



Dorothy Barley Infant School

Teacher Related Pay Policy

This policy was written on:

Date: September 2019

This policy was ratified/reviewed by Governors on:

Date: November 2019

LBBB policy

Frequency of review: Annually

Policy will be reviewed on: November 2020



London Borough of Barking and Dagenham Model policy for determining Teachers' Pay 2019

The Governing Body of
adopted this policy on

School Name Dorothy Barley Infant School
DRAFT

2019

INTRODUCTION

1. 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) 2019. The recognised teacher trade unions have been consulted and have agreed it as a locally recommended policy to school governing bodies for adoption.

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

2. In adopting this Pay Policy, the aim is to:
 - assure the quality of teaching and learning at the school;
 - support recruitment and retention and reward teachers appropriately; and
 - ensure accountability, transparency, objectivity, and equality of opportunity.
3. The Governing Body will maintain teachers' previous pay entitlements in accordance with the principle of pay portability.
4. Pay decisions at this school are made by the Governing Body, which has delegated certain responsibilities and decision-making powers to the appropriate committee (+) as set out in Appendix One. This Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the Governing Body, and shall have full authority to take pay decisions on behalf of the Governing Body in accordance with this policy. The Head Teacher/Principal shall be responsible for advising the Committee on its decisions.

+ School to insert the name of the committee here and in the appendices where applicable.

PAY REVIEWS

5. The Governing Body will be responsible for ensuring that:
 - each teacher's salary is reviewed annually with effect from 1 September;
 - each teacher is notified of the outcome by no later than 31st October each year and

- all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled by 31st October 2019.

6. 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.
7. 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

8. 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.
9. In making such determinations, the Governing Body will apply the following:

Teachers with posts on the Main and Upper Pay Ranges

10. The Governing Body has established the following pay scales for teacher posts paid on the Main Pay Range and Upper Pay Range:

Main Pay Range Scale – Inner London

- £
- £30,480
- £32,070
- £33,741
- £35,499
- £38,230
- £41,483

Upper Pay Range Scale – Inner

London

- £
- £45,713
- £47,960
- £49,571

11. The Governing Body undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.
12. The Governing Body will apply the principle of pay portability in making pay determinations for all new appointees as follows:

- (a) When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Governing Body will pay the teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis:
- one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College, or independent school;
 - one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
 - one point for each three years of remunerated or unremunerated experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher’s work at the school, and experience with children/young people, including caring for children during a career break.

The Governing Body will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main or Upper Pay Ranges.

- (b) When determining the starting pay for a teacher who has previously worked in an LA maintained school or academy in England and Wales, the Governing Body will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher’s previous pay entitlement plus any pay progression which they would have received had they remained in their previous post (subject to the provisions in paragraph 28).
- (c) The Governing Body will also pay teachers who are “post-threshold teachers”, as defined by the 2019 STPCD, on the Upper Pay Range. Teachers on the Upper Pay Range no longer need two successful reviews to progress on the Upper Pay Range, the requirement is for only one successful review in order to progress.

Teachers with Leading Practitioner posts

13. The Governing Body has established the following pay scale[s] for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range:

Leading Practitioner Pay Range Scale:

	£
1	£49,065
2	£55,751
3	£59,316
4	£61,925
5	£70,540

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

- 15. When determining the pay scales for such posts, the Governing Body will do this by reference to the weight of the responsibilities of the post, bearing in mind the need to ensure pay equality, where posts are equally onerous, and fair pay relativities between posts of differing levels of responsibility.
- 16. The policy of the Governing Body is to appoint any new Leading Practitioner teacher at the bottom point of the pay range, save in exceptional circumstances when they can be placed higher up on the range.

Unqualified teachers

- 17. The Governing Body has established the following pay scale for unqualified teachers employed in teaching posts:

Unqualified Teachers*

Unqualified Teacher Pay Range Scale – Inner London

	£
	£22,237
	£24,293
	£26,350
£28,405	£30460
	£32,515

Teachers with Leadership posts (head teacher, deputy & assistant head teachers (see appendix 5)

- 18. The pay ranges for the Head Teacher, Deputy Head Teacher[s] and Assistant Head Teacher[s] will be determined in accordance with the criteria specified in the STPCD and ensure fair pay relativities. The pay ranges will be set out in the school’s published staffing structure.
- 19. Discretionary payments to the Head Teacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.
- 20. The Governing Body will appoint new leadership teachers at the bottom point of the relevant pay range save in exceptional circumstances when they can be placed higher up on the range.
- 21. The Governing Body will pay teachers as deputy or assistant head teachers only where the Governing Body is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all teachers or TLR holders, and that the role:

