

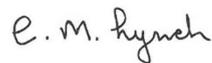
**MODEL WHOLE SCHOOL  
PAY POLICY  
2024/25**



Adopted by Governing Body  
at its meeting on:

12 November 2024

Signed:



Name:

Christine Lynch

Position:

Chair of Governors

Date:

13 November 2024

Review Date:

In line with B-F September 2025

If you would like help understanding or translating this policy, please contact the school office.

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*Growing together with Jesus in our hearts, heads and hands*

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# ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



## 1. Introduction

The governing board seeks to ensure that all employees are valued and receive proper recognition for their work and their contribution to school life. All procedures for determining pay should be consistent with the principles of public life – objectivity, openness and accountability. Pay policies should always be clear on the need to eliminate unnecessary bureaucracy when making pay decisions including, for example, in making sure that the use of evidence is proportionate.

Due to the different pay and conditions for teaching and support staff, the policy presents this information separately.

The governing board will fulfill its obligations with due regard to the following:

For teachers:

- The School Teachers' Pay and Conditions Document (The Document)
- The Conditions of Service for School Teachers in England and Wales (Burgundy Book)
- Relevant legislation e.g. legislation on equality, employment protection and data protection

For support staff:

- The National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book)
- Bracknell Forest job evaluation scheme
- Relevant legislation e.g. legislation on equality, employment protection and data protection

## 2. Aims

To improve the quality of education provided for pupils in the school by having a pay policy which:

- Supports the school's stated aims and the school development plan.
- Maximise the quality of teaching and learning at the school.
- Support the recruitment and retention of a high-quality workforce.
- Enable the school to recognise and reward teachers appropriately for their contribution to the school with due regard to performance pay arrangements (if applicable).
- Pay support staff appropriately for their roles in school.
- To show all staff that the governing board is managing its pay policy in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.

## 3. Responsibility

The governing board has responsibility for establishing the school's pay policy and for ensuring it is implemented, having taken advice from the headteacher on all matters except for their own salary. It considers and approves the staffing structure for the school. The governing board delegates authority

to the pay committee or equivalent to administer the pay policy on its behalf, including the determination of grade and salaries to be reviewed following the appraisal process for teaching staff.

#### **4. Consistency of Treatment & Fairness**

The governing board is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation i.e. Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part Time Workers (Prevention of Less Favorable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favorable Treatment) Regulations 2002 and Equalities Act 2010/2012.

#### **5. Job Profiles**

The headteacher will ensure that each member of the staff is provided with a job profile in accordance with the staffing structure agreed by the governing body. A job profile may be reviewed from time to time in consultation with the employee concerned.

#### **6. Appraisal/Performance Management**

The governing board will ensure that decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and any pay recommendations they contain (if school applies performance related pay arrangements).

In the case of Early Career Teachers (ECT's), pay progression will be made by means of the statutory induction process. With the ECT induction extended from one to two years a school can award pay progression at the end of the first year.

In the case of unqualified teachers obtaining QTS, they must be transferred to a salary within the main pay range from the date of qualification. Future pay progression should be considered annually in September.

Teachers on maternity leave are entitled to consideration for pay progression in the same way as other teachers. Governing boards should take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity, including where a teacher has been absent for part or all of the reporting year.

Reasonable adjustments should be made to give a teacher who is absent for disability related reasons an equal opportunity to participate in appraisal/performance management.

The governing board recognise that the annual appraisal arrangements for support staff do not have a direct link with salary progression or promotion but relate to the development and motivation of staff.

#### **7. Pay Relativity**

The governing board will seek to ensure that there is appropriate pay relativity between jobs within the school.

#### **8. Handling Salary Queries**

A pay appeal procedure is outlined at appendix A.

#### **9. Policy Review**

The pay policy will be reviewed annually. If there are significant changes staff will be consulted.

## **10. Monitoring the Impact of the Policy**

The governing board will monitor the outcomes and impact of this policy annually, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

## **11. School Staffing Structure**

The school staffing structure, including the values of TLRs, is detailed in appendix C.

## **12. TEACHING STAFF**

All teachers at the school will be paid in accordance with the statutory provision of the School Teachers' Pay and Conditions Document. The discretions allowed by this document will be used in accordance with identified school needs and based on clearly laid down criteria, subject to annual review and available funding.

### **Pay Reviews**

Apart from the headteacher, the governing board will ensure that each teacher's salary is reviewed annually, with effect from 1<sup>st</sup> September and no later than 31<sup>st</sup> October each year.

A written statement setting out their salary and any other financial benefits to which they are entitled will be provided at the earliest opportunity and no more than one month later.

The governing board performance review panel will review the headteacher's salary annually in line with performance management/appraisal arrangements. This will be completed by 31<sup>st</sup> December and a written record sent to the headteacher at the earliest possible opportunity and no more than one month later. Any pay increase will take effect from 1<sup>st</sup> September.

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.

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.

