



Vision: *Inspiring Success*

Values: *Determination, Courage, Respect*

The Orchard School Pay Policy

Based on

Model Pay Policy

Surrey Maintained Schools

September 2023 – August 2024

1. POLICY & PURPOSE

The overall aim of the pay policy is to ensure that all teaching and support staff are valued and receive recognition for their work and contribution to school life. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and/or the recognised trade unions.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1110990/2022_STPCD.pdf

The purpose of the policy is to:

- a) Enable the Governing Body to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and school policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- b) Maintain and improve the quality of education provided for pupils in the school by having a whole school pay policy that supports the school improvement plan and reflects the agreed aims of the school.
- c) Support the equitable and objective determination of appropriate pay for staff under the school's appraisal policy.
- d) Provide for a staffing structure that will enable the school to achieve its aims and objectives under the school improvement plan.

The Governing Body is committed to:

- e) Reviewing the pay policy annually against the targets set under the school improvement plan, the confines of the agreed budget and the Governing Body's spending priorities.
- f) Working within framework documents referred to in staff contracts, specifically:
 - i. **For teachers:** The School Teachers' Pay and Conditions Document (STPCD) and statutory regulations affecting the employment and conduct of teaching staff.
 - ii. **For support staff:** Surrey Pay (Surrey Pay, pay, terms and conditions are subject to collective bargaining between the county council and the relevant trade unions as set out in the Surrey Pay Policy Statement on the council's website.)
- g) Consulting staff members and local representatives of recognised trade unions as part of the annual review of this Pay Policy and ensuring that members of school staff have ready access to the up-to-date version.
- h) Complying with equalities legislation, specifically the following (as amended) : Employment Rights Act 1996, the Employment Relations Act 1999, the Employment Act 2002, the Part-

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time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, the Agency Worker Regulations 2010 and the Equality Act 2010 and the Equality Act 2010 (Amendment) Regulations 2012.

2. THE PAY COMMITTEE: TERMS OF REFERENCE

- a) The Governing Body will annually appoint, from its members, a Pay Committee with the delegated powers described in the following terms of reference.
- b) The Pay Committee will consist of three governors who are not members of staff at the school, and the headteacher in an advisory capacity. The Current Pay Committee Governors are:

Toby Stevenson (Chair)

Victoria Campbell

Sarah Adams

The Pay Committee will have fully delegated powers to:

- c) Implement the Pay Policy with reference to staffing and financial budget plans. If the Committee feels it to be appropriate, any matter may be passed to the full Governing Body for ratification.
- d) Achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations.
- e) Apply the criteria of the Pay Policy in determining the pay of each member of staff in the annual review.
- f) Recommend to governors the annual budget needed for the payment of staff.

The Committee shall be required to:

- g) Minute all decisions taken and submit their minutes to be noted by the full Governing Body.
- h) Keep abreast of relevant developments and advise the Governing Body when the Pay Policy needs to be revised.

3. DETERMINING SALARY FOR NEW APPOINTMENTS

3.1 Classroom Teachers (All Teachers Other than Leadership Group)

The Governing Body will determine the pay range for a vacancy prior to advertising. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the School Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), the Governing Body may take into account a range of factors, including, but not limited to:

- The nature of the post
- The level of qualifications, knowledge, skills and experience required
- The wider school context at the time of the application.

The Orchard School is committed to the general principle of pay portability.

For classroom teacher posts on the main pay range or upper pay range, the school will restrict the salary range to the minimum of the main pay range and the maximum of the upper pay range. Equally for unqualified teacher appointments, the salary range will represent the minimum and maximum of the unqualified teachers' pay range. The Governing Body's general policy, when determining the starting salary for a classroom teacher on the main, upper or unqualified teachers' pay range whose previous appointment was within a maintained school or academy, will be to appoint the teacher on a salary which at least equals the teachers' previous salary, taking into account any pay progression determinations made but not yet implemented by the previous school.

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

In determining the salary range for a post in which the primary purpose is modelling and leading improvement of teaching skills ('leading practitioners'), an individual post range within the overall pay range for leading practitioners will be determined, having regard to the challenge and demands of the post as well as internal pay relativities.

Additional allowances may be awarded to new appointments where the Governing Body deems this to be appropriate (see Section 6). Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in 6.2 has been met.

