

# Falcons Primary School



## Teacher Pay Policy

**2025 / 2026**

The Accountable Body of Falcons Primary School has adopted the Leicester City Council Model Teacher Pay Policy 2025/2026 on 19<sup>th</sup> November 2025

## **1. Introductory Statement**

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

The Accountable Body of Falcons Primary School will exercise the discretion available under any nationally and locally agreed pay and conditions, according to the aims and objectives outlined below.

The Accountable Body adopted this policy on 19th November 2025

### **Aims and Objectives**

- 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 whilst eliminating unnecessary bureaucracy for all concerned

The Accountable Body will endeavour to ensure that teachers receive proper recognition for their work and contribution to the education of the pupils, to the life of the school and in aspiring to achieve the aims and objectives of the School Improvement Plan.

The Accountable Body supports equality of opportunity in employment, will follow the school's own equal opportunity policy and will not discriminate on the grounds of gender, gender reassignment, marriage/civil partnership status, pregnancy/maternity status, ethnic origin, disability, religion\*, beliefs, sexual orientation or age.

Any use of discretion will be in accordance with the aims of the School Improvement Plan and in accordance with criteria agreed within the pay policy.

## **2. Procedure**

The Accountable Body will delegate its pay powers to a Pay Committee. The terms of reference will be determined from time to time by the Accountable Body. The current terms of reference are:

Apply fairly all areas of pay as identified in the policy, and the Leicester Approved Pay Structure (Appendix 4), including the discretionary elements.2. Make decisions regarding pay progression having regard to recommendations in appraisal reports.

3. Determine salary, at the time of first appointment, for all new staff.

4.Ensure that all statutory and contractual requirements are complied with.

5.Ensure that full and accurate records of decisions are kept.

6.Ensure that the Headteacher advises staff in writing about the outcome of

the pay reviews.

The quorum for all meetings is at least three members of the Accountable Body and a clerk will be appointed to the committee.

The Accountable Body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression on all levels. The Accountable Body recognises that funding cannot be used as a criterion to determine progression.

### **3. Pay Reviews**

The Accountable Body will ensure that the salary of every teacher and leadership group member, who has completed a year of employment since appointment or their previous progression, and who is not at the maximum of the scale, is reviewed annually, with effect from 1 September.

Decisions regarding pay progression will be made with reference to the recommendations to the pay committee contained in appraisal reports.

The recommendation will be for a teacher to progress to the next point within the range unless they are in capability proceedings in which case the recommendation may be that progression is withheld. In such circumstance's progression will take place if and when the teacher ceases to be in capability proceedings, from the date that decision is made.

Pay progression recommendations for early careers teachers will be in accordance with the statutory induction processes. The extension of the induction period from one to two years will not prevent the award of pay progression at the end of the first year.

Appraisal reports will be completed by no later than 31 October and by no later than 31 December for the headteacher.

Teachers will be given a written pay statement, setting out their salary and any financial benefits, within one month of the pay committee determination and, other than in the case of the headteacher, by 30 November at the latest. Those who have not been awarded pay progression will be informed, in writing, of the reasons for the decision and will have a right of appeal.

### **Teachers on maternity leave or long-term disability or sickness absence**

A teacher on maternity/adoption/shared parental leave or long-term sickness absence will not be denied pay progression due to the absence. Their appraisal will be carried out before leave commences, or deferred until their return to work, and they will receive any pay increase that they would have received had they not been absent.

### **Pay Determination on Appointment**

The Accountable Body will determine the pay range(s) for a vacancy prior to advertising the post.

### **4. Pay Progression for Leadership Group Members**

The Accountable Body will consider annually whether to increase the salary of leadership group members who have completed a year of employment since the previous pay determination. This will be subject to paragraph 11 of the STPCD.

## Setting pay for leadership group members

### New Appointments

The Accountable Body will apply the requirements of part 2 of the STPCD when determining the pay range for a new Headteacher or other leadership posts.

The Accountable Body will, when determining the pay range, take account of the full range of permanent responsibilities, any challenges that are specific to the role and other relevant issues e.g. recruitment issues.

The Accountable Body will use the reference points within the pay range to determine the indicative salary range.

### Headteacher pay

The school is currently headteacher group 2

#### Example:

NOR key stage 1 =  $118 \times 7$  units = 826 units

NOR key stage 2 =  $181 \times 7$  units pupils = 1,267 units

Plus 21 units for SEN pupils = 2,114 units

Unit total Group = 2

Pay range = £61,534 - £84,699

The Headteacher's pay range will be reviewed by the Accountable Body:

- when it proposes to appoint a new Headteacher;
- if it becomes necessary to change the Headteacher group (including when the headteacher becomes responsible for, and accountable for, more than one school in a federation on a permanent basis);
- at any time if they consider it necessary to reflect a significant change in responsibilities of the post.