### **Appeals**

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

The following list includes the usual reasons for seeking a review of a pay determination.

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

- a) Incorrectly applied the school's pay policy
- b) Incorrectly applied any provision of the Teachers' Pay and Conditions Document.
- c) Failed to have proper regard for statutory guidance.
- d) Failed to take proper account of relevant evidence.

- e) Took account of irrelevant or inaccurate evidence.
- f) Was biased; or
- g) Otherwise unlawfully discriminated against the employee.

The procedure to follow in any appeals is as detailed in appendix C.

## **Teachers' Pay Progression**

Pay progression at this school is not linked to performance and teachers should expect to receive pay progression within the maximum of their pay range, unless they are subject to formal capability procedures. Performance will be managed in line with the Appraisal Policy and, if appropriate, in line with the Capability Procedure.

## **Leadership Group Pay**

The governing board will determine the salary range of a headteacher, deputy headteacher and assistant headteacher in accordance with paragraphs 4 to 11 of the Document. A copy of the pay ranges is attached as annex 1 these include spine points of reference which can be used.

Headteachers, deputies and assistant heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded.

Approved pay recommendations will normally result in pay progression equivalent to one reference point within the individual headteacher pay range. In exceptional cases, the governing board pay committee may determine that progression by the equivalent of two reference points is deemed appropriate.

## **Main Pay Range for Teachers**

The governing board will determine the salary on the main pay range for qualified teachers in accordance with paragraph 13 of the Document. A copy of the pay range is attached as annex 1. The main pay range for teachers in the Document will include a minimum and maximum salary. Points 2 to 5 shown in annex 1 are advisory reference points, as detailed. The governing board will decide where within the minimum and maximum of this grade it will appoint and, where appropriate following appraisal, progress teachers within this pay range.

## **Upper Pay Range**

The governing board will determine the salary on the upper pay range for qualified teachers in accordance with paragraph 14 of the document. A copy of the pay range is attached as annex 1.

The governing board will decide where within the minimum and maximum (U1 and U3 respectively) of this grade it will appoint and, where appropriate following appraisal, progress teachers within this pay range. Point 2 is an advisory reference point.

Please read appendix A: UPR Threshold and Progression Expectations

## **Application to be paid at the Upper Pay Range - Applications and Evidence**

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 they wish to apply to be paid on the upper pay range.

Applications may be made at least once a year.

The application should be received by 31 October in conjunction with the appraisal process. Where successful the teacher will be paid on the upper pay range from September.

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.

### **Evidence Required**

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). Applications should contain evidence for the two most recent appraisal reviews. The use of evidence during this process should be proportionate to eliminate unnecessary bureaucracy.

### **The Assessment (paragraph 15 of the Document)**

The line manager will assess the application and discuss with the headteacher. The headteacher will make a recommendation to the governing board pay committee who will make the final determination.

An application from a qualified teacher will be successful when the governing board is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution to the school are substantial and sustained.

#### **For the purposes of this pay policy:**

'Highly competent' means that the teacher is:

- sufficiently experienced (usually at least 4 years' experience with QTS)
- secure in delivering consistently good or outstanding teaching.
- able to provide effective professional development, including coaching and/or mentoring, to other teachers.

"Substantial' means that the teacher is:

- making a valid and valued contribution to the broader life of the school
- acting as a role model for teaching and learning.
- making a distinctive contribution to
  - learners' outcomes so that they meet or exceed their benchmarks.
  - the closing of any learner progress and attainment gaps.
- taking advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning.

And

'Sustained' means is maintained continuously over a period of time; this will usually require at least two consecutive appraisal reports demonstrating performance at the required standard (i.e. not based solely on one year's results or teaching performance).

## **Processes and procedures**

The assessment will be made within 20 working days of receipt of the application.

If successful, applicants will move to the upper pay range from the start of the academic year. The headteacher will decide where on the upper pay range a successful teacher is placed.

If unsuccessful, feedback will be provided by the line manager through discussion and confirmed in writing within 5 working days of the discussion.

Any appeal against a decision not to move the teacher to the upper pay range will be dealt with under the appeal arrangements.

## **Pay Range for Leading Practitioners**

The governing board will determine the salary on the main pay range for leading practitioners in accordance with paragraph 16 of the document. The pay range is shown at annex 1.

The governing board will decide where within the minimum and maximum of this grade it will appoint and, where appropriate following appraisal, progress teachers within this pay range.

## **Unqualified Teachers**

The governing board will determine the salary on the main pay range for unqualified teachers in accordance with paragraph 17 of the document. The pay range is shown at annex 1.

The unqualified teachers range in the Document provides a minimum and maximum salary. Points 2 to 5 shown in annex 1 are advisory reference points. The governing board will decide where within the minimum and maximum of this grade it will appoint and, where appropriate following appraisal, progress teachers within this pay range.

## **Unqualified teachers' allowance**

The governing board may pay an unqualified teachers' allowance to unqualified teachers when the governing board consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience.