3.2 Leadership Group

The salary range for all staff paid on the leadership pay range will be determined by reference to the provisions of the STPCD and will include consideration of any broader responsibilities that attach to the role.

Headteacher

The Governing Body will determine a pay range for the headteacher by reference to the school group size and taking into account all permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations, ensuring that there is appropriate scope in the range to allow for performance related progression over time. The school is currently a Group **Two** School.

The Governing Body will only re-determine the headteacher's pay range in the circumstances specified in the STPCD.

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The Governing Body may determine that additional payments be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined and which have not previously been taken into account when determining salary. Any such payments will be subject to the overall restrictions on headteacher's pay set out within the STPCD.

Deputy Headteacher and Assistant Headteacher

The salary range for a deputy headteacher and assistant headteacher shall be determined by reference to the STPCD, taking into account how the role fits within the wider leadership structure of the school, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations.

The maximum of the pay range will not exceed the maximum of the headteacher group for the school.

The Governing Body will only re-determine the pay range of a deputy or assistant headteacher in the circumstances specified in the STPCD.

Certain additional allowances may be awarded to deputy and assistant headteachers where the Governing Body deems this to be appropriate (see Section 6).

3.3 Part Time Teachers

Teachers employed on an ongoing basis who work less than a full working week are deemed to be part-time. A written statement should be provided 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 working 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.

3.4 'Bank' – Short Notice/Supply Teachers

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, (194 days for 2021-2022 because of the additional Bank Holiday on Friday 3rd June 2022 to mark the Queen's Platinum Jubilee); 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 (1/194th for 2021-2022) 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 (194 for 2021-2022) then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

3.5 Support Staff

The appointment of support staff shall be in accordance with provisions set out in the School Staffing (England) Regulations 2009 (as amended).

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The appointment of support staff shall be in accordance with provisions set out in the School Staffing (England) Regulations 2009 (as amended).

The salary gradings for posts shall be based on the job description and on a system of job evaluation as adopted by the Governing Body to cover all support staff having regard to advice provided by the LA.

For support staff newly appointed on Surrey Pay grades, appointment will normally be made on the minimum of the salary range for the relevant grade. However, the appointment can be made on a salary above the minimum of the range where the Governing Body wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.

Where an employee is promoted or re-graded onto a higher salary he/she must be placed on a salary within the new grade which is at least 2.5% higher than his/her previous salary position. This will often be the minimum of the new salary range. Whilst this is the general position, occasionally other assimilation arrangements will have been agreed or may be more appropriate.

4. PAY REVIEWS AND PROGRESSION

4.1 All Teachers (Including Leadership Group)

All teaching staff, including those on the leadership scale, will be provided with a salary statement to take effect from 1 September each year. This statement will contain details of the annual salary plus any allowances or safeguarded sums due to the teacher. This will be provided after pay decisions have been ratified by the Governing Body.

All eligible teaching staff will have their pay reviewed annually. The Governing Body will complete annual pay reviews for all eligible teachers, other than the headteacher, by **[31 October]**. The headteacher's annual pay review will be completed by **[31 December]**. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated. Reviews may also take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and, where applicable, will give information about the basis on which it was made.

All teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. All teachers are expected to engage fully with this process. The current arrangements for teacher appraisal are set out in the school's appraisal policy which should be read in conjunction with this pay policy.

To be eligible for consideration of performance-related pay progression teachers must normally have been in post at the school for at least 26 weeks in aggregate during the previous academic year (including periods of absence for school closures, sickness, maternity or family-related leave). Newly-appointed teachers who have not been in post for 26 weeks as of 1 September will not be eligible for performance-related pay progression with effect from 1 September in that year unless their offer letter states otherwise.

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Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances.

4.2 Determining Pay Progression (Classroom Teachers) 'Classroom teachers', for the purposes of this paragraph, includes all teachers other than the leadership group.

All decisions regarding pay progression will be made with reference to teachers' appraisal reports and the pay recommendations contained within them. In the case of newly qualified teachers (NQTs) and early career teachers (ECTs), pay decisions will be made by means of the relevant statutory induction process. When exercising pay determination for NQTs/ECTs, the school will have due regard to the government's expectation that good classroom teachers should expect to reach the maximum of the main pay range within five years of starting their teaching career.