(a) is focused on teaching and learning;

- (b) requires the exercise of a teacher's professional skills and judgment; (c) requires the teacher to lead and manage the school through:
- development of teaching and learning priorities across the school;
 - accountability for the standards of achievement and behaviour of pupils across the school;
 - accountability for the planning and deployment of the school's resources; ○ leading policy development and implementation across the school in accordance with statutory provisions;
 - managing whole school operational activity; ○ working with external bodies and agencies; and
 - securing pupils' access to their educational entitlements;
- (d) has an impact on the educational progress of the school's pupils;
- (e) involves leading, developing, and enhancing the teaching practice of the school's staff; and
- (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.
22. In the case of a deputy head teacher post, the Governing Body must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an assistant head teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the head teacher.

PAY PROGRESSION BASED ON PERFORMANCE

23. The arrangements for teacher appraisal are set out in the school's appraisal policy.
24. Decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
25. To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions (see paragraph 67).
26. The performance management/appraisal review statement at the end of a cycle will be the only source of evidence teachers require to support pay progression.
27. Where teachers have joined the school part way through a performance management/appraisal cycle, the Governing Body will, where necessary, seek evidence from the previous schools to assist pay decisions and will only, where necessary, seek evidence from the teachers themselves (see also paragraph 12b).
28. Teachers' performance management/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 performance management/appraisal report and taking into account advice from the senior leadership team.

29. The Governing Body will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
30. All teachers can expect progression to the top of their pay range as a result of successful performance management/appraisal reviews.
31. The Governing Body will make pay decisions according to the criteria for progression set out in paragraphs 32 to 37.

Teachers on the Main Pay Range

32. Teachers will be awarded pay progression on the Main Pay Range following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.
33. Teachers in their induction year will be awarded pay progression on the successful completion of induction.

Teachers on the Upper Pay Range

34. Qualified teachers may apply to be paid on the upper pay range at least once a year. Teachers will be awarded pay progression to the Upper Pay Range following one successful performance management/appraisal reviews.

Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Teachers on the Leading Practitioner Pay Range

35. Leading Practitioner teachers will be awarded pay progression on their pay scales following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Unqualified teachers

36. Unqualified teachers will be awarded pay progression on their pay scale following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Teachers on the Leadership Pay Range (Head teacher, deputy & assistant head teachers)

37. The head teacher, deputy head teacher(s) and assistant head teacher(s) will be awarded additional scale points in accordance with the provisions of the STPCD; i.e. they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

38. 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.
39. The head teacher will notify all teachers on Main Pay Range at the start of each school year of their eligibility to apply for assessment.
40. Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (Appendix Three) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.
41. The performance management/appraisal review statement at the end of a cycle will be the only source of evidence teachers require to support pay progression.
42. If a teacher is simultaneously employed at another (other) school(s), s/he may submit separate applications if s/he wishes to apply to be paid on the Upper Pay Range in that school or those schools. This school will not be bound by any pay decision made by another school but may consider whether the principle of portability should apply.

The Assessment

43. 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.
44. For the purposes of this pay policy, the Governing Body will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where one successful performance management/appraisal review provides evidence that the Upper Pay Range criteria (see Appendix Four) have been met.
45. In making its decision, the Governing Body will have regard to the most recent performance management/appraisal review. Reviews will be deemed to be successful unless significant

concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Processes and procedures

46. The assessment will be made within 10 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale.

If unsuccessful, feedback will be provided by the head teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the appeals procedure set out in Appendix 2

PART-TIME TEACHERS

47. Teachers employed on an on-going 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. Any additional hours worked by agreement from time to time will be paid at the same rate.

SHORT NOTICE/SUPPLY TEACHERS

48. 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.
49. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

PAY INCREASES ARISING FROM CHANGES TO THE STPCD

50. The school is committed to awarding the recommendation from National Employers' Organisation for School Teachers, which means 2.75% rise for all Teachers (including Head Teacher groups).

DISCRETIONARY ALLOWANCES AND PAYMENTS (see Appendix 5)

Teaching & Learning Responsibility Payments (TLRs)

51. The Governing Body pays TLR 1 and 2 payments to teachers as indicated in the school's published staffing structure, in accordance with the pay ranges specified in the 2014 STPCD and as updated from time to time. The following levels and values will apply:
- TLR 1: insert the school's pay range and pay points for any TLR1 posts []
TLR 2: insert the school's pay range and pay points for any TLR2 posts []
52. The criteria for the award of TLR 1 and 2 payments are as follows:
Before awarding any TLR 1 or TLR2 payment, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all teachers and that it:
- is focused on teaching and learning;
 - requires the exercise of a teacher's professional skills and judgement;
 - requires the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum;
 - has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils and
 - involves leading, developing and enhancing the teaching practice of other staff.
53. In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
54. In accordance with paragraph 47 of the statutory guidance in the 2015 STPCD, teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.
55. Before making any TLR3 payment, the Governing Body must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.
56. Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment (see Appendix 5 for the range) and the duration of payment will be set out clearly.
57. The Governing Body will ensure that the use of TLR3 applies only to clearly time-limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

