

Frequently Asked Questions

Teachers Pay and Progression September 2017

Teachers

1. When / how should schools review teachers' pay?

Schools should ensure any pay decisions are informed by evidence of performance as provided by the appraisal process.

Any pay recommendation / decision should only be made after the completion of the appraisal review meeting. The review meeting should take place no later than 31st October. Any pay award should be backdated to 1st September. Schools should review the pay of a teacher annually with effect from 1st September. All teachers who have completed at least 26 weeks aggregate service are entitled to a pay review.

2. What pay award is payable this year?

- a 2% uplift has been applied to the statutory minimum and maximum of the main pay range;
- a 1% uplift has been applied to the statutory minimum and maximum of all the other pay ranges in the national framework and allowances

Any teacher paid the minimum of the pay range wef 31st August 2017 should move to the new minimum wef 1st September 2017.

For teachers paid above the minimum of the range schools should determine locally how to take account of the uplift to the national framework when making individual pay progression decisions whilst ensuring progression is linked to evidence of performance.

3 How much should be awarded in pay progression?

The STPCD states teachers with continued good performance should have reasonable expectation of progressing to the top of the pay range.

The precise level of pay progression will be for school's to determine. The school may decide to adopt reference points setting out the differentials in pay or adopt a more flexible model.

Schools may award % increase, cash sum, movement to the next reference point – the framework for pay progression should be set out in the school pay policy.

Schools may offer accelerated or differential rates of pay progression – but they should be able to demonstrate the evidence on which such decisions have been based.

4. What factors should be considered when determining pay progression?

All pay progression decisions must be clearly attributable to the performance of the individual rather than length of service.

The STPCD (para 19.2) states the school must decide how pay progression will be determined with reference to:

- The teacher's performance as assessed under the school's appraisal process
- The recommendation on pay made in the teacher's appraisal report

The Local Authority has suggested the following performance levels for pay progression :

- Main Pay Range – evidence of consistently good teaching and learning
- Upper Pay Range – evidence of aspects of outstanding teaching and learning

Schools may specify other criteria for pay progression and these should be set out in the school's pay policy.

This may include:

- Impact on pupil progress
- Impact on wider outcomes for pupils
- Improvement in specific elements of practice identified to the teacher
- Contribution to the work of the school
- For teachers with line management responsibilities – an increasing impact on the effectiveness of staff and colleagues

Evidence that the school could consider might include:

- Lesson Observations
- Appraisal Targets
- Evidence of meeting the teachers standards

5. What increase is payable where the school has adopted a reference point approach in their model pay policy?

Many schools have opted to retain a points based framework – but this is not mandatory.

The SPS Model Pay Policy refers to a reference point approach, The following changes have been applied

- 2% uplift to the minimum / maximum values of the main pay range
- 1% uplift to the minimum / maximum values of all the other pay ranges including allowances
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The values of the reference points within the policy (above the new minimums) have remained unchanged from 2016/17 values.

Within the policy the value of Main Pay Range 6, Upper Pay Range 3 and Unqualified Pay Range 6 are unchanged from 2016, however a new ceiling value has been inserted at the top of each range to reflect the requirements of the STPCD.

This means that:

- Where a teacher was at the top of their range prior to 1st September 17 and are meeting the performance expectations of the school for pay progression they should move to the new ceiling value. If their performance does not warrant a pay award they will remain on the September 2016 ceiling value
- Where a teacher was on M5 / UPR 2 or Unqualified 5 prior to 1st September 2017 and are meeting the performance expectations to progress – the school has discretion either to move them to the 2016 values of M6 / UPR3 or Unqualified 6 or move them to the new ceiling value of their range. Schools should ensure they are acting fairly and consistently in exercising this discretion.

Main Pay Range

		<i>Fringe Area</i>	
Minimum Pay Value	1	£22,917.00	£24,018.00
<i>NB: These values are reference points only and there may be circumstances in which the school is justified in paying a different value</i>	2	£24,243.00	£25,321.00
	3	£26,192.00	£27,269.00
	4	£28,207.00	£29,292.00
	5	£30,430.00	£31,508.00
	6	£33,160.00	£34,249.00
Maximum Pay Value		£33,824.00	£34,934.00

Upper Pay Range

Minimum Pay Value	1	£35,927.00	£37,017.00
<i>NB: These values are reference points only and there may be circumstances in which the school is justified in paying a different value</i>	2	£36,889.00	£37,966.00
	3	£38,250.00	£39,331.00
Maximum Pay Value		£38,633.00	£39,725.00

Unqualified Pay Range

Minimum Pay Value	1	£16,626.00	£17,718.00
<i>NB: These values are reference points only and there may be circumstances in which the school is justified in paying a different value</i>	2	£18,376.00	£19,455.00
	3	£22,204.00	£21,370.00
	4	£24,120.00	£23,284.00
	5	£26,034.00	£25,199.00
	6		£27,112.00
Maximum Pay Value		£26,295.00	£27,384.00

6. What increase is payable where the school has adopted an alternative approach in its model pay policy?

Schools may adopt a number of alternative approaches to pay progression including:

- Awarding teachers a percentage increase
- Awarding teachers a cash sum increase
- Awarding teachers differentiated rates of pay progression depending on evidence of performance

Schools should set out their pay framework and evidence / criteria for pay progression within their model pay policy.

