

## Guidance

### **Preparing for the 2016-17 Pay Policy Version 1, 01/09/16**

#### **Key**

**Red text:** Indicates changes between the 2015-16 and 2016-17 example wording, arising from changes to the School Teachers' Pay and Conditions Document or following feedback from schools and professional associations.

*Italics:* Commentary, not to be included in final pay policy



## **Introductory statement**

*The purpose of this document is to provide a framework for schools when reviewing their existing pay policy in light of the changes to the School Teachers' Pay and Conditions Document from 1 September 2016. **Whilst this document has been shared with recognised trade unions, its status is guidance rather than an agreed model policy. Schools should ensure they consult with staff and unions on their proposed Pay Policy for 2016/17. The school's final Pay Policy should be approved by the governing body and shared with all staff. Further guidance about consultation can be found [here](#).***

*The document includes example wording for support staff which schools may wish to consider as a way of ensuring that they produce a 'whole school', inclusive pay policy. However, there is no expectation that schools will adopt wholesale the example wording below.*

*The document assumes that academy schools have continued to work with the STPCD and Single Status frameworks relevant at the time of conversion, so does not reflect individual customisation that may have subsequently been agreed.*

*It is essential that schools:*

- *Are aware of the forthcoming changes and discretions available to them*
- *Review their existing pay and appraisal policies in the light of these changes and their experiences of performance management and pay decision processes*
- *Consider any training requirements as a result of the changes*
- *Consult with staff and unions about the proposed changes, seek governing body approval for their updated policies and share these with all staff.*

**Elmsett C of E VC Primary School**  
**PAY POLICY FOR ACADEMIC YEAR 2016-17**

The governing body of Elmsett School adopted this policy on 10<sup>th</sup> October 2016 following consultation with staff and school representatives of the recognised unions.



## **POLICY FOR ALL STAFF**

### **1. STATEMENT OF INTENT**

The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school." The pay policy is intended to support that statutory duty.

The governing body of Elmsett will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

This policy applies to all Elmsett staff. Where different arrangements apply to different groups of staff by virtue of their terms and conditions of employment, this is clearly stated.

For all staff, pay progression will be clearly attributable to the individual's performance and the pay committee will be able to objectively justify its decisions.

### **2. EQUALITIES LEGISLATION**

The governing body will comply with relevant equalities legislation, including the following legislation, as amended:

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010.

The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development. See 'governing body obligations' in relation to monitoring the impact of this policy.

### **3. EQUALITIES AND PERFORMANCE RELATED PAY**

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, eg, an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual employee's circumstances and the school's circumstances.

### **4. JOB DESCRIPTIONS**

The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body (see Appendix 1). Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

### **5. ACCESS TO RECORDS**

The Headteacher will ensure reasonable access for individual members of staff to their own employment records.

### **6. APPRAISAL**

Assessment will be based on evidence from a range of sources, as described in the school's Appraisal Policy. Although the school will establish a firm evidence base in relation to the performance of all employees, there is a responsibility on the individual and their appraiser to work together. Employees should gather any evidence that they deem is appropriate in relation to their objectives and other relevant criteria (e.g. the Teachers' Standards and criteria to be paid on Upper Pay Range), so that such evidence can be taken into account at the performance review.

Appraisal objectives will become more challenging as staff progress up their pay range/grade.

Where not already directly responsible for objective setting and pay recommendations, the Headteacher will moderate these to ensure consistency and fairness.

## **7. GOVERNING BODY OBLIGATIONS**

The governing body will fulfil its obligations to:

- Teachers: as set out in the School Teachers' Pay and Conditions Document ('the Document') and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book'). The governing body will also comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers;
- Support staff: as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) and [Suffolk County Council's/relevant local authority Single Status Agreement] and local pay and grading arrangements, as they apply to schools and where not already amended as described in this policy or the school's appraisal policy.

The governing body will consider any updated policies to ensure that the appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay decisions are properly documented and can be objectively justified. It will at all times assure itself that public money is being used effectively and with propriety, as necessary, seeking appropriate independent advice and complying with audit requirements.

The governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy (see paragraph 13. Procedures) and the school's spending plan.

The governing body will monitor the outcomes of pay decisions, including the extent to which different groups of staff may progress at different rates, ensuring the school's continued compliance with equalities legislation.

## **8. HEADTEACHER OBLIGATIONS**

The Headteacher will:

- Develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- Submit any updated appraisal and pay policies to the governing body for approval;
- Ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- Submit pay recommendations to the governing body and ensure the governing body has sufficient information upon which to make pay decisions;
- Ensure that all staff are informed about decisions reached and that records are kept of recommendations and decisions made.

## **9. EMPLOYEE OBLIGATIONS**

Employees will:

- Engage with appraisal - this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- Keep records of their objectives and review them throughout the appraisal process;
- Share any evidence they consider relevant with their appraiser;
- Under normal circumstances ensure they have, as a minimum, an annual review of their performance.

## **10. DIFFERENTIALS**

The need to create or maintain appropriate differentials between posts within the school will be considered, recognising: accountability and job weight; the governing body's need to recruit, retain and motivate sufficient employees of the required quality at all levels; and the more recent removal from the Document of prescribed differentials between leadership posts.

## **11. DISCRETIONARY PAY AWARDS**

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

## **12. SAFEGUARDING OF PAY**

Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will comply with the relevant provisions of the Document or support staff terms and conditions of employment and will give the required notification as soon as possible and no later than one month after the determination.

## **13. PROCEDURES**

At Elmsett the pay committee will be the Resources Committee, Staff governors will be asked not to attend pay committee items.

The governing body will determine the annual pay budget on the recommendation of the pay committee.

The governing body has delegated its pay powers to the pay committee. Any person employed to work at the school, other than the head, must withdraw from a meeting at which the pay or appraisal of any other employee of the school is under consideration. The head must withdraw from that part of the meeting where the subject of consideration is their own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

The pay committee will be attended by the head in an advisory capacity. Where the pay committee has invited either a representative of the Local Authority or the external adviser to attend and offer advice on the determination of the head's pay, that person will withdraw at the same time as the head while the committee reaches its decision. Any member of the committee required to withdraw will do so.

The terms of reference for the pay committee will be determined from time to time by the governing body and can be [found in Appendix 5] [viewed in - *detail access arrangements*].

Reports of the pay committee will be placed in the confidential section of the governing body's agenda and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy.

