



Department
for Education

Departmental advice

**Reviewing and revising your school's
approach to teachers' pay**

April 2013

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Summary

About this departmental advice

This is advice from the Department for Education. It is non-statutory and has been produced to help schools and Governing Bodies with developing a process for decisions on teachers' pay in relation to the School Teachers' Pay and Conditions Document (STPCD) 2013.

Revised pay progression arrangements come into force with effect from 1 September 2013. September 2013 will be the last time that annual pay increments are awarded to teachers based on the length of their service. Thereafter, decisions about teachers' pay progression will be linked to performance, with their first annual performance-related progression pay increases being made in September 2014.

Expiry or review date

This advice will be kept under review and updated to reflect the School Teachers Review Body's recommendations on the 2013 pay award.

Who is this advice for?

This advice is relevant to all maintained schools covered by the STPCD in England and Wales and is for

- school leaders
- school teachers
- Governing Bodies
- local authorities

Key points

- The revised arrangements provide increased flexibility for schools to develop pay policies that are tailored to their particular needs.
- Schools will need to revise their pay policies to reflect these changes and to clarify their approach to making pay decisions.
- It is up to each school to decide for itself how best to implement the changes and develop policies accordingly.
- No single approach will suit all schools.

- School appraisal policies may also need to change to reflect closer links between performance and pay.
- Schools are free to withhold progression pay without any requirement to initiate or consider capability proceedings.

Reviewing and Revising your School's Approach to Teachers' Pay

Summary of changes

The main changes to the existing system are:

- removing pay progression based on length of service and linking all pay progression to performance
- giving schools the option of increasing individual teachers' pay at different rates based on their performance
- replacing the current threshold test for progression from the main to the upper pay range with new simpler criteria
- discontinuing the current Advanced Skills Teacher (AST) and Excellent Teacher (ET) designations and creating a new pay range for leading practitioners whose primary purpose is to model and lead the improvement of teaching skills
- giving schools more freedom to determine starting salaries of teachers new to the school
- removing any obligation on schools when recruiting to match a teacher's existing salary.

Linking pay progression to performance

Performance-related pay progression enables schools to recognise and reward a teacher's performance through an increase in pay. It can act as an incentive for continuous improvement.

Schools will already have some experience of making decisions about pay that are linked to assessments of performance – what is new is that all decisions about pay progression for teachers will need to be linked to performance in future.

The quality of the performance appraisal system in your school will be the key to this working well.

Appraisal should be a supportive, developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It should help to ensure that teachers continue to improve their professional practice throughout their careers.

Since September 2004, the STPCD has required schools and local authorities (in relation to unattached teachers) to have a pay policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining

appeals. Schools will need to review their pay policies to set out how appraisal outcomes are linked to pay decisions. The pay policy should set out how all pay decisions will be made, with sufficient detail for an individual to understand the basis upon which pay decisions will be made in their particular school. The policy should also make clear how pay will be determined when teachers are absent for any reason, for example on maternity or long-term sick leave. A model pay policy is provided [here](#).

In both England and Wales, teachers' performance is assessed against the relevant standards as well as against their objectives. Head teachers will need to set out what it is they will take into account in making judgements about whether teachers have met their objectives and the relevant standards. This might include:

- impact on pupil progress
- impact on wider outcomes for pupils
- improvements in specific elements of practice, such as behaviour management or lesson planning
- impact on effectiveness of teachers or other staff
- wider contribution to the work of the school.

Objectives provide an important basis for assessing performance but they are not the only one. Meeting objectives need not necessarily mean that a teacher is awarded pay progression, though schools can make that a criterion for pay progression if they so wish. A school might consider that a teacher, who has made good progress on, but not quite achieved, a very challenging objective, has performed better and made a more significant contribution than a teacher who met in full a less stretching objective. Similarly, a teacher may have achieved all their objectives but failed to meet all of the relevant standards.

Assessment may be based on evidence from a range of sources – for example, self-assessment, peer review, tracking pupil progress, lesson observations, the views of pupils and parents.

Links to inspection

The Ofsted school inspection handbook -

<http://www.ofsted.gov.uk/resources/school-inspection-handbook> - makes clear that there should be a strong link between appraisal and salary progression and that this should be considered as part of the judgement on the quality of leadership and management of the school. (See also the subsidiary guidance for inspectors - <http://www.ofsted.gov.uk/resources/subsidiary-guidance-supporting-inspection-of-maintained-schools-and-academies> - which suggests that inspectors should look for information about patterns of progression through the different salary scale points

and compare this with the overall quality of teaching to determine whether there is a correlation, and if there is none, to find out why).

