## Introduction

This policy sets out the framework for making decisions on teachers’ pay. It has been developed to comply with current legislation and the requirements of the School Teachers’ Pay and Conditions Document (STPCD) and has been negotiated with the recognised trade unions.

[Name of school/college/trust] has a statutory responsibility for making decisions on pay, for reviewing school leadership and teachers’ salaries annually and for developing an appropriate and fair school pay policy.

A copy of this policy and all relevant documents on pay and conditions will be made available to staff by the school.

In adopting this pay policy the aim is to:

·       assure the quality of teaching and learning at the school;

·       support recruitment and retention and reward teachers appropriately;

·       ensure accountability, transparency, objectivity and equality of opportunity.

## Scope

This policy applies to all teaching staff at [Name of school/college/trust], including leadership teachers and unqualified teachers. It also applies to part-time teaching staff and supply teachers.

## Equalities

[Name of school/college/trust] seeks to provide equal employment opportunities for all staff. [Name of school/college/trust] will always comply with all relevant employment and equalities legislation and regulations.

An Equality Impact Assessment (EIA) may be undertaken to ensure that the application of the policy does not disadvantage any group with a protected characteristic(s) as defined by the Equality Act 2010.

Transparent information on pay outcomes at the school, including by equality characteristic, will be made available to union reps on an ongoing basis.

Teachers will not be refused progression on the relevant pay range for maternity leave, pregnancy related issues, long-term sickness absence and/or disability-related absence as this would be unlawful.

All vacant posts, including temporary and acting posts, will be displayed on the staff notice board and by other internal means so that staff will have an opportunity to apply for posts relevant to their training and experience.

## Roles and responsibilities

Pay decisions at this school are made by [Name of school/college/trust] which has delegated certain responsibilities and decision-making powers to the Pay Committee, as set out in Appendix 1. The Pay Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of [Name of school/college/trust] and shall have full authority to take pay decisions on behalf of [Name of school/college/trust] in accordance with this policy. The head teacher shall be responsible for advising the Pay Committee on its decisions.

## Pay reviews

[Name of school/college/trust] will ensure that each teacher’s salary (across all pay ranges) is reviewed annually with effect from 1 September and that each teacher is notified of the outcome no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

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. Where applicable, a written statement will be given after any review and 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, [Name of school/college/trust] will give the required notification as soon as possible and no later than one month after the date of the determination.

[Name of school/college/trust] will ensure that cost of living increases are applied to all pay points and allowances and clearly differentiated from any pay increases due to pay progression.

## Pay determination on appointment

[Name of school/college/trust] 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.

**Classroom teacher posts**

[Name of school/college/trust] has established the following pay for classroom teacher posts paid on the Main Pay Range (MPR) and Upper Pay Range (UPR) in England:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2024/25** | **England (excluding the London Area)** | **London Fringe Area** | **Inner London Area** | **Outer London Area** |
| **Main pay range** |
| 1  | £31,650 | £33,075 | £38,766 | £36,413 |
| 2  | £33,483 | £34,974 | £40,609 | £38,318 |
| 3  | £35,674 | £37,141 | £42,536 | £40,322 |
| 4  | £38,034 | £39,495 | £44,556 | £42,430 |
| 5  | £40,439 | £41,870 | £47,069 | £45,000 |
| 6  | £43,607 | £45,037 | £50,288 | £48,532 |
| **Upper pay range** |
| 1  | £45,646 | £47,031 | £55,415 | £50,210 |
| 2  | £47,338 | £48,719 | £58,138 | £52,068 |
| 3  | £49,084 | £50,471 | £60,092 | £53,994 |

[Name of school/college/trust] undertakes that it will not restrict the pay range advertised/starting salary and/or pay progression available for classroom teacher posts, other than the minimum of the MPR and the maximum of the UPR.

[Name of school/college/trust] will apply the principle of pay portability in making pay determinations for all new appointees. When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, [Name of school/college/trust] will pay the teacher on the MPR and will allocate pay points, as a minimum, on the following basis:

·      one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;

·      one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England in a school in the maintained sector of the country concerned;

·      one point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher’s work at the school, and experience with children/young people;

·      one point for each three years of other remunerated or unremunerated experience including caring for children during a career break.