#### **14. ANNUAL DETERMINATION OF PAY**

All staff salaries will be reviewed annually to take effect, where headroom is available, from:

- 1 September for all teaching staff, including the head, deputy head(s), assistant head(s); or
- 1 April for all support staff. *Academy schools may have consulted on and implemented alternative local arrangements*

The governing body will endeavour to complete support staff annual pay reviews between 1 April and the end of the summer term, teachers' annual pay reviews by 31 October and the Headteacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

Annual pay progression is not automatic. It will only be considered where staff have met the expectations described in this policy, the school's Appraisal Policy and through their appraisal process, and will be subject to the maximums of the employee's relevant pay range/grade/grade mid-point and the governing body's annual decision making processes.

Pay progression will not be considered during any probationary period. Normal appraisal and pay review arrangements will apply following the successful completion of any probationary period and, for support staff, subject to the "11 month rule" described in paragraph 21 of this policy.

#### **15. ABSENCE AND/OR PARTIAL ACHIEVEMENT OF OBJECTIVES**

Where any member of staff has been absent for some or all of the appraisal period, for example, as a result of long-term sickness absence or maternity/adoption/shared parental leave, the assessment in relation to pay progression will be based on performance during any period of attendance and/or prior performance.

In exceptional circumstances, for example, where objectives have not been fully met due to factors entirely outside the control of the reviewee, the reviewer may apply discretion in recommending pay progression. Such discretion will normally only be applied where:

- For teachers: competency in all elements of the Teachers' Standards and 'good' teaching overall have been demonstrated, as described below
- For support staff: the standard of work more generally has been of a high level.

## **16. NOTIFICATION OF PAY DETERMINATIONS**

Decisions will be communicated to each member of staff by the Headteacher, in writing, at the earliest opportunity and no later than one month after the pay determination. Decisions on the pay of the head will be communicated by the pay committee, again, in writing. All communication regarding pay determinations will set out the reasons why decisions have been taken. An instruction to amend pay from the relevant date will be issued as soon as practicable after the pay decision has been made.

In accordance with the Document, pay statements given to teachers, as part of the regular review process or when other pay decisions are taken, will state all remuneration, including any allowances, any payments or other financial benefits for recruitment and retention purposes, any safeguarded sums and any fixed term arrangements, as well as where a copy of the school's pay policy and staffing structure can be inspected.

## **17. PART-TIME EMPLOYEES**

The head and governing body will use their best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator. For teaching staff, this will include the governing body applying the provisions of the Document in relation to part-time teachers' pay and working time.

## **18. RESIDENTIAL DUTIES *[Non-applicable]***

The pay committee will take account of agreements reached in the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties. A 'sleep in' payment, currently [£insert current rate] per night, will be payable to any member of staff required to undertake overnight duties, including during residential trips. **In the case of those paid on a leadership pay range, such payments will only be granted where the governing body has not already taken account of residential duties when determining base pay.**

## **19. SALARY SACRIFICE ARRANGEMENTS**

The governing body operates salary sacrifice schemes in relation to [Childcare Vouchers/Cycle to Work/other arrangements]. Staffing choosing to participate in this scheme will have their gross pay reduced according to the terms of the scheme for the duration of their participation.

## **20. APPEALS PROCEDURE**

The appeals procedure in relation to pay decisions for all staff is set out in Appendix 4 of this policy.

**The following sections of the policy cover further pay arrangements as they apply to, firstly, Support Staff and, secondly, Teaching Staff.**

## PAY ARRANGEMENTS SPECIFIC TO SUPPORT STAFF

### 21. SUPPORT STAFF PAY

#### **Salary on appointment**

- 21.1 The pay committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The pay committee will determine the pay grade of support staff on appointment in accordance with the scale of grades currently applicable in relation to employment with the Local Authority (where relevant), which the pay committee consider appropriate for the post. In reaching its determination, the pay committee will consider the advice of the Local Authority, where relevant, but will not consider itself bound by that advice.
- 21.2 The governing body will determine the pay range to be advertised, taking account of the full responsibilities of the post and, where relevant, the Local Authority's guidance on Single Status benchmark job descriptions.
- 21.3 Appointment in each case will normally be within the lower part of the grade (see Appendix 6), unless the post is specifically designated as appropriately placed in the higher part. Salary on appointment will normally be to the lowest point of that grade. Where the school is satisfied that it is necessary to pay a higher starting salary in order to attract the best candidate, the appointment may be made at any point up to and including the point below 'the bar' (midpoint of the grade).

#### **Serving support staff**

- 21.4 In any year in which the governing body agrees to award incremental progression to support staff, progression within the relevant part of the grade will be by a single increment, which is dependent on successful performance in post, as assessed through the appraisal process. Further information is contained in the school's Appraisal Policy.
- 21.5 Where performance has been assessed as exceptional, the governing body may apply its discretion and award enhanced progression of an additional point, where there is scope for this within the relevant part of the pay grade.
- 21.6 To ensure that an employee who is new in post is able to benefit from, where available, incremental progression when performance supports this, the school will ensure forward objectives are set as soon as possible set upon completion of any probationary period and that an appraisal review is completed within four to six months of this. Provided that this is done, an increment will be paid from the first day of eleventh month after the employee's start date. This is referred to elsewhere as the "eleven-month rule". After that, the employee will fit into the normal appraisal review cycle.
- 21.7 The eleven-month rule will be applied to pay progression following promotion or the re-grading of an employee's post.

### **Acting-up Payments and Honoraria**

- 21.8 The governing body may determine to make an acting-up payment or an honorarium.
- 21.9 An acting-up payment may be appropriate where an employee takes on the full duties of a more senior post for a substantial period (usually four weeks or more) in the absence of the post-holder or where there is a vacancy pending recruitment to a vacant post. Where an acting-up payment is agreed, the employee will receive a salary which is not less than the minimum point of the salary for the “acting-up” post, and at least one incremental point higher than their substantive salary.
- 21.10 An honorarium may be appropriate where an employee takes on additional duties of a higher paid post for a temporary period (for whatever reason), but not the full duties. Where an honorarium payment is agreed, the school will estimate the proportion of the duties at the higher level which the employee has undertaken, the period over which the duties have been undertaken and calculate a payment. Honoraria will normally be paid as a lump sum retrospectively.

## **PAY ARRANGEMENTS SPECIFIC TO TEACHING STAFF**

Pay decisions relating to performance in the 2015-16 academic year will be made in accordance with the school's Pay and Appraisal Policies for 2015-16. The following paragraphs set out the arrangements for appointments or determinations made on or after 1 September 2016 and for pay decisions relating to performance in the 2016-17 academic year.