The school's scheme for determining pay progression for classroom teachers is contained within Appendix 1. This scheme will be applied to pay determinations made with effect from 1 September 2022, resulting from evidence collected during the previous appraisal cycle. In the event that the Governing Body determines that amendments to the scheme are required after the publication of this pay policy (to apply to decisions effective from September 2023), these will be inserted into this pay policy and will be made available to all teachers to inform the 2023/24 appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

The Governing Body's general policy is that any teacher who is at risk of not meeting the criteria for pay progression in Appendix 1 will receive prior warning of this during in-year reviews and given adequate opportunity to address concerns with appropriate support **before** the end of the appraisal year.

4.3 Determining Pay Progression (Leadership Group)

All decisions regarding pay progression for the leadership group will be made with reference to appraisal reports and the pay recommendations contained within them.

Salary determinations effective from 1 September 2022 shall be made in accordance with the school's scheme for determining pay progression for the leadership group which is contained within Appendix 2, resulting from evidence collected during the previous appraisal cycle. In the event that the Governing Body determines that amendments to the scheme are required after the publication of this pay policy (to apply to decisions effective from September 2023), these will be inserted into this pay policy and will be made available to the leadership group to inform the 2023/24 appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

It will be wholly exceptional for the total value of the headteacher's salary – including temporary payments - to exceed the limit of 25% of the amount that corresponds to the maximum of the headteacher group for the school in any given year. Should these circumstances arise, the Governing Body will prepare a full business case and will seek external independent advice from an appropriate person or body, before the Governing Body decides whether it is justifiable to exceed the limit in each particular case. A clear audit trail for any advice received by the Governing Body and a full and accurate record of all decisions made by the Governing Body and the reasoning behind them will be kept.

4.4 Determining Pay Progression (Support Staff)

Arrangements for pay progression are determined by Surrey County Council subject to negotiations with the recognised trade unions and with effect from 1 April each year. Pay progression through the salary range for the grade is subject to performance.

A decision to withhold a pay increase will not require action to have been taken under the Governing Body's disciplinary/capability procedure, however supporting evidence must be available to justify all decisions.

Details of pay progression arrangements determined each year will be notified to eligible support staff separately.

5. MOVEMENT TO THE UPPER PAY RANGE

5.1 Applications and Evidence

Movement to the upper pay range relates to the teacher's competence against the Teacher Standards and whole-school engagement and contribution. Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in accordance with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications should be made by 1st July in each academic year.

If a teacher is simultaneously employed at another school(s), he/she may submit separate applications if he/she wishes to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

All applications will include the results of recent appraisals, including any recommendation on pay. The evidence should usually cover at least the previous two-year period. Employees who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use earlier appraisal evidence in support of their application and/or a statement and summary of evidence as outlined below.

In the event that information from appraisals is not applicable or available, a statement and summary of evidence, designed to demonstrate that the applicant has met the assessment criteria, should be presented instead.

Applications should be made by submitting a brief covering letter confirming the request to apply to be paid on the upper pay range, referring to the relevant appraisal reports and any other evidence he/she wishes to have considered.

5.2 Assessment

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

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

For the purposes of this pay policy,

- "highly competent in all elements of the Teachers' Standards" means:

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- that the teacher's practice is secure, well-informed and consistently good or outstanding;
- that the teacher is able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.
- "substantial and sustained" achievements and contribution means:
 - That the teacher contributes at a strategic level to policy initiatives;
 - That the teacher makes a distinctive contribution to the raising of pupil standards;
 - That the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
 - That the teacher contributes more broadly to the life of the school;
- That such contribution has been maintained over a period of time of a minimum of two years including two consecutive appraisal cycles. The initial assessment will be made by the headteacher who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours commitment.

The headteacher will consult with the teacher's line manager, (Team Leader), as appropriate when considering the evidence.

5.3 Notification and Feedback

After completing the assessment, the headteacher will notify the Governing Body of his/her recommendation. Once the Governing Body has determined the final decision, the headteacher will then provide written feedback to the teacher as promptly as possible, but in any event by no later than 31 October in each academic year.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the school's pay appeals procedure (see Section 8).

5.4 Pay Progression for Successful Applicants

Successful applicants will be moved onto the upper pay range from 1 September following the application. It is the school's policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range.

