



## **Newham Model Pay Policy for Schools 2021 /2022**

**The Governing Board of Plashet School adopted this policy on  
Thursday 2nd December 2021**

**The Model Pay Policy will be reviewed on an annual basis**

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# Appendix A1

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## **INTRODUCTION**

The statutory pay arrangements for teachers give significant discretion to “relevant bodies” normally governing bodies, but Local Authorities in some instances to make pay decisions. The School Teachers’ Pay and Conditions Document (hereafter called the Document) places a statutory duty on schools and Local Authorities to have a pay policy in place, which sets out the basis on which they determine teachers’ pay and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions.

Schools and Local Authorities, when taking pay decisions, must have regard both to their pay policy and to the teacher’s particular post within the staffing structure. A copy of the staffing structure should be made available with the pay policy.

The pay policy should comply with the current School Teachers’ Pay and Conditions Document and the accompanying statutory guidance. It should be used in conjunction with these documents, but, in the event of any inadvertent contradictions, the Document and its statutory guidance take precedence.

# **NEWHAM SCHOOLS PAY POLICY**

## **1. PRINCIPLES AND PROCESSES**

### **1.1 Background**

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as annually updated by the DfE. Support staff are paid in accordance with the Local Government Conditions of Service as agreed by London Borough of Newham.

All pay-related decisions are made taking full account of the school improvement plan; staff and unions have been consulted on this policy.

### **1.2 Equalities**

All pay related decisions are taken in line with the Equalities Act 2010. The Act provides a single legal framework to more effectively tackle disadvantage and discrimination with regard to the protected characteristics as follows: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race – including ethnic or national origin, colour or nationality, Religion or Belief – including lack of belief, Sex, and Sexual Orientation.

The governing board will comply with other relevant equalities legislation:

- Employment Relations Act 1999
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010
- The Equality Act 2010

The governing board will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting, and paying staff, training, and staff development.

The governing board will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. for absences related to maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the school's circumstances.

### **1.3 Pay Reviews**

The governing board will ensure that every teacher's salary is reviewed with effect from 1 September and by no later than 31 October each year and ensure that they are given a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, the governing board will give the required notification as soon as possible and no later than

one month after the date of the determination.

The school is committed to increase all existing pay points and allowances for all teachers set out on Appendix 2 by the statutory annual increase in minimum values and will continue this principle in future years.

## **1.4 Decision Making**

The terms of reference for the relevant governors' committees include the following delegated powers:

- a) To agree the staffing structure (in consultation with the relevant committee where there are financial costs) and decide any changes to ranges or additional allowances in individual cases.
- b) To decide other payments to staff outside the scope of this policy.
- c) To decide the Head Teacher's pay range if above the relevant school range set out in Appendix 3.
- d) To review in consultation with union representatives and decide changes to this policy.

NB Head Teacher's annual performance pay progression is decided by the appraisal review committee.

Individual decisions about progression on a pay range, including movements through the threshold to the Upper Pay Spine are made by the Head Teacher, taking account of any recommendations made through the appraisal policy.

The exception to this is that awarding more than one increment to an Assistant or Deputy Head Teacher will be made by the Head Teacher's appraisal review committee, following a recommendation by the Head teacher.

## **1.5 Appeals**

A teacher may appeal against any recommendation or determination in relation to his/her pay or any other decision taken by the Head Teacher (or committee) that affects his/her pay. The teacher's reasons for the appeal should be in accordance with the following list:

That the person or committee by whom the decision was made:

- a) incorrectly applied any provision of the Document;
- 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.

The arrangements for considering appeals are set out in Appendix 1. This procedure for considering pay appeals applies instead of the Grievance Procedure.

## **1.6 Monitoring and Review**

The implementation of this policy will be monitored and will be reviewed on an annual basis. A report will be submitted to the governing board on the operation of the policy, including an assessment of its equalities impact, in a suitably anonymised form; a copy of this report will be provided to staff and their unions on request.

Staff and their trade union representatives will be consulted as part of the review.

## **2. USE OF DISCRETION IN BASIC PAY DETERMINATION**

### **2.1 Early Career Teachers**

Appendix 2 sets out the main range values as 6 main points. One main point is awarded for each complete 3 years of relevant paid work experience prior to gaining Qualified Teacher Status (QTS) in a relevant area after the age of 18, up to a maximum award of 2 main points. Part time experience will be equated to the full-time equivalent. The definition of relevance is that the experience is as broadly relevant to the teaching duties required. It would therefore include:

- Experience of working with children, e.g. nursery nurse, social worker.
- Industrial/commercial experience using subject specialism, e.g. scientist, book editor, commercial artist.

Teachers will be required to supply evidence that clearly supports their claim e.g. references, reports, testimonials, job description.

For a teacher who has previously been employed on the unqualified scale, teaching experience prior to gaining QTS will be assessed so far as it is necessary, in order that the qualified teacher receives a higher salary than their unqualified pay.

For teachers embarking on the new 2-year induction programme, from September 2021, there will be no adverse impact on their pay or career progression opportunities. Early career teachers will still be able to progress on the pay scale as current arrangements allow, both during and after induction.

### **2.2 Experienced Teachers**

The school is committed to the principle of pay portability and will apply this principle in practice when making all new appointments to the school.

The school will not restrict the pay available for appointees to vacant classroom teacher posts, other than the lower limit of the Main Pay Spine and the upper limit of the Upper Pay Spine.

### **2.3 Part-time Teachers**

The calculation of the pay of part time teachers is based on the number of aggregate hours the teacher is employed to work within the capacity of the school's timetabled teaching week. Details of the calculation method are set out in the Document.

## **2.4 Short Notice/Supply Teachers**

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

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 6.48 (1265/195) to arrive at the hourly rate. The agreed directed time, per day including non-contact time will be paid.

## **2.5 Unqualified Teachers**

Unqualified teachers will start on the minimum of the unqualified pay range unless the Head Teacher judges that a higher point is required due to previous experience as set out in 2.1 above.

Overseas trained teachers (OTTs) who are judged by the Head Teacher to already be meeting the QTS standards and therefore commence the "assessment only" route for QTS will be offered a contract with pay equal to that of a QTS teacher. Previous teaching experience in the UK and abroad may be assessed and up to a one pay point for each full year of teaching service may be given.

## **2.6 Schools Direct (salaried) Teachers, including Overseas Trained Teachers and Teach First**

This section applies to teachers who are on a Teaching Agency recognised route which is intended to lead to QTS.

School Direct (salaried) teachers (whether OTTs or not) and Teach First teachers who do not meet the QTS standards and therefore commence the full graduate training programmes will be paid as unqualified teachers as set out above.