### **22. PAY RANGE FOR LEADERSHIP POSTS**

- 22.1 Leadership postholders will be paid in accordance with the pay ranges for school leaders set out in Appendix 2. In any determination or re-determination of leadership pay, the pay range for the Headteacher will start no lower than the minimum of the relevant Headteacher Group and the pay range for any Deputy or Assistant Headteacher will start no lower than the Leadership Minimum.
- 22.2 Wider leadership posts will need to meet the basic criterion of 'leadership responsibilities across the whole school' to be paid on the leadership pay ranges.
- 22.3 The governing body may seek independent advice and/or benchmarking data, as appropriate, when determining leadership pay.
- 22.4 The governing body will record the rationale for leadership pay determinations and the reasons for any re-determination of pay.

The governing body has determined that the pay points set out in Appendix 6 will apply to all leadership posts within the school, subject to the individual Leadership Pay Range determined for each post.

#### **Headteacher, Deputy Headteacher or Assistant Headteacher - Pay on appointment, or following a significant change in responsibilities, or following an associated review of leadership pay**

In accordance with the document, the governing body will determine leadership pay on appointment and may re-determine leadership pay following any significant change in responsibilities. It may also determine that it is necessary to review the pay of all leadership posts to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014, or with pay arrangements for members of the leadership group whose responsibilities have significantly changed after that date.

- 22.5 The governing body will assign the school to a Headteacher Group (see Appendix 2) by reference to the school's total unit score, calculated in accordance with the Document, before determining the Leadership Pay Range for the post.
- 22.6 When determining the Leadership Pay Range, the Governing body will take into account:
- All the permanent responsibilities of the role, including any permanent responsibility as the headteacher of more than one school
  - Any challenges that are specific to the role

- All other relevant considerations, for example, any recruitment and retention difficulties, the requirement for a fixed-term appointment or candidate specific factors, including how well the appointee meets the requirements of the post and how much room is appropriate for progression for the individual.
- 22.7 The governing body may also determine to use its discretion to set the leadership pay range up to 25% above the Headteacher Group. In exceptional circumstances and where supported by a business case, and having sought external independent advice, the governing body may agree to award above the 25% limit.
- 22.8 When determining the Leadership Pay Range to advertise, the governing body may decide it is necessary to advertise an extended pay range to ensure that it attracts a good pool of potential candidates. It will make clear in its information to applicants that a narrower Leadership Pay Range will be offered to the successful candidate, having considered candidate specific factors.
- 22.9 When determining the Leadership Pay Range to advertise, [additionally,] the governing body will consider whether or not it would pay above the advertised pay range for an exceptional candidate. If the governing body considers that it would, this information will be clearly stated in the advertisement and/or recruitment pack.

### **Serving Headteachers, Deputy Headteachers and Assistant Headteachers**

- 22.10 The pay committee will review the Headteacher, Deputy Headteacher and Assistant Headteacher's pay in accordance with the Document, the school's Appraisal policy and this policy, having regard to the most recent appraisal report and the recommendation on pay that it contains. It will award one point progression where there has been a sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. The governing body may consider awarding two point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one point progression.
- 22.11 All pay decisions (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the postholder. The pay committee will be able to justify its decisions.
- 22.12 The pay committee may re-determine the pay range for a serving Headteacher, Deputy Headteacher or Assistant Headteacher in accordance with the above arrangements and the Document, as at 1 September or at any time if it considers it is necessary to reflect a significant change in the responsibilities of the post.
- 22.13 The governing body may also choose to review the pay of all of its leadership posts under the arrangements within the Document if it determines that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2014.

### **Temporary Payments to the Headteacher**

- 22.14 An additional Temporary Payment (of up to 25% of annual salary) in accordance with the provisions of the Document will only be considered for additional Headteacher responsibilities that are undertaken on a temporary basis, and which have not already

been taken account of when setting base pay, for example, any temporary responsibility for additional schools. No additional payment will be considered for local collaboration as this forms part of the role of all Headteachers.

- 22.15 Ordinarily, the pay committee will ensure that the total sum of salary and any other payments made to the headteacher in any school year does not exceed 25% above the maximum of the headteacher group, excepting any additional payments made for residential duties that are a requirement of the post or payment in respect of relocation benefits which relate solely to the personal circumstances of the headteacher.
- 22.16 In wholly exceptional circumstances, the pay committee will consider using its discretion to exceed the normal limits on temporary payments and the sum of total salary, as set out in the Document. However, before agreeing to do so, it will seek the agreement of the governing body which in turn will seek external independent advice before providing such agreement.
- 22.17 The governing body may appoint a headteacher on a fixed-term contract where it determines that the circumstances of the school require it. In establishing such a contract the relevant body will consider how reward should be structured and whether achievement of objectives should be assessed over a shorter or longer timescale than would normally be the case.

### **23. ACTING ALLOWANCES**

The governing body may determine to pay an acting allowance in accordance with the Document to any teacher who is assigned and carries out the duties of head, deputy head or assistant head. The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of a head, deputy head, or assistant head, for a period of four weeks or more may be paid at an appropriate salary on the leadership pay range with payment backdated to the commencement of the duties, as determined by the pay committee. Where a pay range has been determined for the post for which an acting payment is being made, the 'appropriate salary' should not be lower than the minimum of that range.

## **24. OTHER TEACHERS**

### **Pay on appointment (Unqualified, Main, Upper and Leading Practitioner pay ranges)**

The governing body will determine the starting salary of any teaching post on the Unqualified, Main, Upper and Leading Practitioner pay ranges, having regard to:

- The requirements of the post;
- Any specialist knowledge required for the post;
- The experience required to undertake the specific duties of the post;
- The wider school context.
- The principle of 'pay portability' for base pay.

Whilst there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, consideration will also be given to the successful candidate's current/previous salary, in the context of the above factors.

The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

## 25. PAY PROGRESSION FOR EXISTING MAIN PAY RANGE TEACHERS

The pay scale for Main Pay Range teachers in this school is:

<b>Pay reference points</b>	<b>2016/17 rates</b>
<b>Minimum</b>	<b>£22,467</b>
Reference point 2	£24,243
Reference point 3	£26,192
Reference point 4	£28,207
Reference point 5	£30,430
<b>Maximum (point 6)</b>	<b>£33,160</b>

To move up the main pay range, one annual point at a time, teachers will need to have met their objectives, shown that they are competent in all elements of the Teachers' Standards and teaching should be 'good' overall (based on successful appraisal and meeting all professional Teachers' Standards:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/208682/Teachers\\_Standards\\_2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/208682/Teachers_Standards_2013.pdf) )

If the evidence shows that a teacher has performed exceptionally, including overall teaching being consistently outstanding, the governing body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of one additional point.