## **Basic Pay Determination on Appointment**

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.

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. The governors will however wish to have due regard to the previous salary level when making an offer of employment, including those teachers returning to the profession following

a break.

## **Pay Progression**

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to an 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.

Following an individual teacher's annual appraisal and, subject to the provisions of the published pay policy, they should expect to will receive automatic pay progression within the maximum of their pay range on an annual basis, unless they are subject to formal capability procedures.

In the case of Early Career Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. Progression can take place after the first year of being an ECT.

### **Pay progression on the upper pay range.**

A recommendation for pay progression on the upper pay range will be made when a teacher demonstrates strong and robust evidence of a main pay range teacher. In addition, there must be evidence that the teacher's achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out earlier in this policy.

The Document allows for pay progression for teachers on the upper pay range to be considered annually. However, it is expected that in most circumstances a teacher will progress on the upper pay range every two years if they demonstrate the evidence required as set out above.

### **Exceptional performance**

In certain circumstances, it may be deemed that a teacher is demonstrating exceptional performance. For exceptional performance, a teacher must be able to demonstrate that they:

- A. Consistently meet the Teacher Standards with impact significantly above expectations and/or performance regularly exceeding expectations of a teacher at their career stage or level.
- B. Consistently deliver teaching with many significant strengths and no significant areas for improvement
- C. Have met or exceeded all appraisal targets and objectives, including high impact learning outcomes.
- D. Have an excellent track record for pro-actively engaging in and taking responsibility for successfully developing their own and other colleagues' professional practice.
- E. Consistently model the school's vision, aims, priorities, policies practices and procedures and makes a significant contribution to the life of the school, including improving and developing the school through their work with other colleagues.
- F. Headteachers exceptional performance will be gauged with regard to the headteacher standards and C-E above.

## **TEACHER ALLOWANCES**

### **Teaching & Learning Responsibility Payments (TLRS)**

The governing board will award TLRs to a classroom teacher as part of the staffing structure where the duties include a sustained additional responsibility for the purpose of ensuring the delivery of high-quality teaching and learning for which the teacher is made accountable.

## **TLR 1 & 2**

In awarding a TLR 1 or 2 the governing board must be satisfied that the teacher's duties 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 teacher's assigned classes or groups of pupils and
- e) involves leading, developing and enhancing the teaching practice of other staff.

The values of the TLRs are set out at Appendix F.

The TLR 1 will require the post holder to include line management responsibility of a significant number of people.

## **TLR 3 - Fixed term TLRs**

The governing board may award a fixed term TLR to a classroom teacher for clearly time-limited school improvement projects, or one off externally driven responsibility. The conditions as detailed above at a, b and d apply for the award of a TLR 3. The conditions detailed at (c and e) do not apply.

The value of the TLR 3 payments are set out at Appendix F. TLR 3 is not subject to safeguarding upon completion of the fixed term period.

A TLR 3 may be awarded in addition to a TLR 1 or TLR 2.

## **Special educational needs allowances**

The value of SEN allowances are set out at Appendix F. An SEN allowance is payable to a classroom teacher:

- in any SEN post that requires a mandatory SEN qualification.
- in a special school.
- who teaches pupils in one or more designated special classes or units in the school.
- in any non-designated setting (including any PRU) that is analogous to a designated 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 judgment 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 school or unit within the school.

Where a SEN allowance is to be paid, the pay committee must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post.
- The qualifications or expertise of the teacher relevant to the post.

- The relative demands of the post

### **Additional Payments**

In accordance with paragraph 26 of the Document the pay committee may make payment to a teacher, excluding a headteacher in respect of:

- Continuing professional development undertaken outside the school day
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school.
- Participation in out-of-school hours learning activity agreed between the teacher and headteacher or
- Responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

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

The governing board can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive for a teacher.

The governing board should review the level of payment/benefits annually.

No such payments may be made to an employee on the Leadership Scale (Headteacher, Deputy Headteacher, Assistant Headteacher) other than the reimbursement of housing or relocation costs on appointment.

### **Safeguarding**

Safeguarding applied on or after 1st January 2006 is for a period not exceeding three years and may end sooner in the circumstances set out in the Document. General safeguarding applied on or before 31st December 2005 is not subject to the three-year limit.

### **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. The governing board will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay. This will be 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.

Any additional teaching hours worked by agreement from time to time will be paid at the same rate.

### **Supply teachers**

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Usually, teachers will have their salary assessed as an annual amount, divided by 1265 hours to establish an hourly rate of pay. The hourly rate is multiplied by the number of hours worked during the day. Teachers working a full day will have their salary based on a working day of 6.5 hours.

Guidelines for the payment of supply teachers are shown in appendix D.

Separate payment arrangements may apply for those supply staff engaged through a supply agency.

## **PPA**

PPA shall be provided in accordance with the Document.

## **Pay awards**

The governing board will implement national pay awards as agreed and updated in the Document.