Special educational needs (SEN) allowances

58. The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.
59. The value of SEN allowances to be paid at the school will be:
[insert the spot value of SEN allowances paid at the school]

Acting allowances

60. Where any teacher is required to act as head teacher, deputy head teacher, assistant head teacher or undertake a post of responsibility in an acting capacity for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.
61. Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

OTHER PAYMENTS

Continuing professional development outside directed time; Initial teacher training activities; and out-of-school learning activities

62. The Governing Body will make additional payments to all teachers (including the head teacher) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment.
63. The Governing Body recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

Recruitment and retention incentives and benefits

64. Either
- a) The Governing Body has determined not to make recruitment and retention payments to teachers;
- Or
- b) The Governing Body has determined that it will make recruitment and retention payments to teachers. Such payments will be reviewed annually by the appropriate Governors' committee.

SAFEGUARDING

65. The Governing Body will operate salary safeguarding arrangements in line with the provisions of the STPCD.

APPEALS

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

FORMULATING AND MONITORING THE IMPACT OF THE POLICY

67. In order to avoid exercising discretion in a way which could constitute a breach of contract by being irrational or perverse, the Governing Body will take full account of the outcome of any local negotiations and of agreements between the LA and the recognised teachers' unions/associations on appropriate criteria to be used in relation to discretionary elements of pay such as the allocation and payment of TLR3 allowances and recruitment and retention allowances.

The Governing Body will monitor the outcomes and impact of this policy on a regular basis in conjunction with recognised union representatives and will publish an annual written report on the operation of the pay policy, including its compliance with equalities legislation and make the report available to recognised union representatives upon request.

APPENDIX ONE

REMIT FOR THE APPROPRIATE COMMITTEE OF THE GOVERNING BODY WHICH IS RESPONSIBLE FOR PAY MATTERS +++++ Committee:

Example remit, incorporating recommended requirements:

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

Establishment of the policy

The +++++ Committee is responsible for:

- *establishing the policy, in consultation with the head teacher, staff, and trade union representatives, and submitting it to the Governing Body for approval.*

The Governing Body is responsible for:

- *formal approval of the policy.*

Monitoring and review of the policy

The +++++ Committee is responsible for:

- *reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives; and submitting it to the Governing Body for approval.*

The Governing Body is responsible for:

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

Application of the policy

The head teacher is responsible for:

- *ensuring that pay recommendations for all other teachers and support staff are made and submitted to the +++++ Committee in accordance with the terms of the policy;*
- *advising the +++++ Committee on its decisions; and*
- *ensuring that staff are informed of the outcome of decisions of the +++++ Committee and of the right of appeal.*

The +++++ Committee is responsible for:

- *taking decisions regarding the pay of these teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher;*
- *taking decisions regarding the pay of the head teacher following consideration of the recommendations of the governors responsible for the head teacher's performance review;*
- *submitting reports of these decisions to the Governing Body; and*
- *ensuring that the head teacher is informed of the outcome of the decision of the +++++ Committee and of the right of appeal.*

The Appeals Committee of the Governing Body is responsible for:

- *reviewing and taking decisions on appeals against the decisions of the +++++ Committee in accordance with the terms of the appeals procedure of the policy.*

APPENDIX TWO

PAY APPEALS PROCEDURE

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and has been adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee acting with delegated authority) that affects their pay.

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

That the committee by whom the decision was made:

- a) incorrectly applied any provision of the STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

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

Formal meetings must allow both parties to explain their cases.

The order of proceedings is as follows:

- 1 The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- 2 If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the head teacher within ten working days of the decision.
Where this is not possible or where the teacher continues to be dissatisfied, s/he may follow a formal process:
- 3
 - a. The teacher should set down in writing the grounds for questioning the pay decision and send it to the committee responsible for the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
 - b. The committee responsible for the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
 - c. Any further appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

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

Introductions

Chair introduces everyone and what their role is:

- Self as Chair
- Other panel member(s) (if applicable)
- Employee
- Employee's representative
- Any witnesses for the employee side
- Management representative who will state the employer's/management's case
- Any witnesses for the employer/management side
- Person who will clerk the meeting
- HR manager to give advice to the panel

Chair goes over the order of the hearing:

- Employee will state his/her case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state the employer's/management's case
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Chair to sum up both sides
- Chair to adjourn hearing to deliberate

The employee case

Employee/Employee representative presents employee case and is dealt with as follows:

- presentation of the evidence that supports the employee's case
- introduces and questions any witnesses
- Chair asks questions
- Chair opens the discussion to the panel (if applicable).