Judgements will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- An increasing positive impact on pupil progress;
- An increasing impact on wider outcomes for pupils;
- Improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning;
- An increasing contribution to the work of the school;
- An increasing impact on the effectiveness of staff and colleagues.

Further information, including sources of evidence is contained in the school's appraisal policy.

The pay committee will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

## **26. APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE**

Any qualified teacher can apply to be paid on the Upper Pay Range. However, in order to be able to demonstrate that they meet the assessment criteria set out in the Document (see below), particularly around the teacher's achievements and contribution to the school being substantial and sustained, it is likely that applications will be submitted by teachers with a number of years of classroom teaching experience, typically a minimum of three years and often significantly more. It is the responsibility of the teacher to decide whether or not they wish/when to apply to be paid on the Upper Pay Range.

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.

Applications will normally include the results of the two most recent appraisals in this school, including any recommendation on pay. Where such information is not applicable or available, e.g. those newer to teaching or returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3-year period before the date of application in support of their application.

### **Process:**

One application may be submitted annually (see application form in Appendix 3). The closing date for applications is normally 31<sup>st</sup> October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity/adoption/shared parental leave or who are currently on sick leave. The process for applications is:

- The teacher must complete the school's application form (Appendix 3);
- The teacher should submit the application form and supporting evidence to the Headteacher by the cut-off date of 31<sup>st</sup> October;
- The teacher will receive notification of the name of the assessor for their application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the pay committee;
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor;
- The pay committee will make the final decision, advised by the Headteacher;
- The teacher will receive written notification of the outcome of their application by 31<sup>st</sup> December. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below);

- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application/request for feedback. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria;
- Successful applicants will move to the minimum of the UPR on 1 of the year in which the application was submitted;
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix 4.

**Assessment:**

The teacher will be required to meet the criteria set out in the Document, namely 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.

In this school, this means:

“highly competent”: the teacher's performance is assessed as having exceptional depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

“substantial”: the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“sustained”: typically, the teacher will have had two consecutive successful appraisal reports in this school and will have met their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will be expected to show that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence is contained within the school's appraisal policy.

## 27. PAY PROGRESSION FOR EXISTING UPPER PAY RANGE TEACHERS

The pay scale for Upper Pay Range teachers in this school is:

<b>Pay reference points</b>	<b>2016/17 rates</b>
<b>Minimum</b>	<b>35,571</b>
Reference point 2	36,889
<b>Maximum</b>	<b>38,250</b>

To move up the main pay range, one point biennially, upper pay range teachers will need to have had two successful performance reviews in which they have met their objectives, maintained the criteria set out in paragraph 26 (namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained, as defined above) and teaching should be overall 'good' (based on successful appraisal and meeting all professional Teachers' Standards) and increasingly 'outstanding'.

Where it is clear from the evidence that the teacher's performance has been exceptional in relation to the above criteria, teaching is consistently outstanding and the teacher has exceeded some or all of their objectives, the pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of Upper Pay Range.

Further information, including sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

## **28. LEADING PRACTITIONER ROLES**

The governing body will take account of the Document when determining the role and pay range (including pay points) of any leading practitioner role in this school. Additional duties will be set out in the job description of any leading practitioner and will include:

- A leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- The modelling and leading improvement of teaching skills within school;
- Improving the effectiveness of staff and colleagues, within school and other settings as appropriate, defined by the Headteacher.

The Headteacher will agree appraisal objectives for any leading practitioner.

To move up the agreed leading practitioner pay range, one annual point at a time, the most recent appraisal should show that the leading practitioner:

- Has met their objectives;
- Is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- Has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- Is highly competent in all aspects of the Teachers' Standards;
- Has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

“Highly competent” and “substantial” are defined in the section entitled, “Applications to be paid on the Upper Pay Range”.

Where it is clear from the evidence that the teacher’s performance is exceptional, the pay committee may award enhanced pay progression of one additional point.

Further information, including sources of evidence is contained within the school’s appraisal policy.

The pay committee will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

## 29. PAY ON APPOINTMENT AND PROGRESSION FOR UNQUALIFIED TEACHERS

The pay scale for Unqualified Teachers in this school is:

<b>Pay reference points</b>	<b>2016/17 rates</b>
<b>Minimum</b>	<b>£16,461</b>
Reference point 2	£18,376
Reference point 3	£20,289
Reference point 4	£22,204
Reference point 5	£24,120
<b>Maximum</b>	<b>£26,034</b>

The pay committee will pay any unqualified teacher in accordance this policy and the Document. The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The pay committee will also consider whether it wishes to pay an additional allowance, in accordance with the provisions of the Document.

To move up the main pay range, one annual point at a time, unqualified teachers will need to have met their objectives and demonstrated:

- An improvement in teaching skills;
- An increasing positive impact on pupil progress;
- An increasing impact on wider outcomes for pupils;
- Improvements in specific elements of practice identified to the teacher;
- An increasing contribution to the work of the school;
- An increasing impact on the effectiveness of staff and colleagues.

If the evidence shows that an unqualified teacher has achieved exceptional performance, the pay committee may use its discretion to award enhanced pay progression of one additional point.

Information on sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

### **30. TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS**

The pay committee may award a TLR to a classroom teacher in accordance with this policy and the Document. A TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criteria and factors set out in the Document.

The pay committee may award a TLR3 of between £523 to £2,603 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in and taking into account the criteria set out in the Document. The governing body will set out in writing to the teacher the duration of the fixed term, and the amount of the award, which will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3. In accordance with the Document, the governing body will not award consecutive TLR3 payments for the same responsibility.

### **31. SPECIAL NEEDS ALLOWANCE**

The pay committee will award an SEN spot value allowance on a range of between £2,085 and £4,116 to any classroom teacher who meets the criteria as set out in the Document, where responsibilities are not separately recognised through payment on the leadership pay spine or through a TLR or other allowance.

When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post.

The governing body will keep SEN allowances and associated responsibilities under regular review and ensure that any additional responsibilities are clearly specified in individual teacher's job descriptions, and are clear in the school's published staffing structure. Whilst the governing body may review SEN allowances at any time, normally, any review will be follow recommendations arising from the annual performance review meeting.