The governance board will document any review of the headteacher group.

Pay ranges for Headteachers should not normally exceed the maximum of the Headteacher group. However, the Headteacher's pay range may exceed the maximum where it is determined that circumstances specific to the role or candidate warrant a higher than normal payment. The maximum of the Headteacher's pay range, and any additional payments, will not exceed the maximum of the Headteacher group by more than 25% other than in exceptional circumstances. If such a circumstance occurs the Pay Committee will prepare a business case for payment to the full Accountable Body. The Accountable Body must seek external, independent advice from an appropriate person/body on this matter. There will be a clear audit trail of any advice provided and of the decisions taken by the Accountable Body, including the reasoning behind them. Any payment exceeding the maximum of the group pay range will be reviewed on an annual basis.

The pay range for this school will be LO3 to 29.

Headship: L19 – L29

Deputy Head: L10 – 18

Assistant Head: L03 – 09

See Appendix 2 for pay ranges.

Payments for temporary responsibilities or duties that are in addition to the determined salary will be in accordance with paragraph 10 of the STPCD.

### **Deputy and Assistant Headteacher(s)**

The Accountable Body will determine the pay range for the Deputy or Assistant Headteacher posts when it proposes to appoint to such a post or where there is significant change in the responsibilities of serving Deputy or Assistant Headteachers. The Accountable Body will take account of the permanent responsibilities of the post together with challenges of the role and whether it is difficult to fill.

The Accountable Body will determine the pay range for Deputy Headteacher and Assistant Headteacher posts allowing for performance related progression over time. The Accountable Body will use reference points within the discretionary pay range to determine the salary range and leave at least 6 reference points for performance related pay progression.

The maximum of the Deputy Headteacher/Assistant Headteacher range will not exceed the maximum of the Headteacher group for the school.

The pay range for a Deputy or Assistant Headteacher will only overlap with the Headteacher's pay range in exceptional circumstances.

### **Acting Allowance**

If the headteacher is absent from the school a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the governance board. This responsibility does not apply to assistant headteachers unless agreed otherwise.

Where a deputy headteacher, assistant headteacher or teacher is assigned, and carries out, duties of a headteacher, deputy headteacher or assistant headteacher for more than four weeks, but has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher, they will be paid an acting allowance, backdated to the first day on which they carried out the duties. The acting allowance will be an amount which ensures that their total remuneration is at least the minimum of the pay range for the post concerned.

If a teacher is temporarily seconded to a post as headteacher in a school causing concern, and the governance board of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment, the governance board may pay the teacher a lump sum in accordance with the provisions of STPCD paragraph 24.

Where a teacher is paid an acting allowance, then for so long as that allowance is paid, Part 7 as set out in STPCD applies as if the teacher has been appointed to that post permanently.

## 5. Other Teachers' Pay Ranges

In addition to the leadership group pay range there are four other pay ranges for teachers:

Leading practitioner pay range

Upper pay range

Main pay range

Unqualified pay range

Pay progression for the four pay ranges above will be for a teacher who has completed a year of employment in line with performance management and appraisal arrangements at this school.

In applying the statutory elements of the STPCD the school will apply the discretionary elements regarding teachers' pay as set out in the Leicester Approved Pay Structure which the school has adopted.

### 5.1 Leading Practitioners

The Accountable Body has decided to **not to create** Leading Practitioner posts. The primary purpose of this/these role(s) will be to model and lead improvement in teaching skills. The post holder must take a leadership role in developing, implementing and evaluating policies/practices in the school, as identified by the Headteacher, which contribute to school improvement.

### 5.2 Upper Pay Range (known as post-threshold teacher)

A teacher on the upper pay range will be paid within the minimum/maximum of the range. Teachers on the UPR are not required to undertake any additional defined responsibilities other than those defined within the teachers' standards.

#### 5.2.1 Application process

The school will consider any application received from a qualified teacher employed at this school who seeks to be paid on the upper pay range. A qualified teacher may apply to be paid on the upper pay range at least once a year. The Accountable Body will assess any application in line with the following criteria, having regard to the assessments and recommendations in the teacher's appraisal reports:

The teacher will demonstrate, and provide evidence to satisfy the Accountable Body, that they are:

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

In this school this means:

#### Highly competent:

Practice 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:

Of real importance, validity, or value to the school; plays a critical role in the life of the school; is a role model for teaching and learning; makes a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning.

### Sustained:

maintained continuously over a period of two school years. Progression to the UPR will not be adversely affected by a period of absence due to illness or maternity leave.