Schools should determine locally in accordance with their pay policy how to take account of the uplift to the national framework when making individual pay progression decisions for teachers paid above the minimum values of their respective pay ranges.

7. Should all teachers paid at the top of the main / upper pay range receive the 1 % increase and move to the new maximum value?

Where a teacher's performance is meeting the standards for pay progression – the expectation is that the teacher will progress to the new ceiling value for the range.

Schools will need to consider the position carefully for any teacher who is currently at the top of the main or upper pay range and isn't performing well at the required standard.

Pay progression is not automatic – but is at the discretion of the school based on evidence of performance.

8. How have allowances been increased?

The minimum and maximum value of all allowances (SEN / TLR) have been increased by 1%

Teaching and Learning Responsibility Payments

	Minimum	Maximum
TLR1	£7,699	£13,027
TLR2	£2,667	£6,515
TLR3 (temp)	£529	£2,630

SEN Allowance

Minimum	Maximum
£2,106	£4,158

The minimum and maximum of the TLR and SEN allowance values have also increased by 1%. Schools should ensure no teacher is receiving an allowance beneath these new minimum values. Schools may determine the increase applied to allowances currently in payment within the ranges.

However the Dfe have confirmed that there is no absolute requirement to increase allowances - this is at the discretion of the school.

9. Is there a separate cost of living award?

There is no longer a separate cost of living award. The only increases prescribed in the STPCD are those to the minimum / maximum of the ranges set out above.

Within the ranges schools have discretion to determine what element of any increase should relate to cost of living and what element should relate to performance – they may either give separate increases or combine the two elements in a single increase.

10. Should NQTs get pay progression once they have completed their Induction year?

Pay should be reviewed annually wef 1st September and pay progression should be clearly attributable to evidence of performance. The precise amount awarded in recognition of performance should be determined by the school.

NQTs have no automatic entitlement to pay progression on completion of their induction period. However the evidence from Induction should support decisions about pay progression. NQTs should be assessed against the same criteria for pay progression as other main pay range teachers

11. Who is responsible for making pay recommendations / decisions

There should be a clear separation of roles and responsibilities and these should be set out in the school's pay policy.

Schools may decide one of the following arrangements:

Recommendation	Decision
Appraiser	Headteacher
OR	
Headteacher	Pay Committee

Pay decisions in specific circumstances

12. How should pay decisions be made where an employee has been absent due to maternity leave / adoption or family related leave?

Pay progression should be linked to evidence of performance. If there is insufficient evidence of performance (for whatever reason) – pay progression may be withheld or only partial progression awarded.

However a decision to withhold pay progression purely because a teacher is absent for maternity or associated reasons could be challenged.

The Dfe advises that when a teacher returns to work after maternity leave – the school should award any pay increase she would have received following her appraisal had she not been on maternity leave.

When assessing whether an individual has been absent due to maternity or associated related reasons has met the criteria for pay progression the following may be considered:

- The individual's performance before they were absent.
- The individual's performance on their return to work – how does it differ from previous performance? Have mitigating factors been considered?
- When taking all reasonable factors into account, would pay progression have been given if the absence had not occurred?

The Dfe also suggests schools take a flexible approach to ensure employees who are on maternity leave are treated fairly. Consideration should be given to adjusting the pay review process where a teacher has had a significant period of absence

This could include:

- Completing appraisals before the start of maternity leave – and basing any pay award on the evidence of performance at that date
- Reviewing performance on return and backdating any pay award
- Consider evidence of performance from the past 2 appraisal cycles where the employee has been at work

The Dfe advises that KIT days should not be used for appraisal meetings.

Please seek further guidance from your SPS consultant.

13. How should pay decisions be made where employee teacher has been on sick leave?

Where there is insufficient evidence that the employee had met the criteria for pay progression due to absence a salary increase may be withheld or partial pay progression awarded.

However when a teacher returns to work following a disability related absence, the school should not decline a pay increase that the teacher would have received, following appraisal, had he or she not been absent for a reason related to disability

Please seek further guidance from your SPS consultant.

14. How should pay decisions be made where a teacher joins the school during the appraisal cycle?

Teachers who are employed for contracts of more than one term are covered by the appraisal regulations and should join the appraisal cycle as soon as possible.

Consideration should be given to setting targets which are reasonable and appropriate for the remainder of the appraisal cycle.

Any employee with service in more than 26 weeks in the year preceeding 1st September is entitled to a pay review. Pay progression should be awarded where a teacher meets the criteria for pay progression within the school. It may also be appropriate to award partial pay progression.

It should be noted that there is no obligation for schools to seek evidence of performance from previous employers since the school will want to be satisfied that any teacher meets the specific criteria for pay progression within their school as defined by their own pay policy.

