Appendix 1	Teacher Pay Values
Appendix 2	Professional Skills Level Descriptors

1. Introduction

This policy sets out the framework for making decisions on pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and for Support Staff in the National Joint Council for local government services National Agreement on Pay and Conditions of Service', (commonly known as the '*Green Book*').

2. Scope and Objectives

The aim of this policy is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high-quality workforce
- enable the recognition and reward of employees appropriately for their contribution to the organisation
- help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.

Most pay decisions will be made by the school leader in keeping with the ranges, and structures approved by the governing body. Recommendations for progression to the upper pay range, appointment to leadership roles, and any review of leadership ranges will involve or be reviewed by a committee of governors.

3. Pay Reviews

3.1 Support staff

The terms and conditions for support staff provide for cost-of-living awards to be applied annually. These will be applied automatically in accordance with national agreements once they are reached. They usually apply from 1st April each year but have in rare instances varied historically.

Salaries will be reviewed annually to consider the ability to increment within the applicable grade range subject to performance. Where successful, they will be applied with effect from 1 June. The review will be completed annually, where possible by 31 October each year, but no later than 31 December.

3.2 Teaching staff

The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1 September, where possible by 31 October each year, but not later than 31 December, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled. Delays in the publication of the STPCD may result in a delay in figures being confirmed.

Reviews may take place at other times of the year to reflect any changes in circumstance or job description that leads 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.

Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body or school leader will give the required notification as soon as possible and no later than one month after the date of the determination.

Once set leadership pay ranges will not usually change save where:

- The accountability and responsibility of the post significantly increase since it was last reviewed; or
- In order to maintain a suitable pay differential following appointment to a different leadership group position.

4. Basic Pay Determination on Appointment

The Headteacher in liaison with the Governing Body will determine the pay range for a vacancy prior to advertising it.

On appointment the school leader will determine starting salary within that range to be offered to the successful candidate. For senior leader appointments the determination will be made by governors delegated with responsibility to oversee the recruitment process. In the case of support staff the pay value of roles is determined by virtue of the HCC National Joint Council job evaluation scheme.

In making such determinations, the governing body and school leaders 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 organisation context
- There is no assumption that an employee will be paid at the same rate as they were being paid in a previous school
- Pay will be set in line with any specific restrictions set out in the relevant terms and conditions and this policy.

The pay range for a school leader will be kept within the range attributed to the school group size in the STPCD. Any other leadership group post will not overlap with the pay range of a school leader.

5. Pay Progression

All employees can expect to receive regular, constructive feedback on their performance and development and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for appraisal are set out in our appraisal policy.

5.1 Support Staff

Employee performance is recognised via pay progression on an annual basis using performance related increments (PRI) within the pay range for the employee's grade. This is in addition to any cost-of-living award applied. Pay progression is awarded based on the overall rating from each employee's annual appraisal review.

Pay progression is applied from 01 June each year.

The ratings available are Not Met, Partially Met, and Fully Achieved.

Employees who receive an overall 'Fully Achieved' rating in their annual performance appraisal will be awarded incremental pay progression to the next spinal column point of their grade.

Pay progression is limited to the top of an employee's grade save for cost-of-living awards.

Employees who receive an overall 'Fully Achieved' rating in their annual performance appraisal will be awarded incremental pay progression to the next spinal column point of their grade.

Pay progression is limited to the top of an employee's grade save for cost-of-living awards.

Employees who receive a 'Partially Met' rating will not be eligible for a PRI unless there is clear evidence to demonstrate that the cause relates entirely to factors beyond their control. Employees who receive a 'Not Met' rating will not be eligible for a PRI.

5.2 Teachers

Following an individual teacher's annual appraisal and, subject to the provisions of the published pay policy, they should expect to receive pay progression, at the rate of one point per annum, within the maximum of their pay range unless they are subject to capability procedures.

Progression through the upper pay range will be considered biennially.

6. Movement to Upper Pay Range

6.1 Applications and evidence

Any qualified teacher may apply to be 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 they wish to apply to be paid on the upper pay range.

Applications may be made once per year. A request to be considered for progression should be submitted to the line manager by email copying in the Headteacher so that these may be logged. The application must be submitted by the end of September to be considered for progression the following September. This allows the review to be integrated into the appraisal process and reduce workload for both the teacher making the request and the appraiser (consideration will be given to accepting late applications where exceptional circumstances exist).

Wherever possible evidence will be drawn from the appraisal process, however there may be some instances where it is necessary for appraisers to seek additional evidence from the teacher. The evidence sought will be communicated to ensure only that which is needed is provided, the collation and sharing of portfolios of evidence is not encouraged as this does not support the positive reduction of workload for those submitting requests or those reviewing them.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid upper pay range in that school or schools.

We will not be bound by any pay decision made by another school.

All applications include the results of reviews or appraisals under the 2011 or 2012 regulations, or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria.

The review of applications will consider the year in which the application is made and the year immediately prior. Adjustments will be considered where reasonable to ensure that those that are absent due to maternity, adoption, shared parental leave or ill health as examples are not disadvantaged.