Assessment against the above criteria will take place as part of the appraisal process for any teacher who intends to apply to progress to UPR. The appraisal report will contain sufficient evidence for a recommendation on progression to be made.

A teacher wishing to progress is to write to the headteacher (deputy/acting headteacher in the absence of the headteacher) stating their intent to progress to UPR and forward the appraisal report containing the supporting evidence by 31st October, or within 15 working days of receipt of the appraisal report whichever is later. The headteacher will decide whether to recommend progression. If so the application will go to the pay committee for determination.

The headteacher will inform applicants, verbally or by email, whether or not their application is successful, of the outcome as soon as possible after the decision is made. All applicants will be notified on the same day if possible.

Written confirmation will be sent to successful applicants no later than one month after the decision is made. Successful applicants will move to the first point of the UPR from the start of the current academic year. Progression to the UPR will be permanent.

**If unsuccessful, feedback will be provided by the Senior Leadership Team, within 10 working days of the decision. Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's appeal arrangements.**

## **5.2.2 Progression**

The Pay Committee will apply the principles of the Leicester Approved Pay Structure for progression on the upper pay range.

The Accountable Body will pay teachers upper pay range in accordance with their agreed pay structure.

Progression will normally be based on two consecutive successful appraisal reviews.

## **5.3 Main Pay Range**

Non-teaching experience may be recognised when first placing a teacher on the MPR.

A teacher on the main pay range will be paid within the minimum/maximum of the

range as per the STPCD.

The Accountable Body has adopted the Leicester Approved Pay Structure and will apply the principles identified within the LAPS at this school.

Progression through the pay range will be subject to a performance review under the school's appraisal policy as defined in the LAPS (paragraph 2.3).

#### **5.4 Early careers teachers (ECT)**

ECT performance and pay recommendations will be in accordance with the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The extension of the induction period from one to two years will not prevent the award of pay progression at the end of the first year.

#### **5.5 Unqualified Teachers (Instructors)**

This school will only consider appointing an unqualified teacher where attempts to recruit a qualified teacher have failed. Appointments of unqualified teachers will be on a temporary basis, whilst appointment of a qualified teacher is sought throughout this temporary appointment.

Unqualified teachers will be paid within the minimum and maximum of the pay scale for unqualified teachers as identified in the STPCD.

Progression will be subject to a performance review in line with the appraisal policy.

#### **Allowance payable to unqualified teachers**

The Accountable Body may determine additional allowances to be paid where it considers, in the context of its staffing structure and pay policy, that the unqualified teacher has:

a) taken on a sustained additional responsibility which is focused on teaching and learning; and requires the exercise of a teacher's professional skills and judgment;  
**or**

b) qualifications or experience which bring added value to the role.

#### **Part-time teachers**

Salary and any allowances, except for TLR3s, of a part-time teacher will be determined in accordance with the pro rata principle.

A teacher employed full-time is required to work 1265 hours (less those for any additional bank holidays). A part-time teacher will be remunerated in accordance with the pro rata principle for a percentage of the school's timetabled teaching week.

The value of TLR1 and TLR2 payments will be determined based on the proportion of the TLR a teacher undertakes (the proportion of the full-time equivalent responsibility not the contracted hours).

The Accountable body will calculate days to be worked across the whole academic year and instruct additional remuneration for a part-time teacher where it is found they will work beyond the percentage they are remunerated for.

## **Supply teachers**

Rates of pay for any directly engaged supply teachers will be in accordance with the pay ranges in this policy and the rate for an individual will be established through the normal process of assessing the appropriate point on the main or upper pay range. The principle of pay portability, in accordance with the LAPS, will also be applied.

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

## **6. Notification of Outcomes**

The Headteacher will ensure that staff who have been awarded pay progression are informed in writing of the outcome, given details of the pay award, and that all teachers receive their annual pay statement by 30th November.

Staff who have not been successful will be given the reasons for the decisions, in writing, and advised of their right to appeal.

## **7. Pay appeals procedure**

A teacher has the right to appeal against a pay recommendation/ pay determination if, for example, they believe that the person or committee making the decision:

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

There are three appeal stages; the pay recommendation/determination may be changed at any of these stages.

**Stage one:** Informal discussion with the headteacher prior to confirmation of pay recommendation.

**Stage two:** Submit a formal representation to the pay committee making the pay determination.

The teacher can submit a written statement to the pay committee making the determination, stating the grounds of their disagreement with the pay recommendation. The teacher will be given the opportunity to make representations, including presenting evidence, calling witnesses, and asking questions, at a formal meeting with the pay committee. Following this meeting the pay committee will make a pay determination that will be communicated to the teacher in writing.