## **2.7 Leading Practitioners**

Leading Practitioners are posts which have the primary purpose of modelling and leading improvement of teaching skills. The Document sets out minimum and maximum points for Leading Practitioners. The governing board has agreed to use a range of five points from the spine set out in Appendix 2 to reflect the responsibilities of the particular post. New appointments will be made at the minimum of the selected range.

## **2.8 Head Teachers**

### **2.8.1 Introduction**

The Document sets out a minimum and maximum value of the Leadership Spine. The responsibility for fixing the salary range rests with the relevant board, as delegated to a committee. The salary range on which a Head Teacher is paid is derived from the two steps, as set out in the next three paragraphs below.

### **2.8.2 Head Teacher's Group Range**

Under the Document, schools are allocated to one of eight Groups depending on:

- i. the number of pupils, and
- ii. the key stage of pupils.

The relevant board has discretion to take into account the number of pupils at the school with SEN statements. In Newham, the relevant board has decided to exercise this discretion so that Education and Health Care Plan (and those in resource provision or exceptional resource funding) are additionally taken into account in the group size calculation.

The group size calculation of the school will be checked annually by the Local Authority, using the January pupil numbers and any increase in group size advised to the Chair of Governors. If the Head Teacher is currently on a salary point lower than the Individual Head Teacher Range of the new group, he or she will progress to the new minimum point on the following 1<sup>st</sup> September. The Head Teacher has a right to make representations to the relevant board about the Head Teacher group at any time. The governing board of a non-delegated school also has such a right.

Where a Head Teacher becomes an Executive Head Teacher and is permanently accountable for more than one school, the Head Teacher's Group Range will be based on the calculation of the total number of pupil units across all schools, as required by paragraphs 6.6 & 7.9 of the Document 2019.

A minimum and maximum pay value is specified for each Head Teacher Group.

### **2.8.3 Individual Head Teacher Range**

Within this Head Teacher Group Range, the relevant board will select seven points to form the Individual Head Teacher Pay Range. The Individual Head Teacher Range will take account of the context and challenge arising from pupils' needs, the full responsibilities of the post, including any responsibility for more than one school on a permanent basis. It will also take account of any additional responsibility for extended services, including Children's Centres, and the challenge of recruitment and retention, as required by the Document.

The governing board has agreed to adopt the Individual Head Teacher Pay Range structure set out in Appendix 3.

## **2.8.4 Exceptional Circumstances - Pay Range Enhancement (Appendix 3b)**

Whilst pay for the Head Teacher should not normally exceed the maximum of the Head Teacher Group Range, the governing board may exceed the maximum where they determine that circumstances specific to the role or post holder warrant higher than normal pay. The governing board will ensure that the maximum of the actual pay including any additional payments does not exceed the maximum of the relevant Head Teacher Group Range by more than 25% unless in wholly exceptional circumstances (see appendix 7). Any temporary payments referred to in 4.11 also fall within the 25% limit.

Where there are considered to be exceptional circumstances that might warrant the Head Teacher being paid 25% or more above their Group Range, the governing board will seek external independent advice before making this decision. A clear business case, as required by the Document, will also be presented to the governing board.

The governing board has adopted the Individual Head Teacher Pay Ranges set out in Appendices 3 and 3a. These ranges take account of all pay determination factors and an appropriate pay range will be decided by the relevant governor committee. No additional and/or separate payments will be made and the 25% rule as set out above and in the Document, continue to apply.

## **2.9 Deputy Head Teacher Range**

2.9.1 A range of five points will be chosen from the Leadership Spine. The governing board has adopted the structure of Deputy Head Teacher Pay Ranges set out in Appendix 3 which complies with the statutory requirements set out in the Document. Any change will be agreed by the relevant governor committee.

2.9.2 The governing board has adopted the Deputy Head Teacher Pay ranges set out in Appendices 3 and 3a. These ranges take account of all pay determination factors and will be decided by the relevant governor committee. No separate and/or additional payments will be made. The pay range set for the Deputy Head Teacher/s will not overlap with the Head Teacher's individual pay range.

## **2.10 Assistant Head Teacher Range**

A range of five points will be chosen from the Leadership Spine set out in Appendix 3. The governing board has decided that it will assess what range to apply on an individual basis, ensuring the maximum of the Assistant Head Teacher range/s will be less than the maximum of the Deputy Head Teacher range/s and that other requirements in the Document are met. Any changes will be agreed by the relevant governor committee. No separate and/or additional payments will be made.

## **2.11 Leadership Spine - Starting Salary on Appointment**

The relevant board has decided that any new appointment of Head Teacher, Deputy or Assistant Head Teacher will be made at the minimum of the range, unless either:

- it is necessary to match the salary of an existing teacher: or
- the post is difficult to fill;

In which case, appointment may be made up to the fourth point for a Head Teacher and up to the third point for a Deputy or Assistant Head Teacher.

## **3. MOVEMENT UP THE PAY RANGES**

The governing board agrees that the school budget will ensure that appropriate funding is allocated for appropriate pay progression at all levels. The governing board recognises that funding or the lack of it cannot be used as a criterion to determine any progression.

Progression will be from 1<sup>st</sup> September of each year and the decision based on the outcome of teacher's annual appraisal review. As these reviews usually take place in the autumn term, any pay progression awarded will be backdated to 1<sup>st</sup> +September. All reviews for teachers will be undertaken by 31<sup>st</sup> October and for the Head Teacher by 31<sup>st</sup> December. Pay progression will only be considered for those teachers on the leadership spine who were in post throughout the previous two terms.

The performance review process must be followed for all Head Teachers, even those who are already at the top of their range and therefore will not be considered for a performance increment.

The normal expectation for all teachers, is that they will progress by a full point. This only applies to teachers on the main pay range.

### **3.1 Main Pay Range Teachers**

Teachers will be awarded pay progression on the Main Pay Range following a successful annual appraisal review which will encompass a review against their objectives and against the Teachers' Standards.

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 appraisal cycle and have not been sufficiently addressed through support provided by the school and recorded in the appraisal statement by the conclusion of that process.

Pay progression will be from 1<sup>st</sup> September for the review of the previous year's performance, regardless of when the review is actually carried out.

### 3.2 Threshold Assessment

The Document states as follows:

"An application from a qualified teacher will be successful where the relevant board is satisfied:

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

Applications will need to be made to the appraiser in writing by the date of the teacher's individual review meeting for progression on the previous 1<sup>st</sup> September (assuming the review meeting takes place in the autumn term).

Teachers who apply to move to the Upper Pay Range will be awarded progression to that range having regard to the **two most recent appraisal reviews**, provided that these demonstrate a) and b) above.

Reviews will be deemed to be successful if the teacher has been assessed as fully meeting their objectives and Teachers' Standards.