Advice on the main roles and responsibilities in determining pay progression

School Leaders	Governing Bodies	Teachers
<ul style="list-style-type: none"> ▪ Develop clear arrangements for linking appraisal to pay progression and propose changes to pay and appraisal policies, consulting staff and union representatives, as appropriate. ▪ Submit policies to Governing Body for approval. ▪ Ensure all teachers are informed of the policies and that they, and teachers, have the knowledge and skills to apply procedures fairly. ▪ Ensure teachers are appraised in accordance with the school's appraisal policy and the relevant regulations. ▪ Put pay recommendations to the Governing Body and ensure they have sufficient information upon which to make their decisions. ▪ Maintain records of decisions and recommendations made, demonstrating that all decisions are made objectively and fairly, in compliance with equalities legislation. ▪ Keep teachers informed about the process, recommendations made and decisions reached. 	<ul style="list-style-type: none"> ▪ Consider and adopt pay and appraisal policies, including the criteria for pay progression. ▪ Agree the extent to which specific functions relating to pay determination and appeals processes will be delegated to others, such as the head teacher. ▪ Assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that pay decisions can be objectively justified. ▪ Approve teachers' salaries, including recommendations from senior leadership team on whether to award performance pay in line with the school's pay policy. ▪ Monitor the outcome of pay decisions, including the extent to which different groups of teachers may progress at different rates and check processes operate fairly. ▪ Identify and consider budgetary implications of pay decisions and consider these in the school's spending plan. 	<ul style="list-style-type: none"> ▪ Have a responsibility to participate in arrangements for their own appraisal in line with their school's appraisal policy and ensure they understand the arrangements within their school. ▪ Keep records of their objectives and review them throughout the appraisal process. ▪ Some teachers will have responsibilities to appraise the performance of other teachers (delegated by the head teacher). ▪ Decide whether they wish to apply for access to the upper pay range and provide the appropriate evidence.

The appraisal and pay determination cycle

Flow chart of actions for the introduction of performance-related pay progression

SUMMER TERM 2013 (*preparation*)

Senior leadership team to review and revise pay and appraisal policies and/or any supporting policy/practice on objective setting - to ensure that school is clear about what it wants to reward, how that is reflected in teachers' objectives, how performance against the relevant standards will be assessed and how appraisal will be linked to pay progression. Need to include criteria for determination of pay increases and information on how school will ensure consistency and fairness when objectives are set and when performance is assessed. Submit new arrangements for discussion and approval.

Governing Body to agree and adopt the policies, including the procedures for determining appeals by teachers against pay decisions and related matters. Governing Body to determine what provision should be made in the school's budget for discretionary pay awards and pay progression.

School leadership team to ensure teachers understand the changes being introduced and how the new arrangements will operate.

Teachers and their line managers begin to discuss appraisal objectives, what level of performance will be expected and how performance will be assessed. Timetable for assessment and the types of evidence on which judgements are based should be clear at the outset.

Flow chart of actions for implementation of performance-related pay progression

AUTUMN TERM

All objectives to be finalised. If agreement cannot be reached, they are set by the appraiser.

Performance is monitored as set out in the school's appraisal policy (such as through observation and ongoing professional dialogue between the relevant parties).

SPRING TERM

Performance is monitored as set out in the school's appraisal policy (such as through observation and ongoing professional dialogue between the relevant parties).

SUMMER TERM

Performance is monitored as set out in the school's appraisal policy (such as through observation and ongoing professional dialogue between the relevant parties).

SUMMER/AUTUMN TERM

At the end of the appraisal year, teachers receive an appraisal report which includes (amongst other things) an assessment against their objectives and the relevant standards and a recommendation on pay. Head teachers to ensure moderation of initial recommendations with a view to putting individual pay progression recommendations to Governing Body for agreement and so as to account to them overall for the effective operation of links between pay and performance.

Review and update pay and appraisal policies as necessary in the light of experience.

Governing Body to determine what provision should be made in the school's budget for discretionary pay awards and progression.

Appraisal objectives are set for the next appraisal period.

Making pay decisions

Issue	Ask Yourself
Differentiation	What level of performance do you want to reward? How will you differentiate pay progression to reflect

