KINGSHILL INFANT SCHOOL

# Teacher Pay

## Reviewed: October 2026

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## 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 no 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 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 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 governing body/relevant committee will determine the pay range for a vacancy prior to advertising it.

On appointment the school leader will determine the starting salary within that range to be offered to the successful candidate. For senior leader appointments this 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 Hay job evaluation scheme.

In making such determinations, the governing body and school leaders may consider 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 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 THE UPPER PAY RANGE

### 6.1. 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 once a year. A request to be considered for progression should be submitted to the teacher's line manager by email copying in the school leader 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 on the 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 governance 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 are substantial and sustained.

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 long period of at least 2 school year(s).

The application will be assessed by the school leader or other assigned member of the senior leadership team to provide a recommendation ahead of being reviewed by the 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 be likely be eligible where a post:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgment
- 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 payment.

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.

TLR payments will be made in full even if the staff member is a part-time employee.

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 of normal directed hours but during the school day. The fixed term for which they are to be awarded must be established at the outset of the award. 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.

TLR 3 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 appraisal statements and these will be discussed with employees at appraisal review meetings. 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 10 working 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.

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 THE POLICY

The governing board 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.

## 13. TEACHER PAY VALUES

We follow the advisory pay points included within the STPCD and reference points (where advisory pay points are not available) published by the Local Government Association as applicable.

- **Kingshill Infant School pays staff a 'London Fringe' allowance. Pay scales can be found here: https://neu.org.uk/advice/your-rights-work/pay-advice/pay-scales/pay-scales-england**

- **'London Fringe' Leadership post ranges can be found here: https://neu.org.uk/advice/your-rights-work/pay-advice/pay-scales/pay-scales-england**