6 ALLOWANCES & OTHER PAYMENTS (TEACHERS)

6.1 Teaching and Learning Responsibility Payments (TLRs)

TLR1s and TLR2s

TLR1s and TLR2s are awarded to the holders of the posts indicated in the school's staffing structure, which is attached to this pay policy. The current values of the TLR1s and TLR2s awarded are also indicated on the staffing structure. TLRs are awarded where the Governing Body is satisfied that the

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additional responsibilities are significant and meet the criteria specified in the STPCD. For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.

The annual value of a TLR1 for the academic year 2022/23 must be between £8,706 and £14,732 (FTE).

The annual value of a TLR2 for the academic year 2022/23 must be between £3017 and £7368 (FTE).

In setting the values of TLR1s and TLR2s the Governing Body will have regard to the relative weight of different TLR posts, taking into account the range of responsibilities entailed, the level of accountability, the number of people for whom the individual has line management responsibilities and any other factors the Governing Body deems to be relevant. Where posts are deemed to be of equal weight they will be allocated the same value. TLRs may not be awarded to leadership group postholders or unqualified teachers.

TLR3s

A TLR3 is a fixed-term award. TLR3s may be awarded only for clearly time-limited school improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The fixed-term for which they are to be awarded must be established at the outset of the award. The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to safeguarding.

The Governing Body may award a fixed-term TLR (a TLR3) to a classroom teacher who has been given a time-limited school improvement project or one-off externally-driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. To award a TLR3, the Governing Body must be satisfied that the significant responsibility is one not required of all classroom teachers and which is focussed on teaching and learning, requires the exercise of a teacher's professional skills and judgement and has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

The annual value of a TLR3 for the academic year 2022/23 must be between £600 and £2,975. Where a TLR3 is awarded with a fixed-term of less than one year then the total value should be determined proportionately to the annual value.

The pro-rata principle does not apply to TLR3s. This means that where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the teacher in receipt of the award.

The duration of the fixed term will be established at the outset and payment will be made monthly during this period. Pay safeguarding will not apply at the end of the fixed period. As for other TLRs, TLR3s may not be awarded to leadership group postholders or unqualified teachers.

6.2 Recruitment and Retention Incentives and Benefits

The Governing Body will, in exceptional circumstances, consider the award of a recruitment or retention incentive for posts where the Governing Body anticipates or encounters recruitment and/or retention difficulties. In determining whether a post will be eligible for a recruitment and retention incentive the Governing Body will take into account the following factors:

- Whether the post is in a nationally-recognised shortage subject area;
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
- Whether previous recruitment to posts of a similar nature has proven difficult;
- Whether there has been a high rate of staff turnover;
- Any other relevant circumstance that the Governing Body believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the Governing Body will determine:

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value;
- When/how it will be paid*;
- The start date and expected duration of the award (unless it is a one-off award);
- The review date after which the award may be withdrawn;
- The basis for any uplift that may be applied.

(*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods).

Recruitment and retention incentives or benefits cannot be paid to the leadership group except where they relate to a reimbursement of reasonably incurred housing or relocation costs. Any other recruitment and retention considerations will be taken into account when determining the leadership pay range.

The Governing Body will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

6.3 Special Educational Needs Allowances

A SEN allowance of between £2384 and £4,703 (FTE) per annum for the academic year 2022/23 will be paid to a teacher:

- In any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- Who teaches pupils in one or more designated special classes or units within the school;
- In a non-designated setting, analogous to a designated special class or unit, where the post:

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- Involves a substantial element of working directly with children with special educational needs;
- Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; **and**
- Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

6.4 Additional Payments

The Governing Body may make such payments as it sees fit to a teacher, other than a headteacher, in respect of:

- a) Continuing professional development undertaken outside of either the 1265 hours (1258.5 hours for the school year beginning in 2021) of directed time for full-time teachers; or the appropriate proportion of the 1265 hours (1258.5 hours for the school year beginning in 2021) of directed time for part-time teachers. Participation in CPD outside of directed time is voluntary and cannot be directed;
- b) Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- c) Participation in out-of-school hours learning activity agreed between the teacher and the headteacher;
- d) Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

6.5 Allowances for Unqualified Teachers

Unqualified teachers are not permitted to hold TLR or SEN allowances.

The Governing Body may, however, exercise its discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

- A sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or
- Qualifications or experience which bring added value to the role being undertaken.

7. ALLOWANCES & OTHER PAYMENTS (SUPPORT STAFF)

The Governing Body reserves the right to approve payment of honoraria to support staff in recognition of work that goes beyond that normally expected of the post holder.