Issue	Ask Yourself
	<p>different levels of performance?</p> <p>Will you use descriptors to define various levels of performance, e.g. “good”, “outstanding” etc. and, if so, how many?</p>
<p><i>Prompt:</i></p> <p><i>Do you want all teachers who achieve their objectives to receive some pay progression? Do you want to give a greater pay progression to teachers who meet the most challenging objectives or who exceed challenging objectives? If so, do you want to moderate objectives at the beginning of the year to help to ensure that there is a degree of consistency and clarity about the degree of challenge involved?</i></p> <p><i>Do you want to highlight particular qualities or behaviours, drawing on the relevant standards, as essential baseline expectations for a teacher to achieve pay progression in your school? If so, what would you use as evidence and how will you gather it? Can you build this into teachers’ appraisal objectives?</i></p> <p><i>Are there particular outcomes that you want to recognise, encourage and reward? If so, what would you use as evidence and how will you gather it? Again, can you build this into teachers’ appraisal objectives?</i></p> <p><i>Do you want to reward improvements in performance as well as absolute performance (for example, sustained high performance)?</i></p> <p><i>The examples in the appendix to the model pay policy illustrate some different options.</i></p>	
<p>Pay progression</p>	<p>Do you want to set out a number of different levels of increase?</p> <p>Do you want to use the discretionary reference points between the statutory minimum and maximum on the main pay range?</p> <p>Would you prefer a longer range, with more points on it, or a shorter one with fewer points?</p> <p>How much do you want to spend on performance-related pay?</p> <p>How can you ensure that you are using performance-related pay to get the best value for money?</p>
<p><i>Prompt:</i></p>	

Issue	Ask Yourself																															
	<p><i>You might want to start by taking stock of your current position and future plans. For example, do you know what your current teacher profile is – how many are on the main pay range; on the upper pay range, etc. - and how your pay budget has been distributed across those teachers in recent years? This should help you to assess how the removal of statutory annual increments on the main pay range will impact on your budget – if the majority of teachers in your school are on the upper pay range, the impact will be less than if the majority of teachers are on the main range. Has your school taken into account the potential impact of future pay awards in its forward planning? How is the profile of your teaching staff likely to change over the next few years – taking account of potential retirements and turnover?</i></p> <p><i>You will have the freedom to award progression increases as you judge appropriate in your particular circumstances. Although no progression award should be made if it is not justified, you may find it helpful to indicate the pay level that might be achieved after a certain period, subject to good performance, through the establishment of pay points on those ranges which will be used by the school. While you will have the flexibility to devise your own arrangements, one option could be to convert the previous main scale points into reference points.</i></p> <p><i>In that case the reference points between the minima and maxima for the main pay range would be as follows:</i></p> <table border="1" data-bbox="379 1137 1177 1657"> <thead> <tr> <th colspan="4" data-bbox="379 1137 1177 1243">Discretionary Reference Points</th> </tr> <tr> <th data-bbox="379 1243 587 1444" rowspan="2">England and Wales (excluding the London Area)</th> <th colspan="3" data-bbox="587 1243 1177 1344">London Area</th> </tr> <tr> <th data-bbox="587 1344 778 1444">Inner London Area</th> <th data-bbox="778 1344 976 1444">Outer London Area</th> <th data-bbox="976 1344 1177 1444">Fringe Area</th> </tr> <tr> <th data-bbox="379 1444 587 1489">£</th> <th data-bbox="587 1444 778 1489">£</th> <th data-bbox="778 1444 976 1489">£</th> <th data-bbox="976 1444 1177 1489">£</th> </tr> </thead> <tbody> <tr> <td data-bbox="379 1489 587 1545">23,295</td> <td data-bbox="587 1489 778 1545">28,408</td> <td data-bbox="778 1489 976 1545">26,674</td> <td data-bbox="976 1489 1177 1545">24,331</td> </tr> <tr> <td data-bbox="379 1545 587 1585">25,168</td> <td data-bbox="587 1545 778 1585">29,889</td> <td data-bbox="778 1545 976 1585">28,325</td> <td data-bbox="976 1545 1177 1585">26,203</td> </tr> <tr> <td data-bbox="379 1585 587 1626">27,104</td> <td data-bbox="587 1585 778 1626">31,446</td> <td data-bbox="778 1585 976 1626">30,080</td> <td data-bbox="976 1585 1177 1626">28,146</td> </tr> <tr> <td data-bbox="379 1626 587 1657">29,240</td> <td data-bbox="587 1626 778 1657">33,865</td> <td data-bbox="778 1626 976 1657">32,630</td> <td data-bbox="976 1626 1177 1657">30,278</td> </tr> </tbody> </table> <p><i>Schools are, however, free to depart from these reference points if they wish, within the statutory minimum and maximum salary levels.</i></p>	Discretionary Reference Points				England and Wales (excluding the London Area)	London Area			Inner London Area	Outer London Area	Fringe Area	£	£	£	£	23,295	28,408	26,674	24,331	25,168	29,889	28,325	26,203	27,104	31,446	30,080	28,146	29,240	33,865	32,630	30,278
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<p>Information for the Governing Body</p>	<p>What information does the Governing Body want or need so that it can exercise its discretion in relation to pay sensibly? What questions will it ask to satisfy itself that pay recommendations are justified? Fair?</p> <p>What correlation will it expect to see between</p>																															