### **32. TEACHERS EMPLOYED ON A SHORT NOTICE BASIS**

Teachers who work on a day-to-day or other short notice basis will have their pay determined in accordance with the Document. They will be paid on a daily basis, calculated on the assumption that a full working year consists of 195 days, with periods of work of less than a day being calculated pro-rata. This will be calculated by dividing the full-time equivalent annual salary by 195 and then dividing again by 6.5 to arrive at an hourly rate.

### **33. ADDITIONAL PAYMENTS**

The governing body may make payments as they see fit to a teacher in respect of:

- 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 the Headteacher or, in the case of the Headteacher, between the Headteacher and the governing body;
- Participation in out-of-school hours CPD agreed between the teacher and the Headteacher;
- Additional responsibilities and activities due to, or in respect of, the provisions of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

In accordance with the Document, no such payments will be made to the Headteacher.

The pay committee will make additional payments to teachers in accordance with the Document where advised by the head (or Chair of Governors in the case of the Headteacher). Payment will be as the governing body see fit.

### **34. RECRUITMENT AND RETENTION INCENTIVE BENEFITS**

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

The pay committee will consider exercising its powers under the Document where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The governing body will, nevertheless, conduct an annual formal review of all such awards.

In the case of the Headteacher, Deputy Headteachers and Assistant Headteachers, such payments will be limited to reasonably incurred housing/relocation costs where pay has been set under the 2014 or later Document (and has already been taken account of when determining base pay) and subject to the overall limits on pay set out in paragraphs 22.16 and 22.17 of this policy.

### **35. HONORARIA**

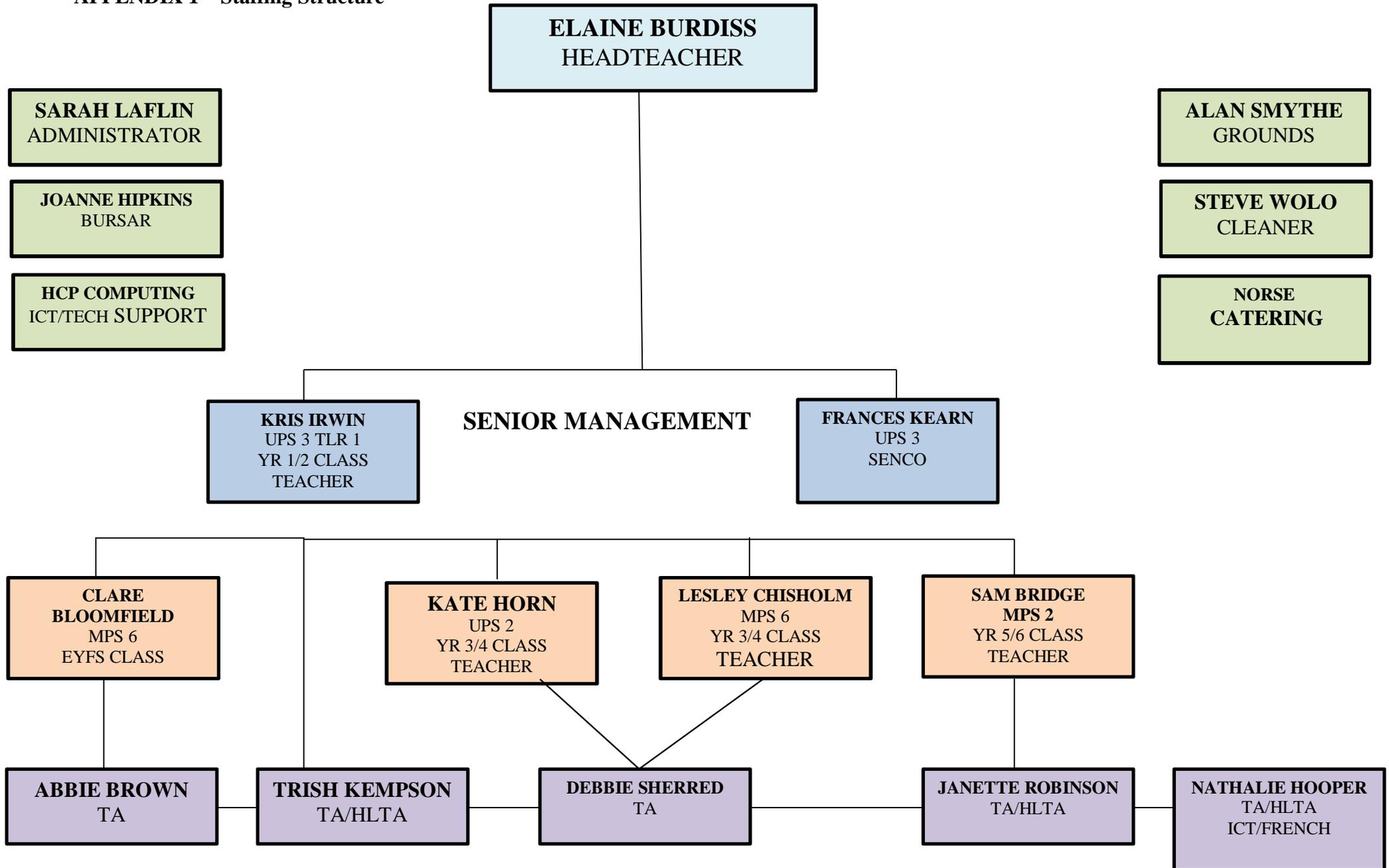
The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the Document for the payment of bonuses or honoraria in any circumstances.

**36. APPLICATION OF NATIONAL PAY FRAMEWORK UPLIFT TO SALARIES AND ALLOWANCES – SEPTEMBER 2017**

Any agreed uplift to the national pay framework will be applied to all pay ranges, salaries and allowances in payment on 1 September 2017

## APPENDICES

**APPENDIX 1 – Staffing Structure**



## APPENDIX 2 – RECOMMENDED PAY RANGES FOR SCHOOL LEADERS, 2016/17

	<b>England and Wales (excluding the London Area)</b>
<b>Leadership Minimum<sup>1</sup></b>	<b>38,984</b>
<b>Headteacher Group</b>	
<b>1</b>	44,102 – 58,677
<b>2</b>	46,335 – 63,147
<b>3</b>	49,976 – 67,963
<b>4</b>	53,712 – 73,144
<b>5</b>	59,264 – 80,671
<b>6</b>	63,779 – 88,984
<b>7</b>	68,643 – 98,100
<b>8</b>	75,708 – 108,283
<b>Headroom for Headteachers of multiple very large schools</b>	

<sup>1</sup> Minimum for Deputy and Assistant Headteachers only

### **APPENDIX 3 – APPLICATION TO BE PAID ON THE UPPER PAY RANGE**

Having read paragraph 26 of this policy, please complete this form and return it to the Headteacher no later than 31<sup>st</sup> October including written evidence to support your application.