Teachers may be asked if they wish to draw any information to the Head Teacher's attention but will not be required to submit evidence with their application. The decision on progression will be taken by the Head Teacher after consideration of the evidence and consultation with other relevant school managers. The decision will be advised to the teacher in writing.

### 3.3 Upper Pay Range Teachers (Post Threshold Teachers)

Upper Pay Range teachers will be awarded pay progression along the Upper Pay Range following a successful annual appraisal review, provided that the review demonstrates the teacher has met their objectives, Teachers' Standards and continued to meet a) and b) above. 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 appraisal cycle and have not been sufficiently addressed through support provided by the school and recorded in the appraisal statement by the conclusion of that process.

### 3.4 Leading Practitioners

Leading Practitioners must demonstrate sustained high quality of performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance progression point will be awarded. Any work undertaken at other schools, in higher education facilities, or at facilities of the Local Authority and elsewhere will be taken into account.

### 3.5 Head Teacher, Deputy Head Teachers and Assistant Head Teachers

The Head Teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. The results

of the most recent appraisal must also be taken into account. The Head Teacher is expected to have fully met their objectives and to continue to meet the relevant Teachers' Standards.

The committee who carry out the Head Teacher's performance review will consider whether the Head Teacher's performance meets the criteria set out above. If it does, the Head Teacher should progress to the next point within their approved pay range.

Deputy Head Teachers and Assistant Head Teachers must also demonstrate sustained high quality of performance with particular regard to leadership, management and pupil progress. The results of the most recent appraisal must also be taken into account. The Deputy and Assistant Head Teacher are expected to have fully met their objectives and continue to meet the relevant Teachers' Standards.

The normal expectation is one increment; the use of a second increment should apply in cases where performance is judged to be exceptional or exceeding performance objectives. In order to ensure consistency of approach, where a second increment is recommended, these recommendations will be decided by the governors committee who determine the Head Teacher's incremental position. Therefore, the Head Teacher will put any recommendations for a second increment for Deputy and Assistant Head Teachers, to this committee. Any such consideration will take place at the same time as the consideration of the Head Teacher's pay progression.

As the review usually takes place in the autumn term, any pay progression will be backdated to 1<sup>st</sup> September. Head Teachers, Deputy and Assistant Head teachers cannot receive pay progression without the review-taking place. Therefore pay progression will only be considered for school leaders who were in post the previous two terms.

### **3.6 Unqualified Teachers**

Teachers will be awarded pay progression on the Unqualified Pay Range following a successful annual appraisal review which will encompass a review against their objectives and against the Teachers' Standards. Successful interviews will be judged as one of the following:

**Partially** meeting objectives and standards which will lead to one sub increment;  
**Fully** meeting the objectives and standards which will lead to one main increment (two sub increments)

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 appraisal cycle and have not been sufficiently addressed through support provided by the school and recorded in the appraisal statement by the conclusion of that process.

## **4 DISCRETIONARY/TEMPORARY ALLOWANCES AND PAYMENTS**

### **4.1 Teaching and Learning Responsibility Payments (TLRs)**

In accordance with section 3, paragraph 48 of the statutory guidance in the 2020 STPCD, teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure and in accordance with the criteria set out in the Document, as follows:

- TLR1 or TLR2 payments may be awarded to a teacher on the Main or Upper Pay Ranges for undertaking a sustained additional responsibility which is required by the school for the purpose of ensuring the continued delivery of high-quality teaching and learning. The teacher will be made clearly accountable for this additional responsibility in the context of the school's staffing structure.
- A TLR3 payment will only be awarded for a clearly time limited school improvement project or for one-off externally driven responsibilities. The duration of the fixed term must be established at the outset and the payment made on a monthly basis for the duration of the fixed term.

With the exception of sub-paragraphs (c) and (e) which do not have to apply to the award of TLR3s, before awarding any TLR the relevant board must be satisfied that the teacher's duties include a significant responsibility and that is not required of all classroom teachers and that:

- (a) is focused on teaching and learning;
- (b) requires the exercise of a teacher's professional skills and judgement;
- (c) requires the teacher to lead and develop a subject or curriculum area; or to lead pupil development across the curriculum;
- (d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- (e) involves leading, developing and enhancing the teaching practice of other staff.

The level of TLR awarded will depend on the degree of significant responsibility, the workload involved and the time required.

The TLR level 1 can only be paid to teachers whose duties include a requirement of line management responsibility for a significant number of people.

The governing board has agreed the structure and annual values of the TLRs to be awarded are set out in Appendix 2.

The values within the TLR Structure set out in Appendix 2 will increase in line with any annual pay award for inflation purposes and will be included in the annual salary assessment letter.

Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

TLR payments cannot be awarded to those teachers paid on the Unqualified or the Leadership spine.

## **4.2 Special Educational Needs Allowance**

The relevant board must award a Special Needs Allowance to a classroom teacher:

- a) in any SEN post that requires a mandatory SEN qualification;
- b) in a special school;

- c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post:
  - i) involves a substantial element of working directly with children with special educational needs;
  - ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
  - iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

Where a SEN allowance is to be paid, the relevant board must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- a) whether any mandatory qualifications are required for the post;
- b) the qualifications or expertise of the teacher relevant to the post; and
- c) the relative demands of the post.

The governing board has decided that:

- a) "substantial element" means that more than 50% of the pupils have SEN;
- b) the higher allowance will only be awarded to a teacher who is in receipt of the lower allowance and who holds one of the recognised certificates for teaching pupils who are blind, deaf or autistic or other SEN aspect; and
- c) that the value of the two allowances is set out in Appendix 2.

Teachers paid on the Leadership spine cannot be paid a SEN Allowance.

## **4.3 Recruitment and Retention Payments**

### **4.3.1 General**

The governing board may pay recruitment or retention payments for a fixed period then to be formally reviewed.

These payments can be made where the governing board considers it to be necessary as an incentive for the recruitment of new teachers and the retention of existing teachers.

The governing board has agreed to adopt the five level payment structure set out in Appendix 2. The value of these Payments will be updated by any annual pay (inflation) award.

### **4.3.2 Recruitment**

The governing board has decided to make these payments in the following circumstances to support the recruitment of:

- i) Newly Qualified Teachers who do not qualify for any relevant work experience points. They will receive Payment 1 as set out above, subject to this payment terminating at the same time as the teacher moves to the maximum of the Main Pay Range.
- ii) Where there is clear evidence that a proposed advertisement will not attract any

suitable applicants, one of the above payments will be allocated.

#### **4.3.3 Retention**

School specific provisions will apply as determined by the governing board.