Issue	Ask Yourself
	<p>performance and pay?</p> <p>Will it be able to defend its decisions if challenged (e.g. by dissatisfied teachers or by Ofsted?)</p>
<p><i>Prompt:</i></p> <p><i>You might want to start by considering what information your Governing Body has previously received about pay and use this as the basis for a discussion with them about whether they felt this was sufficient for them to be confident that previous decisions about pay were fair and could be justified. Ask them what additional information they would like to receive in future.</i></p> <p><i>When they inspect your school Ofsted will ask for anonymised information from the last three years, which shows the proportions of teachers who have:</i></p> <ul style="list-style-type: none"> ▪ <i>progressed along the main pay scale</i> ▪ <i>progressed to, and through, the upper pay scale</i> ▪ <i>progressed along the leadership scale</i> ▪ <i>received additional responsibility payments, such as Teaching and Learning Responsibility (TLR) payments and Special Educational Needs (SEN) allowances.</i> <p><i>The information provided should include information about patterns of progression through the different salary scale points, and comparisons between subject departments and/or teachers deployed in different key stages.</i></p> <p><i>You may want to ensure that your Governing Body receives and has an opportunity to interrogate this information as part of the annual process.</i></p>	
<p>Equalities</p>	<p>How can you ensure that the outcomes of pay decisions are fair to all teachers and comply with equality legislation?</p>
<p><i>Prompt:</i></p> <p><i>In considering what criteria you use for pay progression, are there any groups of teachers who could be disadvantaged in terms of being able to demonstrate that they meet those criteria, for example, because of their working patterns? Do any of those comprise/include groups with particular protected characteristics? You might want to consider how you have made allowances for different circumstances in other contexts to ensure fair outcomes – for example, when assessing applications to be paid on the upper pay range.</i></p>	

Teacher appraisal

Schools and local authorities must have an appraisal policy for teachers. The Department has provided an **optional** model policy (which covers both appraisal and capability) which schools in England may choose to adapt and adopt. Similarly, the Welsh Government has provided a model policy for performance management for schools in Wales.

There are several questions that Governing Bodies and head teachers will need to consider when reviewing their appraisal policies to ensure that they will support decision-making on pay. What follows highlights some of the main points. Governing Bodies may want to use this opportunity to review their policy as a whole.