Examples of evidence that you may wish to include are:

- Most recent appraisal report(s)
- Classroom observations
- Reviews of assessment results
- Reviews of lesson planning records
- Reviews of children's work
- Internal tracking of pupil progress
- Moderation within and across schools
- Pupils' voice
- Parents' voice
- Subject leadership and evidence of impact
- Evidence supporting progress against Teachers' Standards including self-assessment
- Evidence matched to the criteria set out in Appendix 3b of this policy
- Records of CPD and evidence of impact.

Continued overleaf...

1. Progression to the Upper Pay Range (UPR) requires evidence that the applicant is a "highly competent" in all elements of the relevant standards.

Please outline below how you meet this criteria, with reference to the Teachers' Standards (<https://www.gov.uk/government/publications/teachers-standards> ), the Expectations for UPR Teachers (Appendix 3b) and the particular role that you are fulfilling/the context within which you are working:

Continued overleaf...

2. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school are “substantial”.

Please outline below how your contribution has raised standards of teaching and learning, not just in your own classroom but as a significant wider contribution to school improvement – this should show a clear impact on pupil progress across the school and on the effectiveness of colleagues.

Continued overleaf...

3. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school have been "sustained".

Please outline below how your teaching expertise has grown over a sustained period of time and is consistently good/developing outstanding professional practice:

Please attach any other written evidence that you have collated to support your application.  
Thank you.

Name:

Signed:

Date:

## APPENDIX 3b – EXPECTATIONS FOR UPPER PAY RANGE TEACHERS

All teachers on Upper Pay Range (UPR) will be:

- Highly competent in all elements of the Teachers' Standards and
- Their achievements and contribution to the school will be substantial and sustained.

This following table provides an overview of what post threshold teachers should aspire to at each pay level and to achieve the next level.

UPR 1	UPR 2	UPR 3
<b>Accepted professional</b>	<b>Established professional</b>	<b>Senior and leading professional</b>
<ul style="list-style-type: none"> <li>• Consistently good teaching and developing outstanding professional practice</li> <li>• Will regularly support activities</li> <li>• Most pupils will make good progress</li> <li>• Will take an enthusiastic and proactive role in the school</li> <li>• Performance Management objectives met each year</li> <li>• Demonstrate and model good practice within own classes for other members of staff</li> <li>• Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback especially with those new to the profession</li> <li>• Evaluate and develop the planning and delivery of the curriculum by contributing to schemes of work and developing resources</li> </ul>	<p>Over a sustained period:</p> <ul style="list-style-type: none"> <li>• Consistently good teaching and increasingly outstanding professional practice</li> <li>• Will lead activities</li> <li>• Some pupils will exceed good progress</li> <li>• Will take an enthusiastic and proactive roles in school</li> <li>• Performance Management objectives met each year</li> <li>• Will demonstrate and model good practice for other members of staff and contribute to policy and practice which has improved teaching and learning across the school</li> <li>• Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice and providing advice and feedback enabling teachers to improve their teaching practice.</li> <li>• Evaluate and develop the planning and delivery of the curriculum across the school, taking the lead on schemes of work and developing resources</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently good teaching and regularly outstanding teaching and professional practice</li> <li>• Will create, develop and lead activities</li> <li>• Over a sustained period, many pupils will exceed good progress</li> <li>• Will take an enthusiastic and proactive role within the school and with wider stakeholders</li> <li>• Challenging Performance Management objectives met each year</li> <li>• Will coach and mentor staff to excellence and/or lead on the development of policy and practice which will improve teaching and learning across the school</li> <li>• Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice, and providing advice and feedback; moving teachers to Good or Outstanding teaching</li> <li>• Evaluate and develop the planning and delivery of the curriculum across the school; taking the lead on schemes of work and developing resources, including cross-curricular themes</li> </ul>

## APPENDIX 4 - APPEALS PROCEDURE

### Introduction

As part of the overall appraisal process, a pay recommendation is made by the appraiser (normally the line manager) and discussed with the employee at their review meeting prior to being submitted to the school's Pay Committee or relevant decision maker.

At this particular stage of the pay determination process, if the employee wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If the employee believes that the final pay recommendation/decision falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice. Employees have a statutory right to be accompanied at any stage of a formal appeal hearing by a companion who may be either a work colleague or a trade union representative.

### Appeal Procedure Steps: Informal Stage

An employee may seek informal review of the pay recommendation made by their appraiser, using the approach described above. There is no requirement to submit their concerns in writing under the informal stage of the appeal procedure, although doing so may help clarify the concerns/evidence in support of a review of the pay recommendation.

### Appeal Procedure Steps: Formal Stage

If an employee wishes to exercise their right of appeal under formal procedures, they must write to the Chair of the governing body at the earliest opportunity and normally within 10 school working days of the written advice of their pay determination, or the conclusion of discussions under the informal stage of the procedure. Written notification of the appeal should include a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

On receipt of the written appeal, the Chair of the governing body will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the Appeal Committee. The meeting will be convened at the earliest opportunity and normally no later than 20 school working days after the date on which the written appeal was received. Both "the recommendation provider" and "the decision maker" will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. Both “the recommendation maker” and “the decision maker” will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations and questions by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the employee notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

### **The Modified Procedure**

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where an employee has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school’s employment before any appeal hearing is held, the following steps will be observed:

1. The employee must have set out details of their appeal in writing;
2. The employee must have sent a copy of their appeal to the Chair of the governing body;
3. The Chair of the governing body will consult with relevant school personnel and provide the employee with an appropriate written response on behalf of the school.