### **Stage three: Formal appeal hearing.**

If the teacher does not agree with the pay determination, they may appeal the decision at an appeal hearing before an appeals panel. A written appeal should be submitted within five working days of the stage 2 decision.

The appeal will be heard normally within 20 working days of receipt of the written appeal notification. The appeals panel will consist of three members of the governance board, none of whom are employees of the school or have been previously involved in making pay decisions. Appendix 3 details the hearing format.

## **8.Portability**

Teachers moving between Leicester schools, or moving to Leicester from a school elsewhere, will assimilate onto the point in the relevant pay range equivalent or nearest to their current salary. Teachers transferring at the start of the Autumn term will progress to the next point unless they were in capability proceedings at the previous school.

## **9.Teaching and Learning Responsibility Payments (TLRs)**

The award of a TLR1/TLR2 to a teacher will be for undertaking sustained additional responsibility in the context of the staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. TLR1 and TLR2 payments will be awarded to various posts according to the agreed school structure which is attached to this document. The structure may be reviewed as appropriate to meet the organisational needs of the school and the learning needs of the pupils/students. Any review of the staffing structure will involve full consultation with the recognised teacher trade unions/professional associations.

TLR1 and TLR2 payments will be allocated on a permanent basis unless to cover an absence of a permanent post holder, or a vacancy pending permanent appointment, in which case they may be awarded on a temporary basis. Unqualified teachers may not be awarded TLR's.

The TLR range in this school will be between the national minimum/maximum ranges.

TLR1 £ 10,174-17,216p.a.

TLR2 £3,527- £8,611 p.a.

Any teacher who loses their TLR1/TLR2 as a result of a staffing review will have their salary safeguarded for a period of three years where the TLR was permanent, or until the notified end date of a temporary award.

TLR3 fixed term allowances may be offered for clearly limited school improvement projects or one-off externally driven responsibilities, or where a teacher is undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost e.g. illness, and where that tutoring work is taking place outside of normal directed hours but during the school day.

Consecutive TLR3s will not be awarded for the same responsibility unless that responsibility relates to tutoring, as set out above.

The Accountable Body will pay fixed term awards from **£702** to **£3,478** in the following circumstances:

TLR3 awards do not form part of the permanent staffing structure and, therefore, will not form part of any staffing review or be subject to safeguarding and will cease on the notified end date.

## **10. Recruitment/Retention Incentives and Benefits**

The Accountable Body will determine, and keep under review, payment of recruitment and retention awards. Awards may, for example, include a cash sum or benefits e.g. childcare costs.

Headteachers/Deputy Headteachers/Assistant Headteachers are not eligible to be awarded these payments under paragraph 27 of the STPCD other than for housing or relocation costs.

The Accountable Body will review the level of payment/benefits annually.

## **11. Special Educational Needs Allowances**

### **11.1 Payment of Mandatory Allowances**

The Accountable Body will determine the spot value of a SEN allowance within the specified range of between £2,787 and £5,497, in accordance with the criteria in the STPCD.

### **11.2 Assessment of Appropriate Allowance Values**

This policy sets out the basis for rational, transparent and fair decisions on levels of payment for SEN allowances. This will reflect the school's organisation of, or provision for SEN.

The value of allowances will be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post. This will require a judgement about the nature and challenge of a teacher's work with pupils with SEN compared and related to that of other teachers in the school.

In establishing appropriate values for SEN allowances, the school will ensure that it has considered the full range of payments available and that the values chosen are properly positioned between the minimum and maximum.

This school will take account of the way in which SEN provision is organised and delivered locally and may want to seek advice on establishing appropriate payments.

The Accountable Body has determined to follow Leicester City Council's advice in this matter which is as follows:

A teacher who works 51% or more of their working week solely and alone with a pupil with an education, health and care plan will receive the allowance.

This would include where the teacher is teaching a small group of pupils where most, but not all, of the pupils have a statement of SEN. Such staff would be entitled to the mandatory point. This will ensure that part-timers are not discriminated against.

## **12. Withholding of Incremental Points**

It is possible for a 'no progression' determination to be made. Points awarded for performance may only be withheld where performance concerns have been formally identified, there has been an appropriate review period including appropriate support, and the teacher has shown no signs of improvement. This is further detailed in the LAPS (appendix 4).

## **13. Out of school learning activities**

The Accountable Body will reimburse teachers (excluding Headteachers) who voluntarily undertake out of school learning activities in line with the STPCD and Local Agreements.

Relevant bodies should decide whether to make payments to teachers who agree to participate in out-of-school hours learning. Payments to classroom teachers will only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full-time teachers or the appropriate proportion of the 1265 hours of directed time for part-time teachers. All agreements and payments to be made will be documented. All such activities will require the exercise of the teacher's professional skills or judgement.