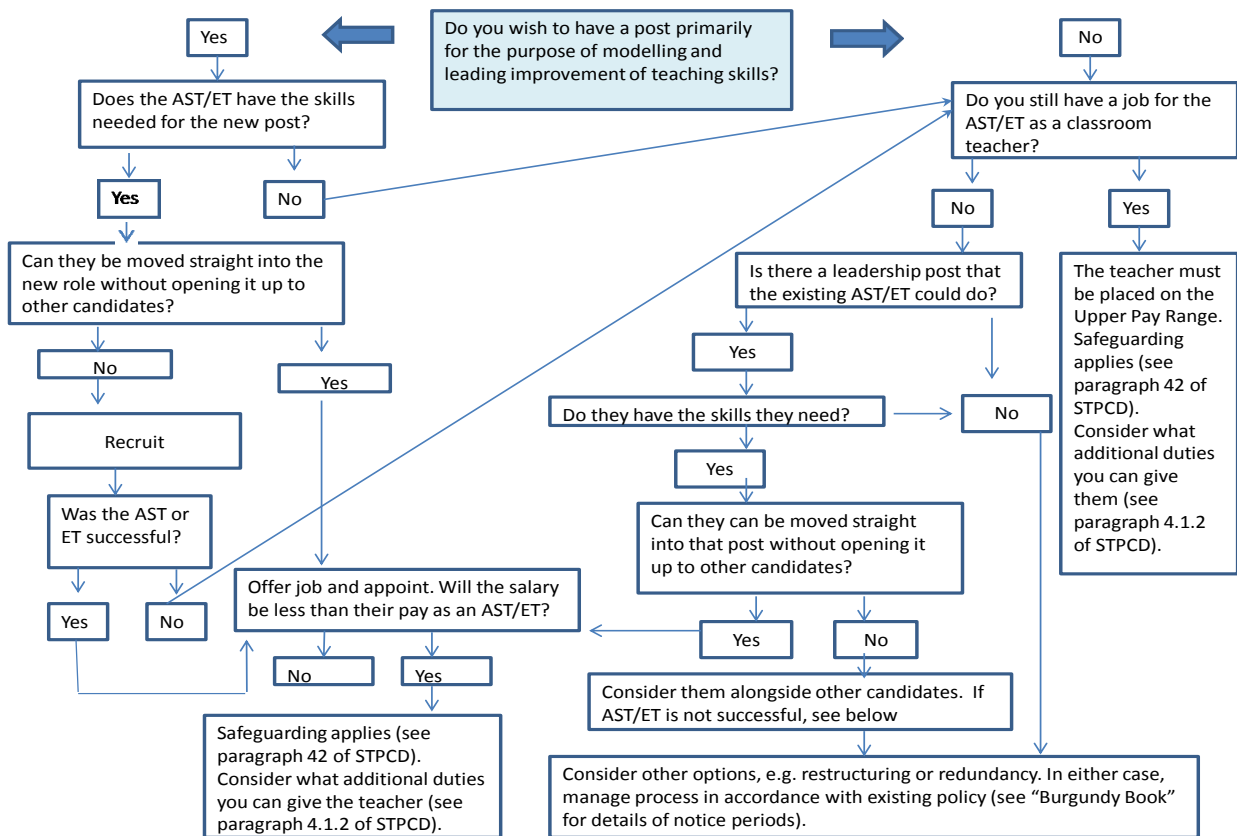
How appraisal supports pay progression

Issue	Ask yourself
The school's appraisal policy	Is it clear how teachers' objectives will be set, how their performance will be assessed and how any moderation will take place?
Setting objectives	<p>Are school leaders clear about the type and levels of performance that might lead to pay progression?</p> <p>Are school leaders clear how to reflect this in setting individual objectives?</p> <p>Do objectives clearly identify success criteria? How will you measure performance? How will you know if teachers have met their objectives?</p> <p>Will you have higher expectations of some teachers (for example those on higher pay ranges)?</p> <p>Will the head teacher or other senior leader moderate objectives to ensure quality and consistency?</p>
Observation and assessment	<p>Is the appraisal policy clear on how observation is managed within the school and on how much observation is likely to take place?</p> <p>What other evidence do you want to see (lesson plans; examples of marking)?</p> <p>Are you clear about how you will assess teachers' performance against the relevant standards?</p>

Appraisal reports	Do appraisal reports provide the needed evidence base to support pay recommendations?
Consistency and moderation	How will senior leaders quality-assure judgements that lead to pay progression? Is any observation externally verified? By whom?

Advice for schools which currently employ Advanced Skills Teachers (ASTs) or Excellent Teachers (ETs)

Schools employing ASTs/ETs will need to decide before 1 September 2013 how they will employ those teachers under the 2013 Document.



Advice on determining the salary of Newly Qualified Teachers (NQTs) at the end of their induction period

NQTs have no automatic entitlement to pay progression on completion of induction. The evidence from induction should inform decisions about their pay progression. The Governing Body can determine where within the pay range their annual salary will be fixed.

Advice on access to the upper pay range

New arrangements for gaining access to the upper pay range come into effect on 1 September 2013. The arrangements will apply to teachers in England and Wales, irrespective of whether they are subject to the 2011 regulations, the 2012 regulations or neither.

In order to be eligible to be assessed, teachers must have Qualified Teacher Status (QTS). There are no barriers to movement onto the upper pay range that are connected with length of service.

It is the responsibility of individual teachers to decide whether or not they wish to apply to their head teacher to be paid on the upper pay range.

Teachers who are simultaneously employed to teach at two or more schools may submit separate applications to both (or all) head teachers if they wish to apply to be paid on the upper pay range in both (or all) schools. Each head teacher and Governing Body will make its own assessment. Decisions by one school will not be binding on other schools.

For an application to be successful, the Governing Body must be satisfied that:

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

These criteria are set out in paragraph 17.2 of the STPCD 2013.

The school's pay policy should set out the process that will be used to assess applications.

Progression to the Upper Pay Range

Applications and Assessment	
Issue	Ask yourself
What deadline to set for receipt of applications.	Do you want there to be a single cut-off date for all applications? If so, what? How will you communicate the deadline(s) to teachers, allowing, for example, sufficient time for teachers with different working patterns to apply?

Applications and Assessment	
Issue	Ask yourself
	<p>Do you want to align the application process with the appraisal cycle?</p> <p>How will you make sure all teachers are treated fairly?</p>
<p><i>Prompt - Have you made sure all teachers have access to the information they need to make an application? That line managers know what approach to take if asked about applications?</i></p>	
<p>To whom the teacher should give the application.</p>	<p>Do you want all applications to be made to the head teacher or other senior manager?</p>
<p>Evidence the application should contain.</p> <p>All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).</p>	<p>Have you defined what 'highly competent' and 'substantial and sustained' look like in practice?</p> <p>Have you made sure all teachers are treated fairly, for example, teachers who have different working patterns or those with particular protected characteristics under equality legislation?</p> <p>Over what time period should evidence be collected?</p>
<p><i>Prompt – Consider how you have accommodated teachers who had breaks in service under the previous threshold arrangements.</i></p>	
<p>The format of the application</p>	<p>Will you devise a standard form or letter?</p> <p>Will teachers simply be able to provide copies of their appraisal reports as evidence?</p>
<p>Formal assessment of the application</p>	<p>Should the head teacher moderate all initial recommendations and formally recommend to Governing Body? If not, how else will you ensure consistency?</p>