## **13. SUPPORT STAFF**

### **General Principles**

The governing board will comply with all national and local agreements on Conditions of Service as applicable to local authority staff, as agreed with Professional Associations/Trade Unions.

The application of the Bracknell Forest job evaluation scheme will be used for the assessment and the re-grading of all posts.

The governing board will take into account any national or local developments that affect the pay and conditions agreements for these groups of staff.

If the school considers changing the organisation structure, duties or role of any member of the support staff, a revised job description should be prepared and submitted, where appropriate, for re-evaluation through the job evaluation system.

The individual starting salary of new support staff will be assessed taking into account the following criteria:

- Level of expertise.
- Qualification.
- Level of training required to fulfill all requirements of post.
- Value to the school.

### **Increments**

Employees should receive one increment every 12 months, which is normally paid on 1 April each year until the maximum point on the grade is reached.

New employees who are recruited between 1 April and 30 September, will receive their first increment on the following 1 April. New employees appointed between 1 October and 31 March will receive their first increment 6 months after they joined and then on the following 1 April thereafter.

### **Term Time Only Calculation**

For an explanation of how term time pay is calculated please refer to appendix E.

### **Additional Payments**

#### **Accelerated Increments:**

The governing board may award merit or accelerated increments within the range at any time. Criteria for such a decision will be:

- Achievement exceeding normal job requirements but at an equivalent level of responsibility.

- Completion of key tasks to a degree which exceeds line manager recorded expectations.
- Undertaking a specialist project at an equivalent level of responsibility to the post holder's current job description.

**Additional Duties:**

Where a member of staff is required by the governing board to undertake the full duties and responsibilities of a higher graded post for a continuous period of at least four weeks, they will be entitled to receive the salary appropriate to the post temporarily occupied. The salary paid will be at the bottom of the appropriate salary range, unless this is below the employee's existing incremental step, when the payment made will be equivalent to an increase of at least one increment. Once the qualifying period of four weeks has been completed, payment at the higher rate will be made from the first day the duties were undertaken.

**Honoraria:**

The governing board may pay an honorarium where, for an extended period, a member of staff is asked to undertake:

- part of the duties of a higher graded post.
- duties outside the scope of their post which are particularly onerous.

**Designated First Aiders:**

The governing board has determined not to pay designated first aiders a retainer (currently £220 per annum) whilst they are available, qualified and willing to render first aid to employees.

## APPEAL PROCEDURE AGAINST SALARY ASSESSMENT

### General principles:

- The teacher is entitled to be accompanied by a union representative or work colleague at the formal stage of the appeal procedure.
- The decision of the appeal panel is final. There is no further internal process available once the appeal stage has been completed.

### Pay appeals procedure

The arrangements for considering appeals are as follows:

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

The following list includes the usual reasons for seeking a review of a pay determination.

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

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

The order of proceedings is as follows:

#### **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 following receipt of the appraisal report before the recommendation is actioned and confirmation of the pay decision is made by the school.

#### **Stage two – 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 or pay decision has been made, they may make representation to the person or governors committee who made the decision following the recommendation.

To begin the process, the teacher should submit a formal written statement to the person or committee making the determination, setting out the grounds for their disagreement with the recommendation / pay decision. This should be within 10 working days of receipt of pay decision being appealed against.

The committee or person who made the determination should provide a hearing, within 10 working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person.

Following the hearing and within 5 working days the employee should be informed in writing of the decision and right of appeal.

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

Should the teacher not agree with the outcome of stage two, the teacher may appeal the decision and have an appeal hearing before an appeal panel of governors. This panel should comprise of three governors who were not involved in previous discussions regarding the teachers' pay recommendation.

To begin the process the teacher should submit a written appeal to the Chair of Governors. The appeal should normally be heard within 20 working days following receipt of the appeal.

In the hearing before governors, both the teacher and the management representative will have the opportunity to present their evidence and call witnesses; the parties will also be able to question each other. The panel is permitted to ask exploratory questions.

Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing, including their rationale for reaching the decision within 5 working days following the hearing.

### **Appeal Hearing Procedure**

The panel for the appeal hearing should consist of three governors who have not previously been involved in the initial salary review. Advice at this hearing will be available from HR.

At the appeal hearing, the appellant will set out the reasons why they consider the salary assessment to be inappropriate and provide evidence to support their case. The headteacher will be called to give evidence as to the information that was provided to the initial salary review committee that will have guided their considerations. The Chair or another member of the initial salary review committee will then explain the reasons for the decision that was taken.