See the Time off in Lieu Policy (TOIL) appendix 3 TOIL Policy

### **a. Continuing Professional Development (CPD)**

The Accountable Body will reimburse teachers (including Headteachers) who undertake CPD activities outside of normal school hours. The level of payment will be as follows:

- i. See the Time off in Lieu Policy (TOIL) appendix 3 TOIL Policy

### **b. Initial Teacher Training Activities (ITT)**

The Accountable Body will pay for any voluntary ITT activities at the school. These activities will be outside of the normal teaching contract held by the teacher.

### **c. Service Provision**

Where a Headteacher in one school is providing a service to another school, for example as a National Leader of Education - NLE, the person providing that service is not ultimately accountable for the outcomes in the school, but for the quality of the service being provided. The Accountable Body whose Headteacher is providing the service will determine how much, if any, additional payment is due to the individual concerned in line with the provisions of the STPCD and this policy, for example where the contract requires work outside school sessions.

Consideration would be given to the remuneration of other teachers who, as a result of the headteacher's additional role, take on additional responsibilities and

activities. This would be based on any additional responsibilities attached to the post (not the teacher), which will be recorded.

If the arrangement for the headteacher was temporary, any adjustment to pay of other teachers would also be temporary, and safeguarding provisions would not apply when the arrangements cease.

#### **14.. Safeguarding**

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

#### **15. Monitoring the impact of the policy**

The Accountable Body is committed to ensuring that pay related processes are fair, non-discriminatory, and comply with duties and responsibilities under the equalities legislation.

The Accountable body will review and monitor the outcomes and impact of this policy on an annual basis, by way of an annual report prepared by the pay committee or headteacher. This will include trends in progression analysed by protected characteristics and the basis on which decisions have been made.

#### **16 . General Information**

##### **16.1 Pay records for all staff**

The Accountable Body will keep records of the agreed level of payment for each member of staff, with the detail of any responsibility allowances allocated to teachers, as appropriate.

##### **16.2 Annual Pay Statements**

All teaching staff will receive an annual pay statement at the earliest opportunity and by no later than 30<sup>th</sup> November in the same calendar year, and 31<sup>st</sup> December for the Headteacher.

##### **16.3 Annual Review of Policy**

This policy will be reviewed by the Accountable Body on an annual basis.

**Teachers Pay Policy- Appeal Hearing Format**

A written appeal should be submitted within five working days of the decision. The appeal should be heard by a panel of three members of the Accountable Body who were not involved in the original determination, normally within 20 working days of receipt of the written appeal notification. The teacher is to be provided the opportunity to make representation in person.

Introduction

Employee case

Questions by employer

Questions by panel

Management response

Questions by employee

Questions by panel

Brief summary by employee (no new issues)

Brief summary by management (no new issues)

Employee/management sides leave while panel consider the case

Panel decision provided in writing within 10 working days

## APPENDIX 2 - Leadership group pay range

Points in **bold** are the prescribed minimum and maximum of headteacher group ranges as per the STPCD. Points with an \* only apply to headteachers at the maximum of their range.