Applications and Assessment	
Issue	Ask yourself
	How do you ensure that all assessments are made fairly and transparently, taking into account individual circumstances? How do you ensure there are appropriate levels of independence during the assessment process?
<i>Prompt – Consider how threshold applications have been managed in your school and apply learning from that experience.</i>	
Process and procedures	
Issue	Ask yourself
Length of time to make the assessment and inform the applicant of the result	How will you communicate the outcome? Who will provide the feedback? Will you tell all applicants the outcome at the same time? How long is it reasonable for applicants to wait for the result of their application?
How quickly successful applicants will move to the upper pay range	Will you have a single date when all successful applicants move to the upper pay range? How will you take into account teachers with different working patterns?
Placing successful candidates on the upper pay range	Will you place all successful applicants on the minimum of the range or will outstanding applicants be able to start further up the range?

Advice on appointments to leading practitioner roles above the upper pay range

From 1 September 2013, schools can create posts whose primary purpose is the modelling and leading improvement of teaching skills and that are paid above the maximum of the upper pay range.

The pay range for leading practitioners is a wide one. Schools will need to determine an individual post range for each post within the minimum and maximum of the overall range which is set out in paragraph 18.3 of the STPCD.

When determining the individual salary range, schools should take into account the challenge and demands of an individual post and be mindful of internal pay relativities. If a school creates more than one such post, the individual post ranges should be determined separately for each post and need not be identical. Salaries will be for specific posts, and will not be portable between different schools or different posts within the same school.

Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the head teacher.

A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- (a) coaching, mentoring and induction of teachers, including trainees and NQTs
- (b) disseminating materials and advising on practice, research and continuing professional development provision
- (c) assessment and impact evaluation, including through demonstration lessons and classroom observation
- (d) helping teachers who are experiencing difficulties.

They may also be required to take on this role in other schools or in relation to teachers from other schools.

There are no national criteria for appointment to these posts, except that the teachers must have QTS, but successful candidates will normally be expected to have a sustained track record of successful performance as a teacher on the upper pay range, to demonstrate excellence in teaching and to have contributed to leading the improvement of teaching skills.

Schools will normally be expected to advertise any vacancies and appoint candidates in the same way that they do for other vacancies. In the run up to September 2013 it may not be necessary to advertise a vacancy if the school already has an AST or ET in a similar role and is satisfied that that teacher has the skills and experience necessary to carry out the new role.

Appointment of teachers as leading practitioners

Issue	Ask yourself
Whether or not to create a post or posts of this sort	<p>Do you need a post within the school that leads on modelling and improving teaching skills?</p> <p>How does the post fit within your current structure?</p> <p>Does such a post represent good value for money?</p> <p>What impact do you expect it to have on the quality of teaching and on pupil outcomes?</p>
Duties/job description	<p>Exactly what do you expect the post-holder to do? How much of their time will be spent teaching their own classes? How much working directly with colleagues?</p> <p>Will the post-holder work across the school or within a particular department/phase?</p> <p>Will there be any element of outreach? If so, will you charge other schools?</p>
Person Specification	<p>What skills and experience will the post-holder need?</p>
Salary	<p>How much will you need to pay in order to attract and retain the right candidate?</p> <p>How wide should the individual post range for the post be?</p> <p>If you are creating more than one post, will all posts be paid on the same individual post range? If not, how will you ensure that the demands of different posts justify different ranges?</p>
<p><i>Prompt – If your school has experience of appointing ASTs, that may help you to consider how you approach some of these questions.</i></p>	

Model Pay Policy

Introduction

The School Teachers' Pay and Conditions Document ("The Document") requires schools and local authorities to have a pay policy which sets out the basis on which they determine teachers' pay; the date by which they will determine the teachers' annual pay review; and the procedures for determining appeals. Schools and local authorities must stay within the legal framework set out in the Document and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection). All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability.

The 2013 Document makes a number of changes to how teachers' pay will be determined from September 2013. This model policy has been developed to help head teachers and Governing Bodies to revise their pay policies to reflect these changes. It is non-statutory and is provided as an optional resource for schools and others to draw on as they wish. It recommends a structure for schools to follow and covers the key areas of pay discretion that schools need to consider. It includes text which Governing Bodies could adopt for their own pay policies – but schools are free to use their own text if they choose. It covers pay arrangements for teachers who are being paid on the unqualified, main and upper pay ranges and the pay range for leading practitioners. It is written from the perspective of a school but could be adapted for use by local authorities.

One of the main changes in the 2013 Document is that all pay progression from September 2014 should be linked to performance. It is suggested that schools and local authorities consider their pay policy alongside their appraisal policy and cross-refer where that is helpful. Both pay and appraisal policies should make clear the school's compliance with equalities legislation.