When determining the starting pay for a classroom teacher who has previously worked in a Local Authority (LA) maintained or academy school in England or Wales, [Name of school/college/trust] will pay the teacher at a point which at least maintains the teacher’s previous pay entitlement, plus any pay progression which they would have received had they remained in their previous post.

[Name of school/college/trust] will also pay classroom teachers who are “post-threshold teachers”, as defined by the STPCD, on the UPR. This includes teachers formerly employed as leadership group teachers for more than one year or as local authority school inspectors/advisers, and other teachers who have met standards equivalent to the UPR standards (e.g. teachers in sixth-form colleges).

**Leading Practitioner teacher posts**

[Name of school/college/trust] has established the following pay range for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **2024/25** | **England (excluding the London Area)** | **Inner****London Area** | **Outer London Area** | **London****Fringe Area** |
| Minimum  | £50,025 | £59,478 | £53,994 | £51,403 |
| Maximum  | £76,050 | £85,509 | £80,022 | £77,430 |

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

When determining the pay scales for such posts, [Name of school/college/trust] will do so by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality and fair pay relativities between posts of differing levels of responsibility.

The policy of [Name of school/college/trust] is to apply pay portability to any new Leading Practitioner teacher at appointment.

**Unqualified teachers**

[Name of school/college/trust] has established the following pay range for unqualified teachers employed in classroom teacher posts:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **2024/25** | **England (excluding the London area)** | **Inner****London Area** | **Outer London Area** | **London****Fringe Area** |
| 1  | £21,731 | £27,252 | £25,758 | £23,140 |
| 2  | £24,224 | £29,745 | £28,252 | £25,630 |
| 3  | £26,716 | £32,238 | £30,744 | £28,123 |
| 4  | £28,914 | £34,436 | £32,947 | £30,319 |
| 5  | £31,410 | £36,925 | £35,438 | £32,813 |
| 6  | £33,902 | £39,417 | £37,932 | £35,305 |

Upon obtaining qualified teacher status (QTS), an unqualified teacher will be transferred to a salary within the MPR for teachers which is higher than the salary they would have received had they remained as an unqualified teacher, including any additional allowances, and progressed as normal that year.

**Leadership teacher posts (head teacher, deputy and assistant head teachers)**

[Name of school/college/trust] will maintain a 43-point leadership pay range, as set out in the [joint union advice](https://neu.org.uk/media/22891/view) on teacher pay scales in England.

The pay ranges for the head teacher, deputy head teacher[s] and assistant head teacher[s] will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities.

[Name of school/college/trust] has established the following pay ranges for the head teacher, deputy head teacher[s] and assistant head teacher[s]:

Head teacher pay range

*[insert the school’s 7-point range for head teacher]*

Deputy head teacher pay range

*[insert the school’s 5-point range for deputy head teachers]*

Assistant head teacher pay range

*[insert the school’s 5-point range for assistant head teachers]*

Discretionary payments to the head teacher will be determined in accordance with the

provisions of the STPCD and will be reviewed annually.

[Name of school/college/trust] will normally appoint new leadership teachers at the bottom point of the relevant pay range.

[Name of school/college/trust] will pay teachers as deputy or assistant head teachers only where [Name of school/college/trust] is satisfied that, in the context of the teacher’s duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role:

* is focused on teaching and learning;
* requires the exercise of a teacher’s professional skills and judgment;
* requires the teacher to lead and manage the school through:
1. development of teaching and learning priorities across the school;
2. accountability for the standards of achievement and behaviour of pupils across the school;
3. accountability for the planning and deployment of the school’s resources;
4. leading policy development and implementation across the school in accordance with statutory provisions;
5. managing whole school operational activity;
6. working with external bodies and agencies; and
7. securing pupils’ access to their educational entitlements.
* has an impact on the educational progress of the school’s pupils;
* involves leading, developing and enhancing the teaching practice of the school’s staff; and
* includes line management responsibility for a significant number of people and/or the line management of other line managers.

In the case of a deputy head teacher post, [Name of school/college/trust] must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an assistant head teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the head teacher.