#### **4.3.4 Head Teacher, Deputy Head Teachers and Assistant Head Teachers**

Other than in respect of housing or relocation expenses, the Head Teacher, Deputy and Assistant Head Teachers will not be entitled to a separate recruitment and retention payment. Remuneration in respect of any recruitment and retention payment will be reflected in the agreed pay ranges.

Where the governing board has agreed to pay a recruitment or retention award to a Head Teacher, Deputy and Assistant Head Teachers, prior to 1<sup>st</sup> September 2014, this payment may continue at the same value as originally determined. No increase in the payment can be awarded and it must be kept under review. The payment should cease at the point the respective payment is determined under the provisions of the 2019 Document.

#### **4.4 Continuing Professional Development**

Payment may be made to teachers for CPD undertaken outside the school day. The relevant board has decided not to make such payments/authorise the Head Teacher to make such payments in exceptional circumstances *(Delete as appropriate)*.

The basis of payment will be an hourly sessional rate recommended by the Local Authority as set out on Appendix 2.

In accordance with the provisions of the Document, these payments cannot be paid to a Head Teacher.

#### **4.5 Out of School Learning Activities**

Payments can be made to teachers, where the teacher has agreed to the Head Teacher's request to participate, and they make a substantial and, where appropriate, regular commitment to such activity. Payments may be made:

- a) For work outside the 195 days, at the hourly sessional rate higher rate; and
- b) For work on one of the 195 days outside 1265 hours a session of at least 2 hours at least once a week at the lower rate, see Appendix 2.

The relevant board has decided *not to make such payments/to make such payments*, and these will be decided by the Head Teacher. *(Delete as appropriate)*.

In accordance with the provisions of the Document, these payments cannot be paid to a Head Teacher.

#### **4.6 Provision of Initial Teacher Training (ITT)**

The governing board may decide to make an additional payment to teachers for activities relating to ITT and in accordance with provision of the Document, the appropriate level of

payment will be determined by the governing board. In some circumstances and in accordance with paragraph 4.1, it may be appropriate to award a TLR 3 payment for these activities.

This allowance cannot be paid to Leading Practitioners or those teachers on the Leadership Spine.

#### **4.7 Additional Responsibilities in Relation to the Provision of Services Relating to the Raising of Educational Standards in One or More Additional Schools**

The governing board may make a payment to teachers in respect of the above additional responsibilities and activities in accordance with the Document and the local guidance set out Appendices 4 and 5.

#### **4.8 Unqualified Teachers' Allowance**

The governing board will pay an unqualified teachers' allowance to unqualified teachers when the governing board determines that in the context of its staffing structure and pay policy, the teacher has:

- a) Taken on sustained additional responsibility which is:
- b) focussed on teaching and learning; and
- c) requires the exercise of a teacher's professional skills and judgment; or
- d) Qualifications or experience which bring added value to the role being undertaken

This will apply when in the absence of a suitably qualified and experienced teacher, the unqualified teacher is undertaking the responsibilities of a TLR and payment will be this TLR value.

#### **4.9 Acting up Allowances**

If a teacher agrees to undertake the full duties of a Head Teacher, Deputy or Assistant Head Teacher post, and performs these duties for a period in excess of four weeks, they will be paid an acting up allowance. The allowance will be determined by the governing board and the level of the allowance will be commensurate with the minimum level of salary for the post, that the teacher is carrying out the duties for. The agreed allowance will be paid from the date the teacher commenced the additional duties.

#### **4.10 Safeguarding**

All safeguarding arrangements will be in accordance with the provisions set out in the Document, S2 Part 5, paragraphs 30-37. The school will follow these provisions and ensure that teachers are correctly notified.

#### **4.11 Temporary and Discretionary Payments to Head Teachers**

The Document permits Head Teachers to be paid temporary and/or discretionary payments for the following reasons:

#### **4.11.1 Temporary Responsibility for One or More Schools**

In the above circumstances and in accordance with the relevant provisions of the Document, a Head Teacher may be paid a temporary allowance at an appropriate level to reflect these additional responsibilities and duties. The governing board will decide on the level of payment to be made taking account of the nature and level of responsibility required.

The total sum of this temporary payment, and any other payments made to the Head Teachers, must not exceed 25% above the maximum of the Head Teacher Group, unless in wholly exceptional circumstances where the provisions set out in paragraph 2.8.4 will apply.

#### **4.11.2 Service Provision**

A discretionary payment can be made where a Head Teacher undertakes additional responsibilities/activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools. This is for situations when a Head Teacher is working under a contract for services, rather than under a contract of employment, where they are personally responsible for the service being provided but not accountable for the outcomes of the school, e.g. as a National Leader of Education or Consultant Leader. Please also refer to Appendices 4 and 5 for further Guidance.

It cannot be used when the Head Teacher is appointed as Head teacher of one or more additional schools on a temporary or permanent basis).

All discretionary and temporary payments will be determined and approved by the relevant governors committee.

#### **4.11.3 Recruitment and Retention**

From 1<sup>st</sup> September 2014 Payment to Head Teachers can only be made in relation to housing and relocation expenses. Please also refer to paragraph 4.3.4.

### **5. Support Staff**

#### **5.1 Conditions of Service**

The pay and conditions of service for support staff employed are in accordance with the National Joint Council (NJC) for Local Government Services and those agreed locally by the Local Authority.

#### **5.2 Pay Scales**

The pay scales adopted by the governing board for support staff employed in this school are those currently used by the London Borough of Newham. A copy is attached as Appendix 8.

The governing board has determined the grade and salary range for all support staff posts using the agreed job evaluation scheme, i.e. The Greater London Provincial Scheme (GLPC). This service is administered through the Schools HR Service. Appendix 7 sets out a list of sample grades as at September 2021.

The governing board has decided to apply the London Living Wage. Therefore, if necessary, an additional hourly payment will be made so that all employees at least receive the hourly London Living Wage (currently £10.85 per hour).

### **5.3 Job Descriptions**

All members of the support staff will receive a copy of their job description, which will be the basis of any job evaluation for the post. Any significant changes to job profiles may require a re-evaluation of the post.

Where the governing board, on the advice of the Head Teacher, considers that the duties and responsibilities of an individual member of support staff have evolved to a higher (or lower) level, this will be considered as part of an annual review process. It may, if necessary, result in the staffing structure and job description being amended and the salary of the post re-evaluated. The member of staff may also request a re-evaluation where they can demonstrate that a significant change to duties and responsibilities has occurred.

### **5.4 Starting Salaries**

The governing board will normally appoint the minimum pay point of the evaluated grade. This is unless the individual member of staff was previously paid under the same conditions of service at a higher point in the pay range, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the evaluated grade. In exceptional circumstances, the governors may also consider appointing above the minimum of the grade where previous experience and/ or qualifications or previous salary justify doing so, within the overall grade of the post.