This model policy does **not** include any sections covering:

- i) those who are on the leadership scale
- ii) safeguarding arrangements
- iii) allowances and additional payments
- iv) arrangements for handling grievances or appeals.

Existing pay policies should already contain such sections, to which these new sections could be added. For instance, they should already set out the procedures that apply when any teacher seeks a review of any decision made by the head teacher or Governing Body that affects their pay. Hearings and appeals against pay decisions must meet the dispute resolution requirements of employment law, in accordance with

Part 4 of the Trade Union and Labour Relations (Consolidation) Act 1992 (as amended). In basic terms, these provide that employers and employees must follow the ACAS Code of Practice No. 1 – “Disciplinary and Grievance Procedures”.

Model policy for determining teachers’ pay

The Governing Body of _____ School adopted this policy on _____

INTRODUCTION

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

In adopting this pay policy the aim is to:

[Insert your school’s aims here. For example:

- *maximise the quality of teaching and learning at the school*
- *support the recruitment and retention of a high quality teacher workforce*
- *enable the school to recognise and reward teachers appropriately for their contribution to the school*
- *help to ensure that decisions on pay are managed in a fair, just and transparent way.]*

Pay decisions at this school are made by the *Governing Body*.

(Insert any particular arrangements for your school. For example, decisions may be made by an individual (e.g. a governor or the head) or a pay committee of the Governing Body).

PAY REVIEWS

The Governing Body will ensure that each teacher’s salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an

individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

BASIC PAY DETERMINATION ON APPOINTMENT

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

In making such determinations, the Governing Body may take into account a range of factors, including:

(Insert as applicable – these options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments:

- *the nature of the post*
- *the level of qualifications, skills and experience required*
- *market conditions*
- *the wider school context)*

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

PAY PROGRESSION BASED ON PERFORMANCE

(The changes in the 2013 Document mean that September 2013 will be the last time when teachers on the main scale receive annual increments and the pay decisions made in September 2014 will need to be linked to assessments of performance. Any reference to annual increments in existing pay policies should be removed. Schools have the flexibility to develop their own policies to link progression pay to performance).

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions

will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by (*insert here how the school will ensure that objectives and assessments are consistent, including any arrangements for quality assurance and moderation*).

The evidence we will use will include (*insert here the range of sources that may be used as the basis for assessing performance (e.g. self-assessment, peer review, tracking pupil progress, lesson observations, the views of pupils and parents)*).

Teachers' appraisal reports will contain 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. 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.

(In developing your policy on linking progression pay to performance, you should consider:

- *Whether the measures of performance will be absolute or relative or a combination of both*
- *The levels of performance that will be required for progression to be awarded*
- *How progression will be differentiated – so that the very highest performers can progress faster.)*

(Examples of the different approaches that schools could take, e.g. absolute performance measures, relative performance measures or a combination of both, are provided in an appendix to this policy – schools could choose to use one of these, but they are also free to use their own.)

In this school, judgements of performance will be made against (*insert here how performance will be assessed against objectives and the relevant standards*) and teachers will be eligible for pay progression if (*insert here what the minimum expectations are for the different rates of pay progression and whether the criteria to be used will be absolute, relative or a combination of both – see appendix for examples*).

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made at least once a year.

(Insert information about application deadlines (e.g. start/end Academic year or terms – or an alternative deadline), applying particular attention to ensuring every teacher is treated fairly).

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

All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from *(insert the period of time that evidence should cover, ensuring that teachers who have had breaks in service are treated equitably. Include also information about how and to whom (e.g. line manager/ subject leader/ head of school/ head teacher) applications should be made and, if written applications are required, whether the school will provide a standard form).*

The 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 relevant standards; and**
- (b) the teacher's achievements and contribution to the school are substantial and sustained.**

For the purposes of this pay policy:

- 'highly competent' means *[insert agreed definition]*;

(e.g. performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to

them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice)

- ‘substantial’ means [**insert agreed definition**]

(e.g. of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning); and

- ‘sustained’ means [**insert agreed definition**]

(e.g. maintained continuously over a long period e.g. X number of school year(s)).

The application will be assessed (**insert details** of how the school will ensure that applications are assessed robustly, transparently and equitably, including who makes the initial assessment (e.g. line manager/subject leader/head of school/head teacher) and the role of the Governing Body in making the final determination).

Processes and procedures

The assessment will be made within/by (**insert number of days** (e.g. 10/15/20 working days) before the applicant will receive a response to their application, or if there is a single deadline for applications, whether there will be a single date for applicants to be informed of the outcome).