## Pay progression

Pay progression is automatic for all staff within their pay range, including Early Career Teachers (ECTs), until they reach the top of their range, and will be awarded on an annual basis. Pay progression is not linked to performance.

[Name of school/college/trust] will ensure that appropriate funding is allocated for pay progression for all teachers. Funding issues will not be used as a criterion to refuse pay progression.

## Movement on to the Upper Pay Range

**For Academy Trusts:**

Teachers at the top of the MPR will automatically cross the threshold onto the UPR without need for any further application.

Teachers who are on the highest point of the MPR must notify the HR Department if they do not wish to progress to the UPR the following year. The HR Department will seek to understand their rationale for this, liaising with the head teacher. Teachers on the UPR will work to the relevant standards (see Appendix 3).

**For Local Authority Schools:**

Applications and Evidence

Any qualified teacher may apply to be paid on the UPR and any such application must be assessed in line with this policy.

The head teacher will notify all teachers on the MPR at the start of each school year of their eligibility to apply for assessment. If a teacher confirms their intention to apply, this will be considered when setting objectives.

Applications may be made at least once a year. Where teachers wish to be assessed, they should notify their appraiser in writing. The teacher’s application will be appended to their appraisal planning statement. The evidence to be used will be only that available through the appraisal process.

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 UPR in that school(s). This school will not be bound by any pay decision made by another school.

The Assessment

An application from a qualified teacher will be successful where [Name of school/college/trust] is satisfied that:

* the teacher is highly competent in all elements of the relevant standards; and
* the teacher’s achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy, [Name of school/college/trust] will be satisfied that the teacher has met the expectations for progression to the UPR where the criteria (see Appendix 3) has been satisfied as evidenced by their annual appraisal review.

In making its decision, [Name of school/college/trust] will have regard to the most recent appraisal review or, at most, the two most recent appraisal reviews.

Processes and procedures

The assessment will be made within ten working days of receipt of the application or the conclusion of the appraisal process, whichever is later. If successful, applicants will move to the UPR from the previous 1 September and will be placed on point 1 of that pay range. If unsuccessful, feedback will be provided by the head teacher within five working days of the decision. Feedback will cover the reasons for the decision and the appeals procedure.

## 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. [Name of school/college/trust] will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school’s timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

## Short notice/supply teachers

[Name of school/college/trust] will, wherever possible, seek to employ supply staff directly and not via agencies. When employing staff directly on a short-term basis, it will employ them on the same pay and working time arrangements as permanent staff and will apply the principle of pay portability for teachers, as outlined earlier in this policy.

Teachers employed on a day-to-day or other short notice basis will be paid daily, 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. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

## Discretionary allowances and payments

**Teaching & Learning Responsibility Payments (TLRs)**

[Name of school/college/trust] will award TLR1 and TLR2 payments to classroom teachers (including part time teachers) in accordance with the pay ranges specified in the STPCD. Unqualified teachers cannot be awarded TLRs.

TLR1s and TLR2s are awarded on a permanent basis. If they are discontinued other than on a voluntary basis, safeguarding is payable.

TLR1s or TLR2s may only be awarded on a temporary basis to cover maternity or sick leave, or secondments. There is no entitlement to safeguarding in these circumstances.

Where a part time teacher is awarded a TLR1 or TLR2, [Name of school/college/trust]
will ensure that the duties associated with the role are pro-rata to a full-time
equivalent teacher.

The following levels and values for TLR payments apply in England:

|  |  |  |  |
| --- | --- | --- | --- |
| **2024/25** | **TLR1**  | **TLR2**  | **TLR3**  |
| Minimum  | £9,782 | £3,391 | £675 |
| Maximum  | £16,553 | £8,279 | £3,344 |

The following structure for TLR payments reflects the former five levels of Management Allowances at values uprated in line with annual changes to the TLR payment ranges. The minimum values below will be used in the school:

|  |  |
| --- | --- |
| **TLR1a** | £9,782 |
| **TLR1b** | £12,772 |
| **TLR1c** | £16,553 |
| **TLR2a** | £3,391 |
| **TLR2b** | £5,650 |
| **TLR2c** | £8,279 |

[Name of school/college/trust] is committed to maintaining appropriate levels of TLRs to reflect the distribution of responsibilities across the school and to ensure that teachers are properly rewarded for undertaking additional responsibilities. [Name of school/college/trust] therefore recognises that TLR payments higher than the minimum values above may be appropriate.