### **5.5 Incremental Progression**

Support staff will, subject to satisfactory performance, progress by annual increments to the maximum of the scale for the post. In exceptional circumstances, incremental progression may be withheld where the performance of the member of staff is poor/below standard or if attendance or conduct record justifies such action.

In addition, eligible support staff, subject to satisfactory service, may qualify for an additional increment after 5 years' service and one further additional increment after the 10 years' service in the same grade. Incremental progression will be to the equivalent of the first and second increment points of the next grade. To qualify staff must be on a grade no higher than P07 and have reached the maximum incremental point of their grade. The staff member must also not have benefited by promotion or regrading during the 5 or 10 years.

Subject to the above, incremental progression, will normally take place on 1st April each year, except where a member of staff starts after 1<sup>st</sup> October in the previous year in which case incremental progression will occur at the start of the month following completion of 6 months service and then on 1<sup>st</sup> April in subsequent years.

### **5.6 Acting up Allowances / Additional Responsibilities**

Where a member of staff covers the full range of duties of a higher graded post, the governing board will pay that member of staff on the appropriate point on the higher scale (normally the minimum) for the period of acting up.

Where a member of staff is covering some, but not all of the duties of the higher graded post, the governors will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the proportion of higher graded work undertaken.

Where a member of staff is required to meet a short-term excessive workload, to undertake essential tasks within a defined timescale, the Head Teacher may give prior approval to the member of staff to work additional hours. This will be paid at their normal hourly rate or be paid at agreed overtime rates where the weekly hours worked exceed the standard hours (36 hours per week) for a relevant full time member of support staff. Time off in lieu may also be authorised by the Head Teacher as an alternative to being paid overtime.

## **5.7 Other Additional Payments**

The governing board will consider other additional payments for support staff in accordance with the arrangements set out earlier in this document for teaching staff, where these are relevant and appropriate to support staff.

## **5.8 Safeguarding**

The arrangements for the safeguarding of salaries for support staff is in accordance with the current policy of the London Borough of Newham. The current safeguarding period is for a maximum period of 12 months (6 months at full pay and 6 months at half of the difference between the pay of the previous role and the new role).

## **5.9 Appeals**

The arrangements for support staff wishing to appeal pay decisions are as outlined for teaching staff, but subject to the relevant conditions of service for support staff. The procedure outlined in Appendix 1 will be followed.

## **Appendix 1: PAY APPEAL ARRANGEMENTS**

The order of appeal arrangements is as follows:

### **Informal Appeal Process**

1. The employee receives written confirmation of the pay recommendation and the basis on which the decision was made.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head Teacher (or the person making the recommendation) within 10 working days of the decision.
3. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.

### **Formal Appeal Process**

4. The employee should set down in writing the grounds for questioning the pay decision. It must be sent to the Head Teacher within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to in 2 above.
5. The Head Teacher should provide a meeting with himself/herself within 20 working days of receipt of the written grounds for questioning the pay decision to consider this and give the employee an opportunity to make representations in person. The employee is entitled to be accompanied by a trade union representative or work colleague. Following this meeting the employee should be informed in writing of the decision and the right to appeal to governors.
6. The employee should write to the Head Teacher stating their wish to appeal to governors within 5 days of receiving the Head Teacher's letter set out in paragraph 5.
7. Any 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. 5 working days' notice should be given of the appeal date. Both parties should submit written evidence. The Head Teacher's evidence will explain the basis of the decision and the employee's evidence will set out the basis for the appeal. Witnesses will not be called unless agreed by both parties in exceptional circumstances. Copies of the evidence must be available to all parties at least 3 working days prior to the Committee meeting.
8. The procedure for the appeal hearing is set out below.

### **Formal Pay Appeal Hearing Procedure**

1. The Committee should elect a Chair for the meeting.
2. The Chair to call in all parties.
3. The Chair to explain procedure.

4. Chair to establish that all parties and Governors have the written evidence that was submitted beforehand.
5. The Head Teacher to present their case, based on the written evidence.
6. At the conclusion of the presentation of their case, the Head Teacher to be questioned (in order) by:
  - employee (or representative)
  - Governors
7. Employee (or representative) to present their case, based on the written evidence.
8. At the conclusion of the presentation of their case, the employee should be questioned (in order by):
  - Head Teacher (or other respondent)
  - Governors
9. The Head Teacher has the opportunity to summarise their case and respond to evidence raised without introducing any new evidence.
10. The employee has the opportunity to summarise their case and respond to evidence raised without introducing any new evidence.
11. Both parties will withdraw for the Governors to consider the case. A written decision with reasons will be issued within 5 working days of the appeal hearing. Where the appeal is rejected, it will include a note of the evidence considered and the reasons for the decision.
12. For centrally employed teachers, the formal appeal will be to the relevant second tier officer of the Local Authority.