If successful, applicants will move to the upper pay range from (**insert timing of move to upper pay range** (e.g. start of term/academic year), including whether there will be a single date for all moves to the upper pay range to take place). (Insert who will decide (e.g. head teacher/Governing Body/Pay Committee) where on the upper pay range a successful teacher is placed, and, if teachers can start further up the range, insert how their position on the upper pay range will be decided in a fair and consistent way (e.g. based on considerations including:

- *the nature of the post and the responsibilities it entails*
- *the level of qualifications, skills and experience of the teacher).*

If unsuccessful, feedback will be provided by (**insert who will provide the feedback** (e.g. line manager/subject leader/head teacher/ head of school), how it will be given, what it will include and when it will be provided (e.g. within 10/15/20/X working days of decision)).

Any appeal against a decision not to move the teacher to the upper pay range will

be heard under the school's general appeals arrangements.

PART-TIME TEACHERS

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

SHORT NOTICE/SUPPLY TEACHERS

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

Insert sections on leadership pay, safeguarding arrangements, allowances, and arrangements for handling grievances or appeals. These can be carried over from your existing pay policy.

MONITORING THE IMPACT OF THE POLICY

The Governing Body will monitor the outcomes and impact of this policy on a regular basis (*insert the frequency, e.g. yearly/biennially*), including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

APPENDIX – EXAMPLES OF APPROACHES TO PAY PROGRESSION BASED ON PERFORMANCE

Example 1 – Absolute performance measures

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to (*insert here any specific impacts the school may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school*).

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria (*it may be helpful to **indicate here** the size of individual pay progression increases that may result for each category, e.g. an increment of £x*).

Teachers will be eligible for a pay increase of £x if (*insert here what the minimum expectations are – e.g. “they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding”*).

Teachers may be eligible for £y if (*insert here the level of performance that may lead to less rapid progress in a year – e.g. “they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good”*).

Teachers will be eligible for £z if (*insert here how the highest performing teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that “they exceed all their objectives, are assessed as fully meeting the relevant standards and all of their teaching is assessed as outstanding”*).

Example 2 – Relative performance measures

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to (*insert here any specific impacts the school may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school*).

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of relative criteria (*it may be helpful to **indicate here** the size of individual pay progression increases that may result for each category, e.g. an increment of £x*).

Teachers will be eligible for a pay increase of £x if (**insert here** what the minimum expectations are – e.g. “they are judged as being within the top 20/15/x% of teachers in their school”).

Teachers may be eligible for £y if (**insert here** the level of performance that may lead to less rapid progress in a year – e.g. “they are judged as being within the top 40/30/y% of teachers in their school”).

Teachers will be eligible for £z if (**insert here** how the highest performing teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that “they are judged as being within the top 10/5/z% of teachers in their school”).

Example 3 – Combination of absolute and relative performance measures

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to (**insert here any specific impacts the school may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school**).

The rate of progression will be differentiated according to an individual teacher’s performance and will be on the basis of a combination of absolute and relative criteria (*it may be helpful to **indicate here** the size of individual pay progression increases that may result for each category, e.g. an increment of £x*).

Teachers will be eligible for a pay increase of £x if (**insert here** what the minimum expectations are – e.g. “they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding”).

Teachers may be eligible for £y if (**insert here** the level of performance that may lead to less rapid progress in a year – e.g. “they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good”).

Teachers will be eligible for £z if (**insert here** how the highest performing teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that “they are judged as being within the top 10/5/x% of those teachers in their school who also meet the absolute expectations for progression”).

Further Sources of Information

Appraisal

Appraisal arrangements in England from September 2012 (including DfE's optional model policy):

- <http://www.education.gov.uk/schools/leadership/deployingstaff/b00201884/new-arrangements>

Appraisal arrangements in Wales (including model policy template):

- <http://wales.gov.uk/topics/educationandskills/publications/guidance/performance-management>

Standards

The Teachers' Standards (which apply in England) and Practising Teacher Standards (which apply in Wales) can be found in Annex 1 of the STPCD 2013. More information is available at

- <http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards/a00205581/teachers-standards1-sep-2012>
- <http://wales.gov.uk/topics/educationandskills/publications/circulars/practitioners>

Equalities Issues

Advice on the Equalities Act 2010

- <http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/equality-act-guidance-downloads/>
- <http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Ofsted expectations

Ofsted's expectations on quality of teaching - see paragraphs 109-116

Ofsted's expectations on quality of leadership and management - see paragraphs 121-124 of the school inspection handbook

- <http://www.ofsted.gov.uk/resources/school-inspection-handbook> and paragraphs 80 and 85-91 of Ofsted's supplementary guidance for inspectors
<http://www.ofsted.gov.uk/resources/subsidiary-guidance-supporting-inspection-of-maintained-schools-and-academies>
- <http://www.ofsted.gov.uk/resources/school-inspection-handbook>



Department
for Education

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