Before awarding any TLR1 or TLR2 payment, [Name of school/college/trust] 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 the teacher’s assigned classes or groups of pupils; and

e)    involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1 payment, [Name of school/college/trust] must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

[Name of school/college/trust] will maintain a regular review of the duties for which a TLR should be paid to reduce indirect discrimination.

**TLR3 payments**

The duration of TLR3 payments will be established at the outset. These will be awarded for clearly time-limited school improvement projects or one-off externally driven responsibilities, in line with the STPCD.

Before making any TLR3 payment, [Name of school/college/trust] must be satisfied that the responsibilities meet a, b and d of the above TLR1/TLR2 criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement, which should instead be rewarded by means of a permanent TLR payment.

Where [Name of school/college/trust] wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range) and the duration of payment will be set out clearly to the recipient.

[Name of school/college/trust] will ensure that TLR3 payments will not be used to replace or otherwise limit teachers’ pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

TLR3 payments will be paid in full and not prorated for part-time teachers.

**Special educational needs (SEN) allowances**

[Name of school/college/trust] will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.

Teachers who meet the statutory criteria will receive a SEN allowance at least equal to the minimum of the SEN range. Teachers with two or more years’ experience in the role or in a similar role in a predecessor school or service will receive a higher SEN allowance equal to the maximum of the SEN range.

The following values apply in England:

|  |  |
| --- | --- |
|  **2024/25** | **SEN allowance** |
| Minimum | £2,679 |
| Maximum | £5,285 |

SEN allowances may be held at the same time as TLRs.

**Acting allowances**

Where any teacher is required to act as head teacher, deputy head teacher or assistant head teacher for a period in excess of four weeks, they will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.

Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

## Other payments

**Continuing professional development (CPD) outside directed time; initial teacher training (ITT) activities; and out-of-school learning activities**

[Name of school/college/trust] will make additional payments to all teachers (including the head teacher) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher’s actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment.

[Name of school/college/trust] recognises that such activities are entirely voluntary and that some teachers’ commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

**Recruitment and retention incentives and benefits**

Where [Name of school/college/trust] wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in this policy. Such payments will be reviewed annually and there will be full consultation with union representatives before the decision is made to make any such payment.

**Residential duties [[1]](#footnote-2)**

[Name of school/college/trust] will make payments in respect of residential duties in accordance with the Joint National Council for Teachers in Residential Establishments national agreement.

**Honoraria**

[Name of school/college/trust] will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

## Safeguarding

[Name of school/college/trust] will operate salary safeguarding arrangements in line with the provisions of the STPCD.

The STPCD states that teaching staff in receipt of a safeguarded sum higher than £500 can be given additional duties that [Name of school/college/trust] deems appropriate and is commensurate with the safeguarded sum. Examples of duties could be tasks linked to school improvement, such as leading on a project, or any tasks which would enhance the level of support for teaching and learning functions in the school.

[Name of school/college/trust] agrees that such duties must be reasonable, appropriate, and mutually agreed. Additionally, they must not be of an administrative or clerical nature, and they should not meet the criteria for a TLR payment.

## Appeals

The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

The member of staff will be given the opportunity to make representations in person. Any member of staff appealing has the right to see all relevant papers and to be accompanied by a workplace colleague or trade union representative.

## Review and monitoring

This policy will be reviewed annually, in consultation with the recognised unions, to ensure consistency, fairness, and effectiveness, and to reflect any changes in employment legislation.

[Name of school/college/trust] will monitor, review and report on the outcomes and impact of this policy on an annual basis and in line with the Equality Act 2010.

[Name of school/college/trust] will share with the recognised unions information including: appropriate anonymised data broken down by Equality Characteristics in line with GDPR on the application of this policy, including the number of requests granted and the outcome of any appeal. Should analysis of this data cause concern, a review of the policy and its application will be initiated.