6.2 The Assessment

An application from a qualified teacher will be successful where the governing body is satisfied that:

- the teacher is highly competent in all elements of the standards; and
- the teacher's achievements and contribution are substantial and sustained
- the teacher has fulfilled the schools' skills levels descriptors/career grade expectations for Band 3

At Amwell View School this means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period:
- been assessed as meeting their performance appraisal objectives over a sustained period;

and in addition, that:

- teaching has been rated as consistently outstanding over a sustained period
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning
- the teacher has demonstrated that they have made an impact on the organisation beyond their own class/group(s) over a sustained period. This may include;
- demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
- contributing to policy and practice which has improved teaching and learning across the school

For the purposes of this pay policy:

- '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
- '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;

and

- Sustained means maintained continuously over a period of at least two school years.

The application will be assessed by the Headteacher or other assigned member of the senior leadership team to provide a recommendation ahead of being reviewed by the governors (pay committee) to make a final determination.

6.3 Processes and Procedures

The assessment will be made by 31 October, sooner where possible, and confirmation given within 15 working days of that date.

If successful, all applicants will move to the upper pay range from the start of the academic year (01 September), that follows their application. Successful applications will be placed at the bottom of the upper pay range.

If unsuccessful, feedback will be provided by the school leader or an assigned member of the senior leadership team in writing within 15 working days of the decision, sooner where possible.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the arrangements for pay appeals.

7. Honoraria/Bonus payments

There is no provision within the STPCD for the payment of bonuses or honoraria payments to teachers, therefore these will not be awarded in any circumstance.

Such awards may, in exceptional circumstances, be made to support staff. Honoraria payments can be used when an individual is undertaking work that is part, but not all, of a higher graded position for a period of four weeks or more.

Honoraria payments may also be used to reward support staff for additional or onerous tasks or a specific piece of project work at the same grade or lower, for a specific period over four weeks or more. Consideration will be given to the difference in monthly salary of the post holder and the level of work they are undertaking.

Where the full duties of a higher grade are undertaken this will be treated as acting up.

8. Teaching and Learning Responsibility Payments (TLRS)

8.1 Qualifying for TLR Payments

TLR payments are awarded to teachers (on the main and upper pay ranges only) for undertaking sustained additional responsibilities that are focused on teaching and learning and for which they are held accountable.

Post holders will likely be eligible where a post:

- 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 line management, leading, developing and enhancing the teaching practice of others

- Must be a significant responsibility that is not required of all classroom teachers

All of the above must be applicable to the post to warrant a TLR payments.

In order to qualify for a TLR1 payment, the post holder's role must include line management responsibility for a significant number of people.

A TLR payment will not be awarded in respect of teaching duties in Special Educational Needs or pastoral care.

TLRs will not generally be awarded in a primary setting for subject coordination, as all teachers, where not otherwise restricted from doing such work, will have the same responsibility and are not therefore eligible for a TLR.

TLR payments will be awarded within the range prescribed in the School Teachers' Pay and Conditions Document.

Teachers may not hold more than one TLR1 or TLR2 payments at the same time, however, in some circumstances teachers can hold one or more TLR3 payments in addition to a TLR1 or TLR2 payment.

TLR3s may be awarded to a classroom teacher 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 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. Consecutive TLR3s for the same responsibility will not be awarded unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to salary safeguarding.

TLR1 and TLR2 payments may not temporarily be added to the structure so will only be applied on a temporary basis to those acting up in the absence of a colleague. There will be no salary safeguarding of any fixed term/temporary TLR payments.

8.2 How long is a TLR applied for?

TLR1 and TLR2 payments are linked to the post and therefore will usually only cease when changes to the post are implemented in the staffing structure or when the employee resigns for the post.

TLR3 payments are for a fixed, time-limited period, for example a teacher could be awarded for a specific time-limited school improvement project or one off externally driven responsibility.

There will be no salary safeguarding of any fixed term/temporary TLR payments.

9. Part-Time Teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. They will be provided with 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

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. Appeals

Pay recommendations will be contained within Performance Appraisal Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.

An employee may make a formal appeal against a decision on pay, which must be submitted in writing within 7 calendar days of receipt of written notification of that decision setting out the grounds for their appeal in full.

Appeals will be heard by the Pay Appeals Committee.

The Appeals will be heard at a meeting, normally within twenty working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.

Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the meeting.

The appeal will be heard as a review of the decision. The employee will usually present first and the original decision maker will present second to respond to the points made.

12. Monitoring the Impact of this Policy

The Governing Body will monitor the outcomes and impact of this policy on a regular basis (biennially), including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Appendix 1 – Pay Values

National pay scales for eligible teaching and education leadership occupation codes can be found by clicking on this link: [GOV.UK](#)

Teacher pay ranges can be found by clicking on this link: [TeachinHerts Teacher](#) Teach

Pay ranges for professional and support staff can be found by clicking on this link: [TeachinHerts Support](#)

Appendix 2 – Professional Skills Level Descriptors

Professional Area	Relevant Standards	Band 1: Teacher			Band 2: Accomplished Teacher			Band 3: Expert Teacher*		
		Main pay scale 1-3			Main pay scale 4-6			Upper Pay range 1-3		
Professional Practice	1.1(1); 1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are strong			All aspects of teaching over time are strong			Consistent teaching to a high standard that could be used to demonstrate great practice to others.		
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with expectations			Most pupils progress in line with expectations without additional support			Significant numbers of pupils exceed expectations		
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues, and parents			These working relationships result in positive progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice, and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		