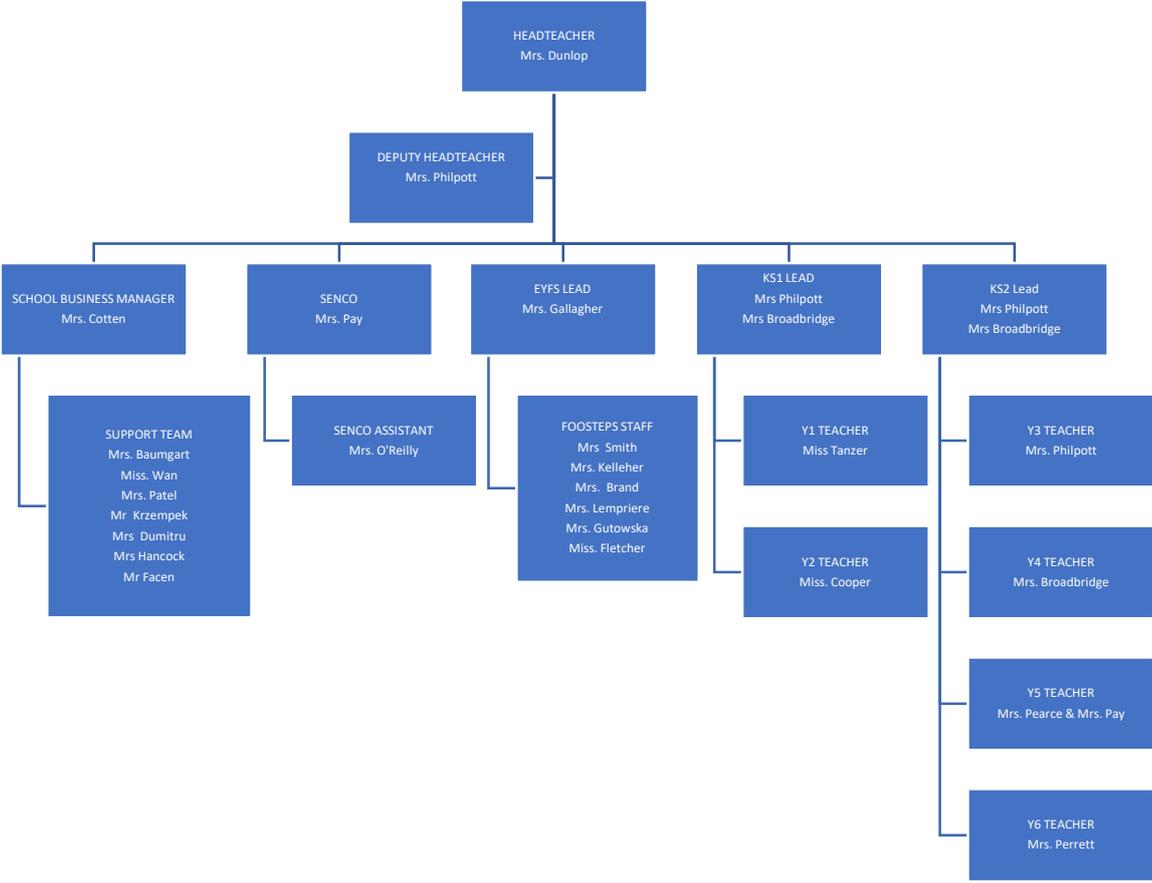
The opportunity for the appeal hearing to question the parties after they have given their evidence will be given.

The appeal committee will retire to consider any new evidence that has been presented and may either:

- Uphold the appeal and award additional salary spinal point(s).
- reject the appeal.

The decision of the appeal panel will be notified in writing within 5 working days of the appeal being held.

SCHOOL STAFFING STRUCTURE



### Upper Pay Range (UPR) Threshold and Progression Expectations

The upper pay range (UPR) is a pay range which offers significantly higher pay than the main pay range (MPR), and, therefore, requires teachers to be highly competent in all areas of the relevant standards.

Qualified teachers can apply to be paid on the UPR at least once a year, and governing boards should assess any such application to determine whether the applicant meets the above stipulations. This document shows how the governing board will interpret the criteria above and the evidence it will consider to determine whether a teacher has met the criteria for movement to the UPR.

The DfE does not specify how the STPCD criteria should be interpreted. This is for each school to determine in line with their specific circumstances. Due regard should be given to minimise the criteria's possible impact on wellbeing and work-life balance. The DfE's model policy provides the following examples for how schools may choose to define the criteria in their policy:

**Highly competent** – 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.

**Substantial** – 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** – Maintained continuously over a long period, e.g. X number of school years.

Evidence will be taken into account when considering progression to the UPR. Evidence could include:

- Impact on pupil progress and wider outcomes for pupils.
- Impact on the effectiveness of teachers or other staff, e.g. mentoring.
- Plays a proactive role in school leadership by building key stage / school wide objectives and teams to improve provision and outcomes.
- Plays a proactive role in leading professional development of colleagues of key stage/ across the school.

Applications for the UPR should include the results of reviews or appraisals under The Education (School Teachers' Appraisal) (England) Regulations 2012, including any recommendation on pay. Where that information is not applicable or available, a statement and summary of evidence demonstrating how the assessment criteria has been met should be included.