8. PAY APPEALS

8.1 All Teachers (Including Leadership Group)

In the event of a teacher seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision-maker (usually either the

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headteacher or the Chair of the Pay Committee) within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher may put his/her concerns in writing to the Pay Committee within 10 working days of the original decision, or the outcome of the informal discussion. The Pay Committee should convene a hearing within 10 working days to consider the teacher's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired. The teacher should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

If the teacher wishes to appeal against the decision of the Pay Committee he/she should do so within 10 working days of the written notification of the Pay Committee's decision, setting out the grounds for appeal. Any appeal against the decision of the Pay Committee should be heard by a panel of governors who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the teacher at least 10 working days' notice of the date of the appeal.

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 a provision of the STPCD or this policy;
- Failed to have proper regard to statutory guidance;
- Failed to take proper account of relevant evidence;
 - Took account of irrelevant or inaccurate evidence;
 - Was biased;
 - Otherwise unlawfully discriminated against the teacher.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of his/her appeal then he/she must do so at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the headteacher, and they are appealing against the decision of the Pay Committee, it will be for the Chair of that committee to determine whether a representative of the committee and/or the headteacher should be present to explain their decision.

An agenda for hearing a pay appeal is included as an appendix to this policy.

The decision of the appeal committee should be notified in writing to the teacher within 10 working days of the appeal hearing. If the appeal is rejected then the appeal committee should explain the reasons for their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

8.2 Support Staff

Where a member of support staff is dissatisfied with any decision relating to his/her pay, this should be raised in accordance with the Governing Body's adopted grievance procedure.

9 ACCESS TO SALARY RECORDS

Staff may have access to their salary records by giving reasonable notice during term time to the school business manager.

10 DATA PROTECTION

The school has in place arrangements with its payroll provider to ensure that it takes appropriate measures to process employees' personal data safely and securely. Our Payroll Provider is Surrey County Council.

11 POLICY REVIEW

This policy will be reviewed following the publication of the School Teachers' Pay & Conditions Document 2023 or earlier if required.

APPENDIX 1

PAY PROGRESSION FOR CLASSROOM TEACHERS

This appendix explains how pay progression will be determined for classroom teachers.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1110990/2022_STPCD.pdf

Pay Structure

- The school recognises, and adheres to, the minimum and maximum of the established pay ranges as outlined in the School Teachers’ Pay and Conditions Document (STPCD). For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the tables below. These salary figures reflect those valid for the 2022/23 academic year and includes a £250 consolidated pay award for eligible unqualified teachers.

Table 1: Unqualified Teachers Pay Range in the Fringe

National Pay Range	Reference points	2022/2023
Minimum	Point 1	£20,594
	Point 2	£22,810
	Point 3	£25,029
	Point 4	£26,984
	Point 5	£29,203
Maximum	Point 6	£31,421

Table 2: Qualified Teachers Main Pay Scale in the Fringe

National Pay Range	Reference points	2022/2023
Minimum	M1	£29,344
	M2	£31,126
	M3	£33,055
	M4	£35,151
	M5	£37,264
Maximum	M6	£40,083

Table 3: Teachers Upper Pay Range in the Fringe

National Pay Range	Reference points	2022/2023
Minimum	Point 1	£41,858
	Point 2	£43,360
Maximum	Point 3	£44,919

Table 4: Classroom teachers' allowance ranges (TLR & SEN Allowance)

Allowance	Reference points	2022/2023
Teaching and Learning Responsibility (TLR) payment 3 (Fixed term)	Minimum	£600
	Maximum	£2,975
Teaching and Learning Responsibility (TLR) payment 2	Minimum	£3,017
	Maximum	£7,368
Teaching and Learning Responsibility (TLR) payment 1	Minimum	£8,706
	Maximum	£14,732
Special Educational Needs Allowance (SEN)	Minimum	£2,384
	Maximum	£4,703

Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the school's Appraisal Policy. The appraisal report will include an overall performance rating for the purposes of determining pay progression.

These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy.

The performance ratings for pay decisions and how this performance is linked to pay are shown in The Orchard's Pay and performance grid.