| Point      | £PA            | Headteacher group |   |   |   |   |   |  |  |
|------------|----------------|-------------------|---|---|---|---|---|--|--|
| 1          | 51,773         |                   |   |   |   |   |   |  |  |
| 2          | 53,069         |                   |   |   |   |   |   |  |  |
| 3          | 54,394         |                   |   |   |   |   |   |  |  |
| 4          | 55,747         |                   |   |   |   |   |   |  |  |
| 5          | 57,137         |                   |   |   |   |   |   |  |  |
| <b>6</b>   | <b>58,569</b>  | 1                 |   |   |   |   |   |  |  |
| 7          | 60,145         |                   |   |   |   |   |   |  |  |
| <b>8</b>   | <b>61,534</b>  |                   | 2 |   |   |   |   |  |  |
| 9          | 63,070         |                   |   |   |   |   |   |  |  |
| 10         | 64,691         |                   |   |   |   |   |   |  |  |
| <b>11</b>  | <b>66,368</b>  |                   |   | 3 |   |   |   |  |  |
| 12         | 67,898         |                   |   |   |   |   |   |  |  |
| 13         | 69,596         |                   |   |   |   |   |   |  |  |
| <b>14</b>  | <b>71,330</b>  |                   |   |   | 4 |   |   |  |  |
| 15         | 73,105         |                   |   |   |   |   |   |  |  |
| 16         | 75,049         |                   |   |   |   |   |   |  |  |
| 17         | 76,772         |                   |   |   |   |   |   |  |  |
| <b>18*</b> | <b>77,924</b>  |                   |   |   | 5 |   |   |  |  |
| <b>18</b>  | <b>78,702</b>  |                   |   |   |   |   |   |  |  |
| 19         | 80,655         |                   |   |   |   |   |   |  |  |
| 20         | 82,654         |                   |   |   |   |   |   |  |  |
| <b>21*</b> | <b>83,860</b>  |                   |   |   |   | 6 |   |  |  |
| <b>21</b>  | <b>84,699</b>  |                   |   |   |   |   |   |  |  |
| 22         | 86,803         |                   |   |   |   |   |   |  |  |
| 23         | 88,951         |                   |   |   |   |   |   |  |  |
| <b>24*</b> | <b>90,255</b>  |                   |   |   |   | 7 |   |  |  |
| <b>24</b>  | <b>91,158</b>  |                   |   |   |   |   |   |  |  |
| 25         | 93,424         |                   |   |   |   |   |   |  |  |
| 26         | 95,735         |                   |   |   |   |   |   |  |  |
| <b>27*</b> | <b>97,136</b>  |                   |   |   |   |   | 8 |  |  |
| 27         | 98,106         |                   |   |   |   |   |   |  |  |
| <b>28</b>  | <b>100,540</b> |                   |   |   |   |   |   |  |  |
| 29         | 103,030        |                   |   |   |   |   |   |  |  |
| 30         | 105,595        |                   |   |   |   |   |   |  |  |
| <b>31*</b> | <b>107,131</b> |                   |   |   |   |   |   |  |  |
| 31         | 108,202        |                   |   |   |   |   |   |  |  |
| 32         | 110,892        |                   |   |   |   |   |   |  |  |
| 33         | 113,646        |                   |   |   |   |   |   |  |  |
| 34         | 116,456        |                   |   |   |   |   |   |  |  |
| <b>35*</b> | <b>118,169</b> |                   |   |   |   |   |   |  |  |
| 35         | 119,350        |                   |   |   |   |   |   |  |  |
| 36         | 122,306        |                   |   |   |   |   |   |  |  |
| 37         | 125,345        |                   |   |   |   |   |   |  |  |
| 38         | 128,447        |                   |   |   |   |   |   |  |  |
| <b>39*</b> | <b>130,274</b> |                   |   |   |   |   |   |  |  |
| 39         | 131,578        |                   |   |   |   |   |   |  |  |
| 40         | 134,860        |                   |   |   |   |   |   |  |  |
| 41         | 138,230        |                   |   |   |   |   |   |  |  |
| 42         | 141,693        |                   |   |   |   |   |   |  |  |
| <b>43</b>  | <b>143,796</b> |                   |   |   |   |   |   |  |  |

## Leading practitioner pay range

The points below are the prescribed minimum and maximum as per the STPCD. Local discretionary points between these two points may be used to form a pay range for a leading practitioner post.

|                |               |
|----------------|---------------|
| <b>minimum</b> | <b>52,026</b> |
| <b>maximum</b> | <b>79,092</b> |

## Upper pay range

Points in bold are the prescribed minimum and maximum as per the STPCD. The other point is a local discretionary reference point.

|                      |                |
|----------------------|----------------|
| <b>UPR 1 minimum</b> | <b>£47,472</b> |
| UPR 2                | £49,232        |
| <b>UPR 3 maximum</b> | <b>£51,048</b> |

## Main pay range

Points in bold are the prescribed minimum and maximum as per the STPCD. The other points are local discretionary reference points.

|                   |                |
|-------------------|----------------|
| <b>M1 minimum</b> | <b>£32,916</b> |
| M2                | £34,823        |
| M3                | £37,101        |
| M4                | £39,556        |
| M5                | £42,057        |
| <b>M6 maximum</b> | <b>£45,352</b> |

## Unqualified teacher pay range

Points in bold are the prescribed minimum and maximum as per the STPCD. The other points are local discretionary reference points.

|                   |                |
|-------------------|----------------|
| <b>U1 minimum</b> | <b>£22,601</b> |
| U2                | £25,193        |
| U3                | £27,785        |
| U4                | £30,071        |
| U5                | £32,667        |
| <b>U6 maximum</b> | <b>£35,259</b> |

## Allowances – annual values

### Teaching and learning responsibility (TLR) payments

Points in bold are the prescribed minimum and maximum as per the STPCD. The other points are local discretionary reference points.

| TLR1 |                | TLR2 |               | TLR3       |               |
|------|----------------|------|---------------|------------|---------------|
| 1A   | <b>£10,174</b> | 2A   | <b>£3,527</b> | <b>min</b> | <b>£702</b>   |
| 1B   | £12,516        | 2B   | £5,868        | <b>max</b> | <b>£3,478</b> |
| 1C   | £14,864        | 2C   | <b>£8,611</b> |            |               |
| 1D   | <b>£17,216</b> |      |               |            |               |