Once a teacher has been placed on the UPR, they can progress within this range, from the minimum salary on U1, to the maximum salary on U3. The determination of whether teachers should progress on the UPR, and to what level of progression, should be centered on the school's appraisal process and the evaluations of teachers' performance.

This document outlines some of the criteria expected from teachers at each band, using the DfE's advisory pay points of U1, U2, and U3, in order to help St. Joseph's decide whether a teacher is able to progress.

### The Teachers' Standards

The eight areas of the Teachers' Standards underpin the appraisal and assessment process used to access the UPR, so they should be heavily consulted when considering a teacher's eligibility to progress.

The Teachers' Standards are as follows:

### **Part one: teaching**

A teacher must:

- Set high expectations which inspire, motivate, and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities.

### **Part two: personal and professional conduct**

A teacher must:

- 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 in which they teach, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- It is the the view of the education unions, such as the NEU, that appraisal assessment should start from the premise that a teacher is continuing to meet the standards unless there is evidence to the contrary. The DfE's guidance states that schools do not need to adopt rigid models that aim to explain what the standards mean for teachers at different stages in their careers, and teachers should not be expected routinely to provide evidence that they meet all the standards.

## **Crossing the threshold to U1**

When staff are progressing to U1 on the UPR, and thus crossing the threshold, schools will need to ensure that their own progression criteria fulfils the conditions outlined above in accordance with the STPCD, i.e. that they are consistently meeting the Teachers' Standards and make substantial and sustained achievements and contributions to their school.

Please find examples of what St. Joseph's expects from a teacher to facilitate their crossing of the threshold on to U1 of the UPR.

### **Professional attributes and contributions**

The teacher:

- Contributes significantly to implementing school policies and processes, where appropriate.

- Promotes collective responsibility for policy implementation.
- Makes a distinctive contribution to raising pupil standards, e.g. behavioural or attainment standards.

### **Professional knowledge, understanding and development**

The teacher has:

- Knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
- An understanding of how to personalise learning in order to provide opportunities for pupils and maximise their learning potential.
- Knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications.
- An up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs.
- A well-developed knowledge of their curriculum and subject areas and related pedagogy, including how learning progresses within them.
- Sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

### **Professional skills**

The teacher is:

- Flexible, creative, and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of pupils.
- Able to integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences.
- Consistent in demonstrating teaching skills that lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners nationally.
- Able to promote collaboration and work effectively as a team member.

Sufficiently competent to the degree that they are able to contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## **Progression to U2**

To progress to U2 on the UPR, the teacher will satisfy, and often exceed, all of the characteristics required for U1 and show that there is potential to fulfill the actions below.

### **Professional attributes and contribution**

The teacher:

- Demonstrates a significant and sustained contribution to the life of the school through their wider responsibilities, including:
  - Contribution to the achievement of the whole school improvement plan.
  - Contribution to the achievement of any appropriate subject or pastoral improvement plan.
- A proactive role in assisting the SLT, as well as other colleagues, with the promotion of the

school's ethos and behaviour policy, including supporting colleagues within classrooms and around the school when necessary.

### **Professional knowledge, understanding and development**

The teacher has:

- Responsibility for their professional development and learning, and an ability to demonstrate how this has impacted on their teaching and leadership, as well as pupils' learning.
- An understanding of how to develop, share, and demonstrate ideas for improving outcomes for pupils.
- Responsibility for identifying individual professional learning needs and undertaking regular professional learning activities.
- Responsibility for maintaining an up-to-date, accurate and effective professional learning plan.

### **Professional skills**

The teacher is:

- Able to demonstrate essential professional characteristics and, in particular, model good practice and professionalism in relation to all pupils and colleagues.
- Able to promote the school internally to colleagues, parents/carers, pupils, and others.

## **Progression to U3**

To progress to U3 on the UPR, the teacher will satisfy, and often exceed, all of the characteristics required for U1 and U2.

The below are examples of what schools may expect from a teacher that may facilitate their progression to U3 of the UPR.

### **Professional attributes and contribution**

The teacher:

- Demonstrates a significant and sustained contribution to the life of the school through their wider responsibilities, including:
- Attendance at specific school improvement plan meetings to review and evaluate progress, as well as identify areas for future development.
- Provide assistance for colleagues, including call-out support, as required.
- Support the SLT in monitoring and evaluating the whole-school performance by undertaking lesson observations, providing support and feedback, and obtaining the views of stakeholders where appropriate.
- Provides professional support to colleagues as requested by the headteacher to improve the quality of learning, teaching and behaviour in the classroom.

### **Professional knowledge, understanding and development**

The teacher has:

- Responsibility for their own and others' professional development, and is able to

demonstrate how this has impacted on their teaching, as well as the teaching of others, leadership and pupils' learning.

- Responsibility for implementing and leading contributions to the enhancement of pupil outcomes.

### **Professional skills**

The teacher is:

- Able to demonstrate essential professional characteristics and, in particular, will lead their own and others' good practice and professionalism in relation to all pupils and colleagues.
- Actively dedicated to promoting the school internally and externally to colleagues, parents, pupils, and others.