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The performance ratings for pay decisions effective from 1 September 2022 are shown below:

Outstanding (1)
Good (2)
Requires Improvement (3)
Inadequate(4)
Special Measures (5)

Outstanding Performance (1): means that the teacher consistently meets or exceeds the Teachers' Standards and performance regularly exceeds expectations of a teacher at his/her career level. Teaching is mostly or always outstanding and the teacher has met or exceeded his/her targets and objectives. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control. The teacher regularly contributes to improving the efficiency and effectiveness of the wider school and its development through his/her own work and participation in the work of others.

Good Performance (2): means that the teacher consistently meets the Teachers' Standards and performance generally meets expectations of a teacher at his/her career level and may sometimes exceed expectations. Teaching is consistently good and may sometimes be outstanding and the teacher has met, or very largely met, his/her targets and objectives. The teacher contributes to improving the efficiency and effectiveness of the wider school and its development through his/her own work and participation in the work of others.

Requires Improvement (3): means that the teacher largely meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a teacher at his/her career level. Teaching will often be good. The teacher has largely met his/her targets and objectives. The teacher sometimes contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

Satisfactory Performance (4): means that the teacher often meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a teacher at his/her career level. Teaching may sometimes be good but overall requires improvement. The teacher has largely met his/her targets and objectives. The teacher contributes little to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

Special Measures Performance (5): means that the teacher does not regularly meet the Teachers' Standards and performance regularly falls below that expected of a teacher at his/her career level. Teaching requires a significant improvement. The teacher's progress against targets and objectives is limited. The teacher requires extensive support and does not contribute to improving the efficiency and effectiveness of the wider school through his/her own work or participation with the work of others.

Performance ratings will be linked to a pay recommendation as follows:

Main Pay Scale

Special Measures (5)	No pay increase awarded
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Inadequate (4)	
Requires Improvement (3)	
Good (2)	One point on the relevant pay range awarded
Outstanding (1)	Two points on the relevant pay range awarded

Upper Pay Scale

Move up one point every two years dependent on two successful appraisal meetings and continued, sustained and substantial contribution to school life. Continuing to be highly effective in all areas of the Teacher's Standards.

All pay awards are subject to available headroom within the applicable pay range.

All pay awards are subject to available headroom within the applicable pay range.

Pay Recommendations

Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. No pay recommendation should be considered final until it has been ratified by the Governing Body.

Review

The Governing Body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers will be notified of any changes which may affect their future pay progression. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

APPENDIX 2

PAY PROGRESSION FOR LEADERSHIP GROUP

This appendix explains how pay progression will be determined for members of the leadership group.

Pay Structure

The school recognises, and adheres to, the minimum and maximum of the leadership pay range as outlined in the School Teachers’ Pay and Conditions Document (STPCD), including the broad bands used as the basis for calculating headteachers’ pay.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1110990/2022_STPCD.pdf

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the table below. These salary figures reflect those valid for the 2022/23 academic year.

Table 5: Leadership Group Pay Range in the Fringe

National Pay Range	Reference points	2022/2023
Minimum	L1	£45,524
	L2	£46,636
	L3	£47,770
	L4	£48,935
	L5	£50,124
	L6	£51,347
	L7	£52,700
	L8	£53,880
	L9	£55,197
	L10	£56,583
	L11	£58,017
	L12	£59,332
	L13	£60,785
	L14	£62,268
	L15	£63,782
	L16	£65,450
	L17	£66,934
	L18	£67,897
	L18	£68,576
	L19	£70,245
	L20	£71,963
L21	£72,985	
L21	£73,715	

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	L22	£75,510
	L23	£77,345
	L24	£78,454
	L24	£79,240
	L25	£81,173
	L26	£83,155
	L27	£84,336
	L27	£85,181
	L28	£87,261
	L29	£89,396
	L30	£91,583
	L31	£92,896
	L31	£93,825
	L32	£96,127
	L33	£98,485
	L34	£100,888
	L35	£102,342
	L35	£103,366
	L36	£105,891
	L37	£108,494
	L38	£111,148
	L39	£112,695
	L39	£113,823
	L40	£116,641
	L41	£119,520
	L42	£122,486
Maximum	L43	£124,274

Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers, including members of the leadership group, can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the school's Appraisal Policy. The appraisal report will include an overall performance rating for the purposes of determining pay progression.

These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy.