**APPENDIX 2: RECOMMENDED PAY SCALES AND ADDITIONAL PAYMENTS FOR  
NEWHAM TEACHERS, SEPTEMBER 2021**

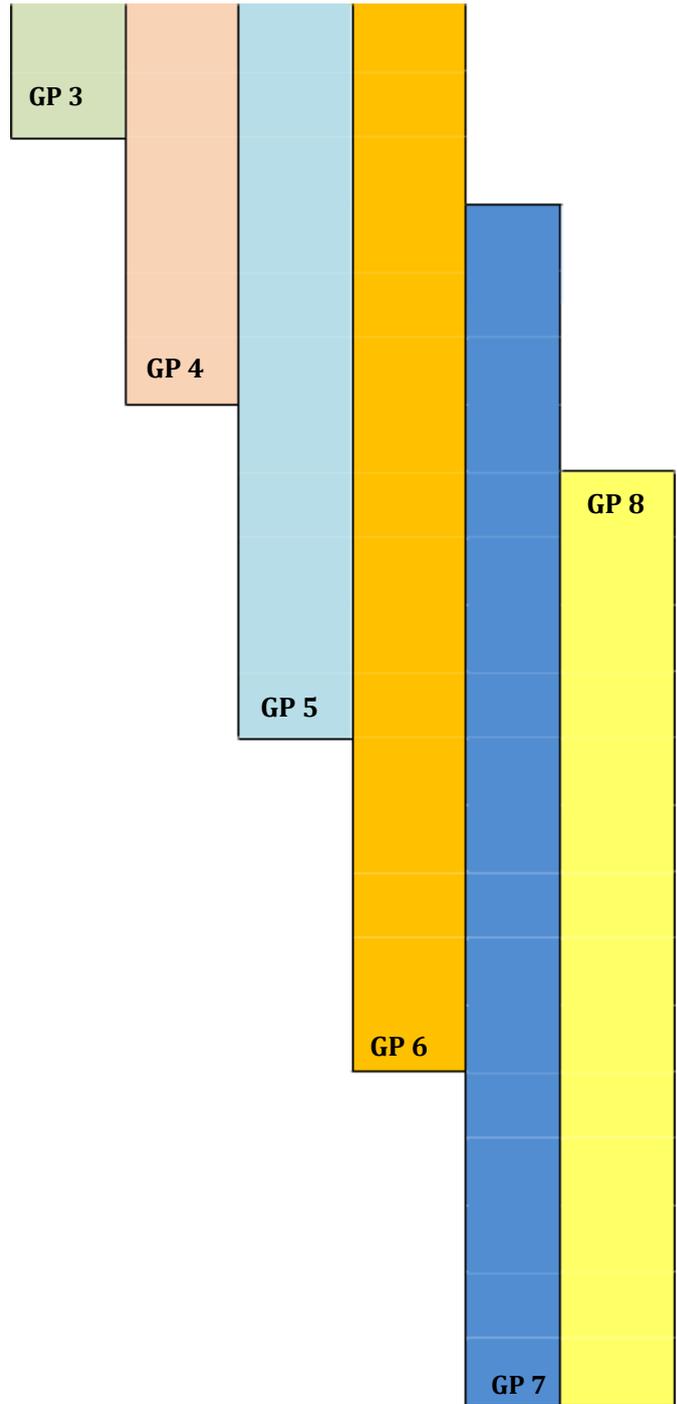
Main Pay Range		Unqualified Teachers Range		Recruitment and Retention Payment	
M1	32,157	UQ1a	23,099	1	1,351
		UQ1b	24,152	2	2,658
M2	33,658	UQ2a	25,212	3	4,026
		UQ2b	26,254	4	5,608
M3	35,226	UQ3a	27,325	5	7,307
		UQ3b	28,376	<b>Special Educational Needs (SEN) Allowance</b>	
M4	36,866	UQ4a	29,187	SEN 1	2,270
		UQ4b	30,239	SEN 2	4,479
M5	39,492	UQ5a	31,298	<b>Outside of School Learning Activities</b>	
		UQ5b	32,350	Outside 195 days	27.63
M6	42,624	UQ6	33,410	Outside 1265 hours	15.42
Upper Pay Range		TLR Allowances			
U1a	46,971	TLR 3 is fixed term:		TLR 2a	2,873
U1b	48,120	TLR 3a	570	TLR2b	4,940
U2a	49,279	TLR 3b	1,131	TLR2c	7,017
U2b	50,104	TLR 3c	1,698	TLR1a	8,291
U3	50,935	TLR 3d	2,262	TLR1b	10,200
		TLR 3e	2,833	TLR1C	12,112
				TLR 1d	14,030

<b>Leading Practitioner Range (choose 5 points)</b>	
1	50,415
2	51,478
3	52,567
4	53,676
5	54,818
6	55,988
7	57,283
8	58,416,
9	59,670
10	60,998
11	62,369
12	63,628
13	65,018
14	66,438
15	67,886
16	69,486
17	70,898
18	72,480

### APPENDIX 3: NEWHAM LEADERSHIP PAY SPINE

Spine Point	01/09/2021	
<b>Leadership Spine</b>		
L1	50,167	
L2	51,229	
L3	52,313	
L4	53,414	
L5	54,552	
L6	55,715	<b>GP 1</b>
L7	57,003	
L8	58,132	<b>GP 2</b>
L9	59,380	
L10	60,701	
L11	62,066	<b>GP 3</b>
L12	63,319	
L13	64,700	
L14	66,114	<b>GP 4</b>
L15	67,556	
L16	69,146	
L17	70,552	
L18a*	71,409	
L18b	72,125	<b>GP 4</b>
L19	72,715	
L20	75,345	
L21a*	76,248	
L21b	77,011	<b>GP 6</b>
L22	78,725	

L23	80,472
L24a*	81,460
L24b	82,277
L25	84,119
L26	86,001
L27a*	87,061
L27b	87,933
L28	89,919
L29	91,953
L30	94,039
L31a*	95,214
L31b	96,168
L32	98,355
L33	100,604
L34	102,894
L35a*	104,209
L35b	105,253
L36	107,658
L37	110,142
L38	112,664
L39a*	114,072
L39b	115,215
L40	117,898
L41	120,645
L42	123,461
L43	125,098



- \* These scale points represent the statutory maximum for each of the 8 Head Teacher Group Ranges and a 2.75% uplift has been applied to all Leadership points for 2020/21
  
- \* The "a" pay points are to be applied to Head Teachers who are already at the top of their Head Teacher Group Range (and their agreed individual pay range) and cannot progress any further. It will also apply to those Head Teachers progressing the top of their Head Teacher Group Range (and their agreed individual pay range) from 1<sup>st</sup> September 2020.
  
- \* The "b" pay points were created in 2015/16 when no uplift was awarded to the maximum pay points of the 8 Head Teacher Groups. This decision affected those Head Teachers on an individual pay range that extended beyond the statutory maximum of their Head Teacher Group. The "b" point created an appropriate pay progression point on their extended pay range. "B" points should only be applied to those Head Teachers on an extended range.

**APPENDIX 3a: NEWHAM RECOMMENDED RANGES FOR HEAD  
TEACHERS AND DEPUTY HEAD TEACHERS**

<b>STPCD Head Teacher Group Size</b>	<b>Newham Head Teacher Pay Range</b>	<b>Newham Individual Head Teacher Pay Range</b>	<b>Newham Deputy Pay Range</b>
1	6 - 18	12 - 18	6 - 10
2	8 - 21	15 - 21	8 - 12
3	11 - 24	18 - 24	9 - 13
4	14 - 27	21 - 27	12 - 16
5	18 - 31	25 - 31	16 - 20
6	21 - 35	29 - 35	19 - 23
7	24 - 39	33 - 39	23 - 27
8	28 - 43	37 - 43	27 - 31