### Special educational needs allowance

| SEN | minimum       | maximum       |
|-----|---------------|---------------|
|     | <b>£2,787</b> | <b>£5,497</b> |

## **APPENDIX 3 - Time Off In Lieu Policy (TOIL)**

### Time Off In Lieu Policy (TOIL) -Guidelines for Falcons Primary School

This document does not form part of your contract of employment and may be changed from time to time in line with current best practice and statutory requirements. You will be consulted and advised of any changes as far in advance as possible of the change being made, unless the change is required by statute.

The Akal Education Trust at Falcons Primary School believe the success of the school is founded on the skills, energies and commitment of its employees. Without goodwill and adaptability it would be difficult for the school to run so effectively.

However, the Akal Education Trust also recognises its duty to protect the health and safety of its staff by ensuring that they do not work too many hours and that they are recompensed by taking time off in lieu (TOIL) for any extra time that they do have to work. This policy seeks to set out some guidelines for taking TOIL.

### Definition of TOIL

TOIL covers approved trips and visits or any other agreed activity that take place out of term time, at weekends or which finish after 6 pm on any evening (or time allocation that is not part of a teacher's 1265 hours or disaggregated day arrangements). For the purposes of calculating the TOIL due, six hours is regarded as a full working day and 3 hours or less is regarded as a half a working day.

### Procedure Time off in Lieu

- School staff must complete an additional hours' form to specify any agreed worked time above their contracted hours.
- If a member of the support staff wishes to claim overtime hours, they must first of all gain permission from their line manager.
- Staff must negotiate TOIL in advance of agreed overtime hours.
- The line manager then considers the request taking into account potential organisational disruption/cover arrangements.
- If the line manager agrees the request, the member of the support staff then completes a 'Staff Absence Request Form'.
- The request is then authorised with a signature by the headteacher or chair of governors and any organisational arrangements necessary are made by a member of the administrative team.
- If the request is declined, the member of the support staff can appeal directly to the head teacher or chair of governors.

### General Principles

1. TOIL is an occasional rather than a routine occurrence.
2. TOIL should not result in changes to normal working arrangements, for example every Friday afternoon becoming a 'TOIL' afternoon, or working through lunch times and leaving work early each day.
3. TOIL should be taken as soon as practically possible (normally within the same half term) after it has been accrued and not carried over academic school years. Any such accrued TOIL will be lost. The exception to this will be when TOIL is accrued in the last

half term of the school year and it has not been practically possible to take this before the summer holiday. In these instances TOIL must be taken within the first half of the autumn term in the following academic year. It is the employee's responsibility to agree the TOIL time off with the headteacher and to book this with the office manager.

4. TOIL must be used in the best interests of the school. This requires co-operation between staff and line managers to ensure adequate cover is provided as necessary. TOIL may not be agreed when it conflicts with the effective provision of the organisation. In the event of this alternative dates for TOIL will be identified. It is not normal practice to request or receive your last working day of any half term.

5. On termination of employment, all TOIL must be at a zero balance. Employees will not be paid in lieu of accrued TOIL which has not been taken by the final date of employment. Any such accrued TOIL will be lost.



### Leicester Approved Pay Structure (LAPS) for Teachers

Although this document refers to the headteacher, it also applies to the principal/head of service/line manager/governors/trustees as appropriate.

In acknowledging the School Teachers Pay and Conditions Document (STPCD), and the need to adhere to the statutory elements, the LAPS specifies how certain discretionary elements will be applied.

#### 1. Purpose of the LAPS

- 1.1 To provide a coherent and transparent structure for the remuneration of teachers employed in Leicester schools.
- 1.2 To provide clear budget predictability for teacher staffing costs so that the annual budget allocation can be appropriately managed.
- 1.3 To provide a direct incentive to the best qualified, most able teachers to seek to work in schools in Leicester.
- 1.4 To offer teachers who choose to work in schools covered by the LAPS a clear, transparent career pay structure including an identifiable progression route in the early years of teachers' careers.
- 1.5 To ensure teachers who choose to work in Leicester schools will have their experience recognised through the LAPS and will not be financially disadvantaged when transferring between schools within the city, where the school is also operating under the LAPS.
- 1.6 To provide an equitable basis for collaborative working between schools.