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### **Bibliography**

DfE (2023) 'Implementing your school's approach to pay'

DfE (2023) 'School teachers' pay and conditions document 2023 and guidance on school teachers' pay and conditions'

NEU (2023) 'Understanding pay progression' <<https://neu.org.uk/advice/your-rights-work/pay/pay-progression/understanding-pay-progression>>[Accessed: 16 February 2024]

The school's expectation of a supply teacher

Firstly, the school will determine that the relevant pre-employment checks have been satisfied in relation to the teacher in question.

The supply teacher should arrive at least 15 minutes before school starts, to enable them to read plans, prepare lessons, learn the geography of the school and become familiar with routines within the school including safety procedures and disciplinary arrangements.

Undertake playground duty if covering for the teacher who was scheduled to undertake these duties on the day in question.

Undertake marking and providing feedback to the designated teacher at the end of the day and reporting on any issues of concern.

The school should ensure that other duties should be available to be undertaken by the supply teacher that could reasonable be completed in the non-contact time available.

What the school will provide for the supply teacher

The supply teacher will be provided with:

- the name of the person to report to who will be there to greet them at the agreed time.
- all the necessary documentation to be able to undertake the duties for which they have been employed.
- written details of emergency procedures, name of contact in case of difficulty be shown round the school.

Hours to be paid:

The School Teachers Pay and Conditions document sets out that supply teachers are paid on the basis of a working year of 195 day and that they should be considered to be working 6.5 hours a day including an allowance for duties other than direct contact time.

Why the hours to be paid should be 6.5 hours rather than a variable number?

1. It would support the notion than supply teachers have responsibility for and an expectation by the school to undertake duties other than only classroom duties.
2. It would eliminate any ill feeling caused by different views on the number of hours to be paid based on the views of the amount of other work they undertake. The management and reasons why less than 6.5 hours are to be paid will have to be fully documented in order to defend any claims made at a later date.
3. The suggestion of variable paid hours is administratively complicated and may well lead to pay queries that will take time to resolve.
4. The payment of a 6.5-hour day would be in line with other schools and we would therefore not be at a disadvantage to other schools when seeking supply teachers.
5. Supply teachers may then be more willing to be employed directly by schools rather than through a supply teacher agency.
6. Complies with the School Teachers Pay and Conditions Document and will not be detrimental to any supply teacher.

**Support Staff Term Time Only Working: Annual Leave and Salary Calculations - April 2023 onwards.**

**Annual Leave Accrual (FTE):**

Based on Monday – Friday working all year round, there are 365 days / 7 x 5 days = 260.71 maximum available days or 260.71/5 = 52.14 weeks.

For grade H and below jobs, for an employee with less than 3 years' service the annual leave entitlement is 25 days. There are also 8 bank holidays per year, meaning an all-year-round employee is entitled to 33 holiday/bank holiday days per year.

Therefore, out of the available days, an all-year-round employee works as below:

260.71 available days – 33 days annual leave/bank holidays = 227.71 maximum working days

and thus

$33 / 227.71 = 0.145$  days annual leave/Bank Holidays are accrued each working day

**1. Term time only calculation:**

A term time only employee works 190 days per year (38 Weeks)

Therefore, they accrue  $190 \times 0.145$  days annual leave/ bank holiday entitlement, which equates to  $190 \times 0.145 = 27.55 / 28$  days (or  $28 / 5 = 5.6$  weeks) annual leave/bank holidays

Their pay will consist of the working days plus the holiday/bank holiday entitlement.

$190 + 28 = 218$  total paid days or  $38 + 5.6 = 43.6$  total paid weeks (compared to 52.14 paid weeks for an all-year-round employee)

So, if the full-time equivalent salary is £20000, the salary for an employee who works 37 hours per week term time only will be.

$£20000 \times 43.6 / 52.14 = £16,724.20$

$43.6 / 52.14 = 0.836$  is referred to as the FTE - the proportion of the full-time salary they receive.

If an employee works INSET days or extra weeks in the holidays, the above calculation method applies, with the adjustment made to the 190 days worked (e.g. 195 for TTO+ Inset days) prior to the holiday accrual calculation.

If annual leave entitlement is higher, due to grade or length of service, the same methodology is used but the days entitlement is increased from 33 prior to the annual leave accrual calculation.

## **2. Part time hours calculation**

If the Term time only employee works less than 37 hours per week, the paid weeks calculation remains the same, but the annual salary will be further prorated by the hours worked as a proportion of 37 Full- time hours per week.

For example, if the above employee works 15 hours per week, the full-time term time only salary will be prorated by 15/37

$$£20000 \times 43.6/52.14 \times 15/37 = £6,780.08$$

$$\text{Their FTE is } 43.6/52.14 \times 15/37 = 0.339$$

## **3. Monthly salary payments**

Once the annual salary is calculated as above, it is divided into 12 equal parts and paid monthly.