15. How should pay decisions be made for supply teachers?

Supply teachers who have worked in at least 26 weeks during the previous academic year may be entitled to pay progression subject to meeting criteria for pay progression.

16. How should pay decisions be made for part time / temporary teachers?

Schools should ensure that part time and temporary employees are treated no less favourably in the making of pay determinations and are given equal opportunity to access pay progression.

Consideration should be given to ensuring appraisal targets for part time and temporary teachers should be reasonable and proportionate to the hours / period worked.

Teachers who are employed for more than one term are covered by the appraisal regulations and should join the appraisal cycle as soon as possible.

Any teacher with service in more than 26 weeks teaching service by 1st September is entitled to a pay review. Pay progression should be awarded where a teacher meets the criteria for pay progression within the school. It may also be appropriate to award partial pay progression.

Leadership Pay

17. What changes are there to leadership pay from 1st September 2017

A1% uplift has been applied to the minimum and maximum of the 8 headteacher group ranges

Any headteacher currently paid at the minimum of a group range should move to the new minimum value. Within the range schools have discretion to determine the increase which should be applied.

Group	England & Wales	Fringe Area *
1	£44,544 - £59,264	£45,633 - £60,341
2	£46,799 - £63,779	£47,884 - £64,864
3	£50,476- £68,643	£51,561 - £69,725
4	£54,250- £73,876	£55,338 - £74,952
5	£59,857 - £81,478	£60,945 - £82,560
6	£64,417 - £89,874	£65,513 - £90,955
7	£69,330 - £99,081	£70,423 - £100,156
8	£76,466- £109,366	£77,551 – £110,448

18. How should pay be determined for new headteacher appointments?

Since September 2014 new arrangements have been in place.

The Governing body will need to determine leadership group size for school using the guidance set out in the STPCD Once group size is known – the Governing body will need to identify a narrower indicative salary range within this group.

This may be a range of points – if the school wish to continue using indicative reference points – or a min / max salary range. There is no guidance on what size this range should be.

The Governing body may use their discretion to set the top of the headteacher's range up to 25% greater than ceiling of group size of the school.

The starting salary within the range should allow scope for pay progression.

In determining the range the Governing body may take the following factors into consideration:

- The specific requirements of the post
- The school context and challenge
- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking data

19. How should schools determine the range for DHT / AHT?

There are no longer prescribed differentials between pay ranges for leadership teachers.

DHT / AHT should be appointed to a range determined by the school. This may be a range of points – if the school wish to continue using indicative reference points – or a min / max salary range.

There is no guidance on what size this range should be.

The maximum of the deputy or assistant headteachers' pay range should not exceed the maximum of the headteacher range and should only overlap the headteacher's pay range in exceptional circumstances.

Consideration should be given to nature of role, specific responsibilities and the need to maintain appropriate internal differentials.

Schools need to be mindful of equal pay issues when setting pay ranges – but if the accountabilities of the role differ – it is possible to have different ranges where there is more than 1 DHT / AHT in a school.

20. How should leadership pay be reviewed and increased?

Pay progression continues to be linked to performance as evidenced primarily through the appraisal process.

Pay progression should take effect from 1st September. Pay reviews should take place ASAP after this date and no later than 31st October. Any pay award should be backdated to 1st September.

There is no longer a national incremental scale for leadership pay – however schools may continue to adopt a reference point approach for leadership pay should they wish and determine whether it is appropriate to apply an increase in the value of each reference point from September 2017.

Schools may adopt a number of alternative approaches to pay progression including:

- Awarding leadership teachers a percentage increase
- Awarding leadership teachers a cash sum increase
- Awarding leadership teachers differentiated rates of pay progression depending on evidence of performance

Schools should set out their pay framework within their model pay policy.

Schools should determine locally in accordance with their pay policy how to take account of the uplift to the national framework when making individual pay progression decisions for teachers paid above the minimum values of their respective pay ranges.

21. What factors should be considered when determining pay progression?

Schools should set out the evidence and criteria for pay progression within their model pay policy.

Schools may consider the following areas when developing their criteria:

Positive, sustained and increasing impact on:

- Strategic development of the School
- Whole school standards and achievement
- Short to mid- term evidence of school improvement
- Management and development of staff
- Development of external and internal relationships
- Management of resources and budgets
- Individual contributions as well as team based assessments

Schools should set out examples of the range of evidence which will be considered

- Assessment against relevant standards – including Ofsted grade descriptors.
- Performance objectives
- Classroom observation (where relevant)
- SIP / SEF
- CPD

22. Can schools review the ranges for current in post leadership teachers?

Where new appointments are made to leadership posts it may be necessary to review the ranges of those currently in post.

Additionally where the responsibilities and accountabilities of a leadership teacher have changed significantly since 1st September 2014, it may also be necessary to review the salary range.

The range for in post leadership teachers should not be reviewed or extended purely because an individual has reached the ceiling of their current range.