**APPENDIX 3b: RECOMMENDED ENHANCED RANGES FOR HEAD TEACHERS 2021**

Leadership Spine		L.025	L.05	L.075	L1	L.125	L.15	L.175	L.2	L.225	L.25
% add on	0	2.50%	5%	7.50%	10%	12.50%	15%	17.50%	20%	22.50%	25%
L1	<b>50,167</b>	51,421	52,675	53,930	55,184	56,438	57,692	58,946	60,200	61,455	62,709
L2	<b>51,229</b>	52,510	53,790	55,071	56,352	57,633	58,913	60,194	61,475	62,756	64,036
L3	<b>52,313</b>	53,621	54,929	56,236	57,544	58,852	60,160	61,468	62,776	64,083	65,391
L4	<b>53,414</b>	54,749	56,085	57,420	58,755	60,091	61,426	62,761	64,097	65,432	66,768
L5	<b>54,552</b>	55,916	57,280	58,643	60,007	61,371	62,735	64,099	65,462	66,826	68,190
L6	<b>55,715</b>	57,108	58,501	59,894	61,287	62,679	64,072	65,465	66,858	68,251	69,644
L7	<b>57,003</b>	58,428	59,853	61,278	62,703	64,128	65,553	66,979	68,404	69,829	71,254
L8	<b>58,132</b>	59,585	61,039	62,492	63,945	65,399	66,852	68,305	69,758	71,212	72,665
L9	<b>59,380</b>	60,865	62,349	63,834	65,318	66,803	68,287	69,772	71,256	72,741	74,225
L10	<b>60,701</b>	62,219	63,736	65,254	66,771	68,289	69,806	71,324	72,841	74,359	75,876
L11	<b>62,066</b>	63,618	65,169	66,721	68,273	69,824	71,376	72,928	74,479	76,031	77,583
L12	<b>63,319</b>	64,902	66,485	68,068	69,651	71,234	72,817	74,400	75,983	77,566	79,149
L13	<b>64,700</b>	66,318	67,935	69,553	71,170	72,788	74,405	76,023	77,640	79,258	80,875
L14	<b>66,114</b>	67,767	69,420	71,073	72,725	74,378	76,031	77,684	79,337	80,990	82,643
L15	<b>67,556</b>	69,245	70,934	72,623	74,312	76,001	77,689	79,378	81,067	82,756	84,445
L16	<b>69,146</b>	70,875	72,603	74,332	76,061	77,789	79,518	81,247	82,975	84,704	86,433
L17	<b>70,552</b>	72,316	74,080	75,843	77,607	79,371	81,135	82,899	84,662	86,426	88,190
L18a	<b>71,409</b>	73,194	74,979	76,765	78,550	80,335	82,120	83,906	85,691	87,476	89,261
L18b	<b>72,125</b>	73,928	75,731	77,534	79,338	81,141	82,944	84,747	86,550	88,353	90,156
L19	<b>73,715</b>	75,558	77,401	79,244	81,087	82,929	84,772	86,615	88,458	90,301	92,144
L20	<b>75,345</b>	77,229	79,112	80,996	82,880	84,763	86,647	88,530	90,414	92,298	94,181
L21a	<b>76,248</b>	78,154	80,060	81,967	83,873	85,779	87,685	89,591	91,498	93,404	95,310
L21b	<b>77,011</b>	78,936	80,862	82,787	84,712	86,637	88,563	90,488	92,413	94,338	96,264
L22	<b>78,725</b>	80,693	82,661	84,629	86,598	88,566	90,534	92,502	94,470	96,438	98,406
L23	<b>80,472</b>	82,484	84,496	86,507	88,519	90,531	92,543	94,555	96,566	98,578	100,590
L24a	<b>81,460</b>	83,497	85,533	87,570	89,606	91,643	93,679	95,716	97,752	99,789	101,825
L24b	<b>82,277</b>	84,334	86,391	88,448	90,505	92,562	94,619	96,675	98,732	100,789	102,846
L25	<b>84,119</b>	86,222	88,325	90,428	92,531	94,634	96,737	98,840	100,943	103,046	105,149
L26	<b>86,001</b>	88,151	90,301	92,451	94,601	96,751	98,901	101,051	103,201	105,351	107,501
L27a	<b>87,061</b>	89,238	91,414	93,591	95,767	97,944	100,120	102,297	104,473	106,650	108,826

	L27b	<b>87,933</b>	90,131	92,330	94,528	96,726	98,925	101,123	103,321	105,520	107,718	109,916
	L28	<b>89,919</b>	92,167	94,415	96,663	98,911	101,159	103,407	105,655	107,903	110,151	112,399
	L29	<b>91,953</b>	94,252	96,551	98,849	101,148	103,447	105,746	108,045	110,344	112,642	114,941
	L30	<b>94,039</b>	96,390	98,741	101,092	103,443	105,794	108,145	110,496	112,847	115,198	117,549
	L31a	<b>95,214</b>	95,214	99,975	102,355	104,735	107,116	109,496	111,876	114,257	116,637	119,018
	L31b	<b>96,168</b>	96,168	100,976	103,381	105,785	108,189	110,593	112,997	115,402	117,806	120,210
	L32	<b>98,355</b>	100,814	103,273	105,732	108,191	110,649	113,108	115,567	118,026	120,485	122,944
	L33	<b>100,604</b>	103,119	105,634	108,149	110,664	113,180	115,695	118,210	120,725	123,240	125,755
	L34	<b>102,894</b>	105,466	108,039	110,611	113,183	115,756	118,328	120,900	123,473	126,045	128,618
	L35a	<b>104,209</b>	106,814	109,419	112,025	114,630	117,235	119,840	122,446	125,051	127,656	130,261
	L35b	<b>105,253</b>	107,884	110,516	113,147	115,778	118,410	121,041	123,672	126,304	128,935	131,566
	L36	<b>107,658</b>	110,349	113,041	115,732	118,424	121,115	123,807	126,498	129,190	131,881	134,573
	L37	<b>110,142</b>	112,896	115,649	118,403	121,156	123,910	126,663	129,417	132,170	134,924	137,678
	L38	<b>112,664</b>	115,481	118,297	121,114	123,930	126,747	129,564	132,380	135,197	138,013	140,830
	L39a	<b>114,072</b>	116,924	119,776	122,627	125,479	128,331	131,183	134,035	136,886	139,738	142,590
	L39b	<b>115,215</b>	118,095	120,976	123,856	126,737	129,617	132,497	135,378	138,258	141,138	144,019
	L40	<b>117,898</b>	120,845	123,793	126,740	129,688	132,635	135,583	138,530	141,478	144,425	147,373
	L41	<b>120,645</b>	123,661	126,677	129,693	132,710	135,726	138,742	141,758	144,774	147,790	150,806
	L42	<b>123,461</b>	126,548	129,634	132,721	135,807	138,894	141,980	145,067	148,153	151,240	154,326
	L43	<b>125,098</b>	128,225	131,353	134,480	137,608	140,735	143,863	146,990	150,118	153,245	156,373

## **APPENDIX 4: GUIDANCE ON TEACHERS CARRYING OUT WORK IN A PROFESSIONAL CAPACITY OUTSIDE THEIR OWN SCHOOL**

This Newham specific guidance is based on national and other relevant Newham guidance, and is written in consultation with the teacher unions.