If there are changes to a contract mid-year, it will be necessary to determine whether they have been over or underpaid at this point. The notional year for calculation purposes is 1<sup>st</sup> September – 31<sup>st</sup> August.

## **4. Taking holiday**

Holiday is deemed to have been taken in the school holiday periods.

## **5. Enhanced hourly rate for casual staff.**

For staff working on a casual basis, holiday pay is accrued for each hour worked, using the basis of the above formula. For each day/hour worked the employee is paid an additional 14.74% to cover holiday pay and bank holiday entitlement.

## Teacher Pay Ranges - 1st September 2024

### IMPORTANT NOTES:

*Advisory and discretionary reference points in annex 1 are optional values for Bracknell Forest Schools to consider using. Individual schools may choose to pay different values between the minima and maxima of the ranges.*

*The relevant uplift to salaries has been applied to the figures in annex 1.*

### Main Range

<b>Point</b>	<b>1 Sept 24 pa</b>
Minimum – Advisory reference point 1	£33,075
Advisory reference point 2	£34,974
Advisory reference point 3	£37,141
Advisory reference point 4	£39,495
Advisory reference point 5	£41,870
Maximum – Advisory reference point 6	£45,037

### Upper Pay Range

<b>Point</b>	<b>1 Sept 24 pa</b>
Minimum – Advisory reference point 1	£47,031
Advisory Reference point 2	£48,719
Maximum – Advisory reference point 3	£50,471

### Lead Practitioner

<b>Point</b>	<b>1 Sept 24 pa</b>
Minimum	£51,403
Maximum	£77,430

### Unqualified Classroom Teachers

<b>Point</b>	<b>1 Sept 24 pa</b>
Minimum – Advisory reference point 1	£23,140
Advisory reference point 2	£25,630
Advisory reference point 3	£28,123
Advisory reference point 4	£30,319
Advisory reference point 5	£32,813
Maximum – Advisory reference point 6	£35,305

### Special Educational Needs Allowance

<b>Point</b>	<b>1 Sept 24 pa</b>
Minimum	£2679
Maximum	£5285

### Teaching & Learning Responsibility Payments

<b>Point</b>	<b>1 Sept 24 pa</b>
TLR 1 Minimum	£9782
TLR 1 Maximum	£16,553

TLR 2 Minimum	£3391
TLR 2 Maximum	£8279
TLR 3 Minimum	£675
TLR 3 Maximum	£3344

### Ranges for Headteachers

Group 1	£57,693 - £76,289
Group 2	£60,540 - £82,006
Group 3	£65,188 - £88,150
Group 4	£69,964 - £94,758
Group 5	£77,051 - £104,377
Group 6	£82,825 - £114,990
Group 7	£89,033 - £126,623
Group 8	£98,045 - £139,632

### Leadership Pay Scale 1<sup>st</sup> September 2024

BF Reference Point	Annual Salary	
	£	
Minimum	51,151	
Reference Point 2	52,400	
Reference Point 3	53,675	
Reference Point 4	54,983	
Reference Point 5	56,320	
Reference Point 6	57,693	
Reference Point 7	59,213	
Reference Point 8	60,540	
Reference Point 9	62,019	
Reference Point 10	63,576	
Reference Point 11	65,188	
Reference Point 12	66,665	
Reference Point 13	68,298	
Reference Point 14	69,964	
Reference Point 15	71,665	
Reference Point 16	73,539	
Reference Point 17	75,206	
Reference Point 18-HT	76,289	<i>Headteachers top of group range only</i>
Reference Point 18	77,051	
Reference Point 19	78,926	
Reference Point 20	80,857	

Reference Point 21-HT	82,006	<i>Headteachers top of group range only</i>
Reference Point 21	82,825	
Reference Point 22	84,843	
Reference Point 23	86,904	
Reference Point 24-HT	88,150	<i>Headteachers top of group range only</i>
Reference Point 24	89,033	
Reference Point 25	91,205	
Reference Point 26	93,432	
Reference Point 27-HT	94,758	<i>Headteachers top of group range only</i>
Reference Point 27	95,708	
Reference Point 28	98,045	
Reference Point 29	100,444	
Reference Point 30	102,901	
Reference Point 31-HT	104,377	<i>Headteachers top of group range only</i>
Reference Point 31	105,420	
Reference Point 32	108,007	
Reference Point 33	110,656	
Reference Point 34	113,356	
Reference Point 35-HT	114,990	<i>Headteachers top of group range only</i>
Reference Point 35	116,140	
Reference Point 36	118,977	
Reference Point 37	121,903	
Reference Point 38	124,884	
Reference Point 39-HT	126,623	<i>Headteachers top of group range only</i>
Reference Point 39	127,890	
Reference Point 40	131,056	
Reference Point 41	134,290	
Reference Point 42	137,623	
Maximum Reference Point 43 - HT	139,632	<i>Headteachers top of group range only</i>