## **APPENDIX 5 – TERMS OF REFERENCE FOR Resources Committee**

*Insert relevant committee terms of reference*

### **Personnel aspects:**

- **To draft and keep under review the staffing structure in consultation with the Headteacher and the Finance Committee**
- **To establish a Salary Policy for all categories of staff and to be responsible for its administration and review**
- **To oversee the appointment procedure for all staff**
- **To establish and review a Performance Management policy for all staff\***
- **To oversee the process leading to staff reductions**
- **To keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence**
- **To make recommendations on personnel related expenditure to the Finance Committee**
- **To consider any appeal against a decision on pay grading or pay awards**

**APPENDIX 6 – 2016/17 PAY RATES**

**Teacher pay rates, all effective 01/09/16**

<b>Unqualified Teacher Pay Range</b>	
Minimum	<b>16,461</b>
Reference point 2	18,376
Reference point 3	20,289
Reference point 4	22,204
Reference point 5	24,120
Maximum	<b>26,034</b>

<b>Main Pay Range</b>	
Minimum	<b>22,467</b>
Reference point 2	24,243
Reference point 3	26,192
Reference point 4	28,207
Reference point 5	30,430
Maximum Reference point 6	<b>33,160</b>

<b>Upper Pay Range</b>	
Minimum	<b>35,571</b>
Reference point 2	36,889
Maximum	<b>38,250</b>

<b>Leading Practitioner Pay Range</b>	
Minimum	<b>38,984</b>
Maximum	<b>59,264</b>

<b>Teaching and Learning Responsibility (TLR) 3</b>	
Minimum	<b>523</b>
Maximum	<b>2,603</b>

<b>Teaching and Learning Responsibility (TLR) 2</b>	
Minimum	<b>2,640</b>
Maximum	<b>6,450</b>

<b>Teaching and Learning Responsibility (TLR) 1</b>	
Minimum	<b>7,622</b>
Maximum	<b>12,898</b>

<b>Special Educational Needs Allowance (SEN)</b>	
Minimum	<b>2,085</b>
Maximum	<b>4,116</b>

<b>Minimum</b>
Reference point 2
Reference point 3
Reference point 4
Reference point 5
Reference point 6
Reference point 7
Reference point 8
Reference point 9
Reference point 10
Reference point 11
Reference point 12
Reference point 13
Reference point 14
Reference point 15
Reference point 16
Reference point 17
Reference point 18
Reference point 19
Reference point 20
Reference point 21
Reference point 22
Reference point 23
Reference point 24
Reference point 25
Reference point 26
Reference point 27
Reference point 28
Reference point 29
Reference point 30
Reference point 31

<b>Leadership posts excluding Headteacher</b>
<b>38,984</b>
39,960
40,958
41,978
43,023
44,102
45,290
46,335
47,492
48,711
49,976
51,127
52,405
53,712
55,049
56,511
57,810
59,264
60,733
62,240
63,779
65,363
66,982
68,643
70,349
72,089
73,876
75,708
77,583
79,514
81,478

<b>Headteachers</b>
---------------------

<b>Group 1</b>	<b>Min</b>	<b>44,102</b>	<b>Group 2</b>	<b>Min</b>	<b>46,335</b>	<b>Group 3</b>	<b>Min</b>	<b>49,976</b>	<b>Group 4</b>	<b>Min</b>	<b>53,712</b>	<b>Group 5</b>	<b>Min</b>	<b>59,264</b>	<b>Group 6</b>	<b>Min</b>	<b>63,779</b>	<b>Group 7</b>	<b>Min</b>	<b>68,643</b>	<b>Group 8</b>	<b>Min</b>	<b>75,708</b>							
	45,290	47,492		48,711	49,976		51,127	52,405		53,712	55,049		56,511	57,810		59,264	60,733		62,240	63,779		65,363	66,982	68,643	70,349	72,089	73,876	75,708	77,583	
	46,335	47,492		48,711	49,976		51,127	52,405		53,712	55,049		56,511	57,810		59,264	60,733		62,240	63,779		65,363	66,982	68,643	70,349	72,089	73,876	75,708	77,583	79,514
	47,492	48,711		49,976	51,127		52,405	53,712		55,049	56,511		57,810	59,264		60,733	62,240		63,779	65,363		66,982	68,643	70,349	72,089	73,876	75,708	77,583	79,514	81,478
	48,711	49,976		51,127	52,405		53,712	55,049		56,511	57,810		59,264	60,733		62,240	63,779		65,363	66,982		68,643	70,349	72,089	73,876	75,708	77,583	79,514	81,478	
	49,976	51,127		52,405	53,712		55,049	56,511		57,810	59,264		60,733	62,240		63,779	65,363		66,982	68,643		70,349	72,089	73,876	75,708	77,583	79,514	81,478		
	51,127	52,405		53,712	55,049		56,511	57,810		59,264	60,733		62,240	63,779		65,363	66,982		68,643	70,349		72,089	73,876	75,708	77,583	79,514	81,478			
	52,405	53,712		55,049	56,511		57,810	59,264		60,733	62,240		63,779	65,363		66,982	68,643		70,349	72,089		73,876	75,708	77,583	79,514	81,478				
	53,712	55,049		56,511	57,810		59,264	60,733		62,240	63,779		65,363	66,982		68,643	70,349		72,089	73,876		75,708	77,583	79,514	81,478					
	55,049	56,511		57,810	59,264		60,733	62,240		63,779	65,363		66,982	68,643		70,349	72,089		73,876	75,708		77,583	79,514	81,478						
<b>Max</b>	<b>*58,677</b>	59,264	60,733	62,240	63,779	65,363	66,982	68,643	70,349	72,089	73,876	75,708	77,583	79,514	81,478															
		<b>Max</b>	<b>*63,147</b>	60,733	62,240	63,779	65,363	66,982	68,643	70,349	72,089	73,876	75,708	77,583	79,514	81,478														
				<b>Max</b>	<b>*67,963</b>	65,363	66,982	68,643	70,349	72,089	73,876	75,708	77,583	79,514	81,478															
						<b>Max</b>	<b>*73,144</b>	68,643	70,349	72,089	73,876	75,708	77,583	79,514	81,478															
								<b>Max</b>	<b>*80,671</b>	73,876	75,708	77,583	79,514	81,478																

Reference point 32	83,503
Reference point 33	85,579
Reference point 34	87,694
Reference point 35	89,874
Reference point 36	92,099
Reference point 37	94,389
Reference point 38	96,724
Reference point 39	99,081
Reference point 40	101,554
Reference point 41	104,091
Reference point 42	106,699
<b>Maximum</b>	<b>108,283</b>

	83,503		83,503		83,503
	85,579		85,579		85,579
	87,694		87,694		87,694
<b>Max</b>	<b>*88,984</b>		89,874		89,874
			92,099		92,099
			94,389		94,389
		<b>Max</b>	<b>*98,100</b>		96,724
					99,081
					101,554
					104,091
					106,699
				<b>Max</b>	<b>108,283</b>