### **Context**

1. From time to time, teachers and Head Teachers are asked to undertake work outside their own institution for external bodies or other schools in a professional capacity (e.g. exam marking, acting as an SLE or NLE or being on full-time secondment to help to turn around a 'failing school').
2. Traditional practice in the case of teachers undertaking examination marking is generally that the teacher is paid directly for the work done (this should be in his / her own time and at home) and where they need to attend meetings in school time, for example moderation purposes, the school is reimbursed for the cost of any supply cover that may be needed.
3. In the case of NLEs and SLEs the school should receive the agreed payment and then pass on an agreed proportion to the teacher / head teacher for the part of the work that has been undertaken in their own time. With regard to Heads and other members of the leadership group, it is not easy to quantify 'own time', because their contracts are not time-limited. Therefore, it is important to agree at school level as to what constitutes a 'normal working time' and when it might be reasonable to make additional salary payments for activities of this kind. Any payment to the Head Teacher falls within the 25% discretionary payments limit.
4. The principles and procedures outlined below are not intended to cover:
  - a. the circumstances where teachers/Heads are seconded to other schools. Support of this nature is a major responsibility and should be remunerated appropriately within the provisions permitted in the Document; or
  - b. payments for duties specified in paragraph 26 of the Document 2015 (CPD, ITT and out-of-school hours payments) for which the relevant board may determine separate arrangements; or
  - c. the circumstances when schools, rather than individuals, agree to provide support to each other by way of sharing good practice etc.
  - d. the circumstances of teachers e.g. Leading Practitioners, whose job description requires them to work in other schools.

### **Principles for release of staff**

5. The following principles should apply for the release of staff:
  - a. Any absence from school for work of this kind should be authorised formally by a governors' committee in the case of the head and by the head in the case of other teachers. If the head puts a case to governors concerning them self, they should advise governors of any other cases so that governors can ensure

equitable treatment of all staff. All submitted cases should address the factors in b) below.

- b. When deciding whether to release teachers to undertake such work, the governors/head teacher should take into account:
  - the needs of the school and its pupils;
  - the benefits that the activity would bring to the school;
  - the impact of the absence on other staff, including their workload; and
  - the workload and work/life balance of the individual teacher.
- c. The governors/Head Teacher should monitor the operation of the arrangements and their impact on staff and pupils.
- d. All approvals should be reviewed annually and if appropriate approved for a further year.
- e. A robust performance management process should play an important role in identifying the appropriateness of such development opportunities
- f. Any teacher who considers they are treated unfairly in the application of this procedure has the right of appeal through the grievance procedure.

### **Principles for Payment of Staff**

6. The following principles should apply regarding the payment to staff for external work:
  - a. Arrangements for payment for external work should be clearly set out in a protocol by the governing board (or the finance committee) and decisions duly recorded. A model protocol and approval paperwork is attached at Appendix 4.
  - b. The proportion of any payment for external services that should be paid to the teacher or Head and the proportion that should be paid to the school should be agreed in advance. The terms of such an agreement should be signed by the Chair of governors or Head and the teacher or Head as appropriate.
  - c. Payment to the individual teacher or Head should be based on the proportion of the work, including preparation, done outside of normal working hours. A specific determination should be made for members of the leadership group and ASTs as their contractual hours are not time-limited to 195 days or 1265 hours.
  - d. Teachers and Heads should not be paid twice for the same time worked. If the external work takes place wholly in directed time, all of the payment received should be paid to the school.
  - e. Only if all of the work is carried out in time when the school is not in session, should the whole of the additional payment go to the individual.
  - f. Any payment to the Head teacher falls within the 25% limit of discretionary payments.

- g. Any work for which the Head Teacher is directly paid should be recorded on his/her Declaration of Pecuniary Interest Form.

### **Administration**

Any such additional personal income should be paid to the teacher via Schools HR Payroll. Unless it is for a Head Teacher and is therefore a discretionary payment under 4.10 above, the payment is not superannuable as it falls outside the scope of the Document. Each payment should be requested by letter signed by an appropriate authorised person (the Chair of governors / Chair of committee in the case of the Head Teacher).

## **APPENDIX 5: PROTOCOL AGREED BY GOVERNING BOARD FOR TEACHERS CARRYING OUT WORK IN A PROFESSIONAL CAPACITY OUTSIDE OF THEIR OWN SCHOOL**

We recognise the value of staff sometimes carrying out work outside the school. Such work can develop the member of staff and indirectly benefit the school. However, the approval and organisation of such work needs to be arranged so that the arrangements are fair, transparent and the interests of the school and staff are properly taken into account. Therefore, we agree to follow the guidance produced by the Authority in consultation with the teachers unions.

### **Authority to approval applications will be delegated as follows:**

#### **Approval to do work only**

For Head teacher - by Chair  
For Leadership team - by Head teacher  
For other staff - by Headteacher or Leadership Team Line Manager

#### **Approval to do work and receive payment**

For Head teacher - by Chair plus relevant committee authorised to agree discretionary payments.  
For Leadership team - by Head and Chair  
For other staff - by Head

**APPENDIX 6: FORM FOR REQUESTING APPROVAL TO CARRY OUT WORK OUTSIDE OWN SCHOOL IN A PROFESSIONAL CAPACITY**

Application by \_\_\_\_\_ Proposed work (for whom, when, timescale, actual tasks)

Benefits to the school (a wider Newham community)

Adverse impact on school (e.g. staff’s workload, pupils) Link to performance management

My workload

Proposed method of reporting on the work and date for review Any other relevant cases in the school?

**Financial Arrangements**

Is any pay-out being made usually by the recipient of the work?

If yes, is it your intention that all of the income is passed to the school as its income?

If no, what are the exceptional reasons that you consider mean you should directly receive a payment?

How much / what proportion and rationale? (see 6c)

**Signed** \_\_\_\_\_

**Date** \_\_\_\_\_

**Governors / Head Teacher’s**

**decision Signed** \_\_\_\_\_

**Date** \_\_\_\_\_

## **Appendix 7: GRADES FOR MODEL SUPPORT STAFF POSTS**

This schedule sets out the grades that have been assessed by the Authority as being the appropriate grades for the standard job specifications as at 1<sup>st</sup> September 2021. Any departure by a governing board from these grades will be based on appropriate changes to the job specification and subsequent re-evaluation by Schools HR.

Site Supervisor	Scale 3, 5 or 6
Assistant Site Supervisor	Scale 3
Teaching Assistant (Unqualified)	Scale 2
Teaching Assistant (Qualified)	Scale 3
Senior Teaching Assistant	Scale 5
Class Supervisor	Scale 4
Classroom Practitioner (HLTA)	Scale 6/S01
Learning Mentor	Scale 4
Welfare Assistant	Scale 1
Supervisory Assistant	Scale 1
Senior Supervisory Assistant	Scale 2
Cleaner	Scale 1
Nursery Nurse	Scale 4