The performance ratings for pay decisions are shown below:

The performance ratings for pay decisions effective from 1st September 2022 are shown below:

Exceptional Performance (1): means that the school leader consistently meets or exceeds the Teachers' Standards (and, for head teachers, the National Standards for Head Teachers) and

performance regularly exceeds expectations of a leader at his/her career level. Where the leader has a regular teaching commitment, the quality of teaching is mostly or always outstanding. The leader has met or exceeded his/her targets and objectives. As appropriate to his/her role, the school leader contributes exceptionally effectively to strategic planning, leading teaching and learning, the management of people and resources and working with the school community. The school leader has a very strong focus on continuous improvement and always challenges underperformance. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control.

Effective Performance (2): means that the school leader consistently meets the Teachers’ Standards (and, for head teachers, the National Standards for Head Teachers) and performance generally meets expectations of a leader at his/her career level and may sometimes exceed expectations. Where the leader has a regular teaching commitment, teaching is consistently good and may sometimes be outstanding and the leader has met, or very largely met, his/her targets and objectives. As appropriate to his/her role, the school leader contributes effectively to strategic planning, leading teaching and learning, the management of people and resources and working with the school community. The school leader strives for continuous improvement and challenges underperformance.

Developing Performance (3): means that the school leader largely meets the Teachers’ Standards (and, for head teachers, the National Standards for Head Teachers) and that performance sometimes, but not always, meets expectations of a leader at his/her career level. Where the leader has a regular teaching commitment, teaching may sometimes be good but may require improvement overall. The leader has largely met his/her targets and objectives. As appropriate to his/her role, the school leader makes some positive contribution to strategic planning, leading teaching and learning, the management of people and resources and working with the school community. The school leader may not always have a focus on continuous improvement or on challenging underperformance.

Unsatisfactory Performance (4): means that the school leader does not regularly meet the Teachers’ Standards (and, for head teachers, the National Standards for Head Teachers) and performance regularly falls below that expected of a leader at his/her career level. Where the leader has a regular teaching commitment, teaching may require significant improvement. The leader’s progress against targets and objectives is limited. The leader requires extensive support and his/her contribution to strategic planning, leading teaching and learning, the management of people and resources and working with the school community, as appropriate to his/her role, is limited. The school leader does not focus on continuous improvement or challenging underperformance.

Performance ratings will be linked to a pay recommendation as follows:

Unsatisfactory (4)	No pay increase awarded
Developing (3)	
Effective (2)	One point on the leadership pay range awarded
Exceptional (1)	Two points on the leadership pay range awarded

All pay awards are subject to available headroom within each individual’s defined pay range.

Pay Recommendations

Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the headteacher (or the

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governors responsible for appraisal in respect of the headteacher). No pay recommendation should be considered final until it has been ratified by the Governing Body.

Review

The Governing Body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers, including members of the leadership group, will be notified of any changes which may affect their future pay progression. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

APPENDIX 3

AGENDA FOR PAY APPEAL HEARING

(An appeal against a pay decision by a headteacher will need to be modified accordingly)

The Orchard Infant School

(DATE)

(TIME)

1. Introduction of all those present.
2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence, and calling witnesses* if applicable.
3. The representative of the Pay Committee/headteacher to ask questions of the appellant and witnesses* if applicable.
4. The Appeals Committee to ask questions of the appellant and witnesses* if applicable.
5. The representative of the Pay Committee/headteacher to respond to the appellant's appeal, and calling witnesses* if applicable.
6. The appellant and/or his/her representative to ask questions of the representative of the Pay Committee/headteacher.
7. The Appeals Committee to ask questions of the representative of the Pay Committee/headteacher.
8. The appellant and/or his/her representative to summarise.
9. The representative of the Pay Committee/headteacher to summarise.

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10. Hearing to be adjourned whilst all parties, except the Appeals Committee, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Appeals Committee has reached a decision this will be confirmed.

*Witnesses will usually be called one at a time and will be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in. APPENDIX 4

SCHOOL STAFFING STRUCTURE

Senior Leadership Team

Head Teacher

Two Assistant Head Teachers - one with responsibility for the Specialist Centre, CLA and Pupil Premium children and one with responsibility for Curriculum and Assessment

SENCO

(Senior Leaders will have responsibility as Designated or Deputy Designated Safeguarding Leaders)

Leadership Team

Year R, 1 and 2 Team Leaders

Classroom Teachers

School Business Manager

Office Assistants

Specialist Learning Support Assistants (SP4)

Learning Support Assistants (SP3)

Lunchtime Supervisors (SP3)

Reviewed: July 2023

New review date: July 2023