The management case

Management representative presents the employer's/ management's case and is dealt with as follows:

- presentation of the evidence that supports the disputed pay decision
- introduces and questions any witnesses
- Chair asks questions
- Chair opens the discussion to the panel (if applicable).

Summing up

If appropriate, the Chair sums up the key points on both sides.

End of hearing

Chair ends the hearing and advises employee the panel’s decision will be presented in writing within timescale that applies.

Chair advises employee that he/she has a right of appeal and that this will be communicated in the letter conveying the decision.

Decision making

Panel obtains HR advice if required to inform the decision-making HR clerk notes main points of panel discussion and the decision

Communication of decision

Employee is notified of the decision and the reason for the decision confirmed in writing,
APPENDIX THREE

UPPER PAY RANGE APPLICATION FORM

Teacher’s Details:

Name	
Post	
PM/Appraisal Details:	
Years covered by planning/review statements	
Schools covered by planning/review statements	

Declaration:	
I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.	
Applicant's signature	
Date	

This signed proforma should be appended to the Teacher's performance management/appraisal planning record statement.

APPENDIX FOUR

UPPER PAY RANGE PROGRESSION CRITERIA

- (1) Professional attributes
 - 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- (2) Professional knowledge and understanding
 - 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
 - 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
 - 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
 - 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.
- (3) Professional skills
- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
 - 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
 - 3.3 Promote collaboration and work effectively as a team member.
 - 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

APPENDIX 5

Teachers' allowance levels

	Current range	Recommended September 2019
Teaching and Learning	£pa	£pa
Responsibility (TLR) payment 3 (Fixed term)		
Minimum	£540	£555
Maximum	£2,683	£2,757
Teaching and Learning Responsibility (TLR) payment 2		
Minimum	£2,721	£2,796

Maximum	£6,646	£6,829
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Teaching and Learning Responsibility (TLR) payment 1

Minimum	£7,853	£8,069
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Maximum	£13,288	£13,654
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Special Educational Needs Allowance (SEN)

Minimum	£2,149	£2,209
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Maximum	£4,242	£4,359
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Leadership pay levels – Inner London area

Current salary range

Recommended September 2019

£pa

£pa

Leadership Minimum1Broad Bands for Head Teachers

£47,282

£48,823

1	£52,771 – £67,638	£54,223 – £69,499
2	£55,060 – £72,220	£56,576 – £74,208
3	£58,786 – £77,157	£60,404 – £79,280
4	£62,621 – £82,463	£64,344 – £84,731
5	£68,314 – £90,186	£70,194 – £92,667
6	£72,943 – £98,706	£74,949 – £101,421
7	£77,929 – £108,048	£80,074 – £111,020
8	£85,169 – £118,489	£87,512 – £121,749

LEADERSHIP GROUP PAY RANGE

Inner London Area

L1	£48,824						
L2	£49,857						
L3	£50,912						
L4	£51,984						
L5	£53,091						
L6	£54,223						Group 1
L7	£55,477						
L8	£56,576					Group 2	
L9	£57,790						
L10	£59,076					Group 3	
L11	£60,404						
L12	£61,624					Group 4	
L13	£62,968						
L14	£64,344					Group 5	
L15	£65,747						
L16	£67,295					Group 6	
L17	£68,663						
L18a	£69,499					Group 7	
L18b	£70,194						
L19	£71,742					Group 8	
L20	£73,328						
L21a	£74,208						
L21b	£74,949						
L22	£76,618						
L23	£78,318						
L24a	£79,280						
L24b	£80,074						
L25	£81,867						
L26	£83,699						
L27a	£84,731						
L27b	£85,579						
L28	£87,512						
L29	£89,491						
L30	£91,522						

L31a	£92,667			
L31b	£93,594			
L32	£95,722			
L33	£97,911			
L34	£100,140			
L35a	£101,421			
L35b	£102,436			
L36	£104,776			
L37	£107,194			
L38	£109,648			
L39a	£111,020			
L39b	£112,131			
L40	£114,742			
L41	£117,416			
L42	£120,156			
L43	£121,749			

Notes:

Scale point 'a' to be used only by schools in Groups 1 to 8 where it is the maximum value of the head teacher group range for the school