## Appendix 1

**Remit for the pay committee of [name of school/college/trust]**

The Pay Committee will comprise at least three governors/trustees. All governors/trustees, including those employed at the school, will be eligible for membership of the Pay Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school.

**Establishment of the policy**

The Pay Committee is responsible for:

•      establishing the policy, in consultation with the head teacher, staff and trade union representatives, and submitting it to [Name of school/college/trust] for approval.

[Name of school/college/trust] is responsible for:

•       formal approval of the policy.

**Monitoring and review of the policy**

The Pay Committee is responsible for:

•      reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives; and submitting it to [Name of school/college/trust] for approval.

[Name of school/college/trust] is responsible for:

•     considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

**Application of the policy**

The head teacher is responsible for:

•      ensuring that pay recommendations for the deputy and assistant head teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;

•      advising the Pay Committee on its decisions; and

•      ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

•      taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher;

•      taking decisions regarding the pay of the head teacher following consideration of the recommendations of the governors/trustees responsible for the head teacher’s performance review;

•      submitting reports of these decisions to [Name of school/college/trust]; and

•      ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of [Name of school/college/trust] is responsible for:

•      taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

## Appendix 2

**Pay appeals procedure**

[Name of school/college/trust] is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law. [[2]](#footnote-3)

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as how appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by [Name of school/college/trust] (or a committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

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

* incorrectly applied any provision of the STPCD;
* failed to have proper regard for statutory guidance;
* failed to take proper account of relevant evidence;
* took account of irrelevant or inaccurate evidence;
* was biased; or
* Otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten 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 the employee should be informed in writing of the decision and the right
to appeal.

Any appeal should be heard by a panel of three governors/trustees who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows.

**Introductions**

Chair introduces everyone and what their role is:

* self as chair
* other panel member(s) (if applicable)
* employee
* employee representative
* any witnesses for the employee side
* management representative who will state the management case
* any witnesses for the management side
* person who will clerk the meeting
* HR manager to give advice to the panel
* chair goes over the order of the hearing
* employee will state their case
* chair asks questions of the employee/employee representative
* chair invites panel (if applicable) to ask questions
* management will state their case
* chair asks questions of the management
* chair invites panel (if applicable) to ask questions
* chair to sum up both sides
* chair to adjourn hearing to deliberate

**The employee case**

Employee/representative presents employee case:

* what is the evidence that supports their case
* introduces any witnesses to chair
* chair asks questions
* chair opens the discussion to the panel (if applicable)

**The management case**

**Management representative presents management case:**

* what is the evidence that supports the disputed pay decision
* introduces any witnesses
* chair asks questions
* chair opens the discussion to the panel (if applicable)

**Summing up**

If appropriate, the chair can sum up the key points on both sides.

**End of hearing**

Chair ends the hearing and advises employee that they will let them have the panel’s decision in writing within timescale.

Chair advises employee that they will have a right of appeal and that the letter will contain full details.

**Decision-making**

HR clerk notes main points of panel discussion and their decision.

Panel obtains HR advice if required to inform their decision-making.

**Communication of decision**

Employee is notified of decision.

Decision and reason for the decision confirmed in writing.

## Appendix 3

Upper pay range progression criteria

The school has adopted the following criteria which were formerly set out in the STPCD:

**1. Professional attributes**

1.1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

**2. Professional knowledge and understanding**

2.1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

2.2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

2.3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

2.4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners’ needs.

2.5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

2.6. Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

**3. Professional skills**

3.1. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

3.2. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3. Promote collaboration and work effectively as a team member.

3.4. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

1. This section only applies to schools covered by the Joint Negotiating Committee for Teachers in Residential Establishments national agreement: [Teachers in residential establishments | Local Government Association](https://www.local.gov.uk/our-support/workforce-and-hr-support/education-and-young-people/school-teachers/teachers) [↑](#footnote-ref-2)
2. See [www.acas.org.uk/index.aspx?articleid=2174](http://www.acas.org.uk/index.aspx?articleid=2174)  [↑](#footnote-ref-3)