#### 2. Structure and functioning of the main pay range (MPR)

- 2.1 Each year the government will identify a minimum point of the main pay range and a maximum point. These will determine the minimum and maximum operated in Leicester schools.
- 2.2 Between these two points, under the LAPS, there will be four additional graduated points which will be determined annually by the council in consultation with the recognised teacher trade unions/professional associations.
- 2.3 Annually each September a teacher will progress incrementally up the graduated pay range unless there are formally identified concerns about the teacher's performance. In such circumstances progression will not take

place until those concerns have been resolved, either using the process within the appraisal policy for teachers experiencing difficulties or, if this process has been exhausted, via the locally agreed formal capability procedure. Progression will then be when the teacher is deemed to be providing teaching of appropriate quality.

- 2.4 A teacher on the MPR may apply to pass through the threshold and move onto the UPR.
- 2.5 Any progression up the MPR will be permanent. Teachers moving to Leicester from other schools, colleges or academies will assimilate onto the LAPS at the point most nearly equivalent to their current salary.
- 2.6 Teachers moving between schools, colleges and academies that adopt the LAPS will assimilate to the same level on which they are currently paid, unless the transition takes place at the start of the Autumn term in which case they will progress to the next point of the pay range if they are below point 6.
- 2.7 Non-teaching experience may be recognised when placing new entrants to the profession on the MPR.

### **3. The upper pay range (UPR)**

- 3.1 Progression within the UPR will be based on annual appraisal and UPR standards. It will not require an application process.
- 3.2 Teachers on UPR are not required to undertake any other additional defined responsibilities other than those defined within the UPR standards.
- 3.3 UPR progression will not be adversely affected by a period of absence due to illness or due to maternity leave.
- 3.4 Any progression up the UPR will be permanent. Teachers moving between schools within the city, or moving to Leicester from other schools, colleges, or academies, will have their UPR status recognised and be paid at an equivalent level. This will facilitate teacher mobility and support equal opportunities.

### **4. Teaching and learning responsibility payments**

- 4.1 The award of TLR payments will be made in accordance with the principles outlined in the STPCD. Discretionary elements regarding the value of permanent TLR1 and 2 payments, and whether or not temporary TLR3 payments will be awarded, and at what value, will be in accordance with the school's pay policy, as adopted or amended from the LCC model pay policy.

### **5. Leadership pay group**

- 5.1 The governance board of each school will set/review the ISR in accordance with the STPCD.

September 2019

## Appendix 5 - Roles and responsibilities in determining pay progression

| School leaders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Governance board                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School leaders, governance boards and teachers all have a role to minimise burdens on their staff, including in relation to paperwork and evidence collection.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Review, develop and streamline pay and appraisal policies which clearly link appraisal to pay progression, consulting staff and union representatives as appropriate.</p> <p>Submit policies to the governance board for approval.</p> <p>Ensure that all teachers are made aware of policies and that they have the knowledge and skills to apply procedures fairly and effectively.</p> <p>Ensure that teachers are appraised in accordance with the school's appraisal policy and the relevant regulations.</p> <p>Moderate appraisal outcomes, put pay recommendations to the governance board and ensure that they have sufficient information upon which to make their decisions. This should always be proportionate to reduce workload as much as possible for both school leaders and the governance board, and is normally provided in whatever form it is currently being used in the school.</p> <p>Keep records of the decisions and recommendations in order to demonstrate that all judgements have been made objectively and in compliance with the school's policy and equalities legislation.</p> <p>Ensure that teachers are notified in writing of recommendations made and decisions reached.</p> | <p>Review, streamline, consider and adopt pay and appraisal policies, including the criteria for pay progression.</p> <p>Ensure robust appraisal policy is in place which minimises impact on teacher workload.</p> <p>Agree the extent to which specific functions relating to the pay and appraisal processes will be delegated to others, such as the headteacher.</p> <p>Assure that appropriate arrangements for linking appraisal to pay are in place and that these arrangements can be applied consistently; ensure that pay decisions can be objectively justified.</p> <p>Consider and, where required, approve teachers' pay progression and consider the recommendations of the senior leadership team as to whether to award performance pay progression in line with the school's pay policy.</p> <p>Monitor the outcome of pay decisions, including the extent to which different groups of teachers may progress at different rates. Check that processes operate fairly.</p> <p>Identify and consider the budgetary implications of pay decisions and consider the impact that they will have upon the school's budget planning process.</p> <p>Be responsible for ensuring pay appeals are managed in line with the school pay and appraisal policies.</p> | <p>Participate in arrangements for their own appraisal in line with the school's appraisal policy and ensure that they understand their responsibilities and the arrangements within their school.</p> <p>Keep records of their objectives and provide evidence as part of review throughout the appraisal process.</p> <p>Where applicable, appraise the performance of other teachers (as delegated by the headteacher).</p> <p>Decide whether they wish to apply for access to the upper pay range and provide the appropriate evidence.</p> |