*\*these points, and the maximum point, are the maximum salaries for the eight Headteacher group ranges.*

**Table A: LA Maintained Schools, Single Status Salaries (Full Time Equivalents)**

SCP	Jan-15	Apr-16	Apr-16	Grades	Hourly Rate	NOT Paying Pension		Paying Pension Contributions		
	2.20%	National Living wage	1.00%		Apr-16	NI Costs eg "A" rate	Total Salary Costs	Pension	Total On costs	Total Salary Costs
5	13500	0	0	Grade 1	0	0	0	0	0	0
6	13614	13,891	14514	Grade 2	7.5231	883	15,397	3,919	4,802	19,316
7	13715	13,891	14615		7.5755	897	15,512	3,946	4,843	19,458
8	13871	13,891	14771		7.6563	919	15,690	3,988	4,907	19,678
9	14075	14,075	14975	Grade 3	7.7621	947	15,922	4,043	4,990	19,965
10	14338	14,338	15238		7.8984	983	16,221	4,114	5,097	20,335
11	15207	15,207	15507		8.0378	1,021	16,528	4,187	5,208	20,715
12	15523	15,523	15823	Grade 4	8.2016	1,064	16,887	4,272	5,336	21,159
13	15941	15,941	16191		8.3924	1,115	17,306	4,372	5,487	21,678
14	16231	16,231	16481		8.5427	1,155	17,636	4,450	5,605	22,086
15	16572	16,572	16772	Grade 5	8.6935	1,195	17,967	4,528	5,723	22,495
16	16969	16,969	17169		8.8993	1,250	18,419	4,636	5,886	23,055
17	17372	17,372	17547		9.0952	1,302	18,849	4,738	6,040	23,587
18	17714	17,714	17891	Grade 6	9.2735	1,350	19,241	4,831	6,181	24,072
19	18376	18,376	18560		9.6203	1,442	20,002	5,011	6,453	25,013
20	19048	19,048	19238		9.9717	1,535	20,773	5,194	6,729	25,967
21	19742	19,742	19939	Grade 7	10.3351	1,632	21,571	5,384	7,016	26,955
22	20253	20,253	20456		10.6031	1,703	22,159	5,523	7,226	27,682
23	20849	20,849	21057		10.9146	1,786	22,843	5,685	7,471	28,528
24	21530	21,530	21745	Grade 8	11.2712	1,881	23,626	5,871	7,752	29,497
25	22212	22,212	22434		11.6283	1,976	24,410	6,057	8,033	30,467
26	22937	22,937	23166		12.0078	2,077	25,243	6,255	8,332	31,498
27	23698	23,698	23935	Grade 9	12.4063	2,184	26,119	6,462	8,646	32,581
28	24472	24,472	24717		12.8117	2,291	27,008	6,674	8,965	33,682
29	25440	25,440	25694		13.3181	2,426	28,120	6,937	9,363	35,057
30	26293	26,293	26556	Grade 10	13.7649	2,545	29,101	7,170	9,715	36,271
31	27123	27,123	27394		14.1993	2,661	30,055	7,396	10,057	37,451
32	27924	27,924	28203		14.6186	2,773	30,976	7,615	10,388	38,591
33	28746	28,746	29033	Grade 11	15.0488	2,887	31,920	7,839	10,726	39,759
34	29558	29,558	29854		15.4744	3,000	32,854	8,061	11,061	40,915
35	30178	30,178	30480		15.7989	3,087	33,567	8,230	11,317	41,797
36	30978	30,978	31288	Grade 12	16.2177	3,198	34,486	8,448	11,646	42,934

SCP	Jan - 15	Apr- 16	Apr- 16	Grades	Hourly Rate	NOT Paying Pension		Paying Pension Contributions			
	2.20%	National Living wage	1.00%			Apr-16	NI Costs eg "A rate"	Total Salary Costs	Pension	Total On Costs	Total Salary Costs
Salaries for SCPs 37 - 62 are locally agreed for Suffolk	37	31611	31,611	31927	Grade 6	16.5489	3,286	35,213	8,620	11,906	43,833
	38	32587	32,587	32913		17.06	3,423	36,336	8,887	12,310	45,223
	39	33550	33,550	33886	Grade 7	17.5643	3,557	37,443	9,149	12,706	46,592
	40	34524	34,524	34869		18.0738	3,692	38,561	9,415	13,107	47,976
	41	35493	35,493	35848		18.5813	3,828	39,676	9,679	13,507	49,355
	42	36459	36,459	36824		19.0872	3,962	40,786	9,942	13,904	50,728
	43	37428	37,428	37802		19.5941	4,097	41,899	10,207	14,304	52,106
	44	38389	38,389	38773		20.0974	4,231	43,004	10,469	14,700	53,473
	45	39359	39,359	39753	Grade 8	20.6054	4,366	44,119	10,733	15,099	54,852
	46	40328	40,328	40731		21.1123	4,501	45,232	10,997	15,498	56,229
	47	41290	41,290	41703		21.6161	4,636	46,339	11,260	15,896	57,599
	48	42340	42,340	42763		22.1656	4,782	47,545	11,546	16,328	59,091
	49	43390	43,390	43824		22.7155	4,929	48,753	11,832	16,761	60,585
	50	44442	44,442	44886		23.266	5,075	49,961	12,119	17,194	62,080
	51	45486	45,486	45941		23.8128	5,221	51,162	12,404	17,625	63,566
	52	46533	46,533	46998		24.3607	5,367	52,365	12,689	18,056	65,054
	53	47586	47,586	48062		24.9122	5,514	53,576	12,977	18,491	66,553
	54	48635	48,635	49121		25.4611	5,660	54,781	13,263	18,923	68,044
	55	49680	49,680	50177	26.0085	5,805	55,982	13,548	19,353	69,530	
	56	50728	50,728	51235	26.5569	5,951	57,186	13,833	19,784	71,019	
	57	51766	51,766	52284	Grade 8	27.1006	6,096	58,380	14,117	20,213	72,497
	58	52820	52,820	53348		27.6521	6,243	59,591	14,404	20,647	73,995
	59	53871	53,871	54410		28.2026	6,390	60,800	14,691	21,081	75,491
	60	54917	54,917	55466		28.75	6,535	62,001	14,976	21,511	76,977
	61	55968	55,968	56528		29.3004	6,682	63,210	15,263	21,945	78,473
	62	57018	57,018	57588		29.8499	6,828	64,416	15,549	22,377	79,965