

MODEL PAY POLICY

For Leeds City Council Teachers

2019/20

INTRODUCTION

The statutory pay arrangements for teachers give significant discretion to “relevant bodies” – normally governing bodies, but LAs in some instances – to make pay decisions. The School Teachers’ Pay and Conditions Document has since September 2004 placed a statutory duty on schools and LAs 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.

Services 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 – revised as appropriate following any review of service - should be attached to the pay policy, together with the implementation plan for bringing in changes.

The Local Authority must meet its duty to ensure that Directorates comply with the terms of the School Teachers’ Pay and Conditions Document in respect of the employment of teaching staff and in the application of their own pay and benefits.

All procedures for determining pay should be consistent with the principles of public life, including: objectivity, openness and accountability. The pay and performance management policy should make clear the service’s compliance with, [The Employment Relations Act 1999](#) , [The Employment Act 2002](#), [The Part-Time Workers \(Prevention of Less Favorable Treatment\) Regulations 2000](#), [The Employment Act 2002 \(Dispute Resolution\) Regulations](#), [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#) and [The Equality Act 2010](#)

Head of Service will consult staff and unions on changes to their pay policy and review it at least annually, or when other changes occur to the School Teachers’ Pay and Conditions Document, to ensure that it reflects the latest legal position. The pay policy will comply with the current School Teachers’ Pay and Conditions Document (STPCD) and the accompanying statutory guidance. It will be used in conjunction with them, but, in the event of any inadvertent contradictions, the STPCD and guidance take precedence.

This model pay policy only covers the Directorate teachers, whose statutory pay and conditions of service fall under the terms of the STPCD. It does not cover support staff, who will have their own pay determination mechanism.

In determining teacher pay levels in accordance with statutory pay and conditions of service under the terms of the STPCD, the Directorate will also ensure these are set in accordance with the Service staffing structure (a copy of which is appended to this policy at Annex 1).

The figures used are incorporating the pay increase as stipulated in STPCD 2019

1.0 POLICY ON DIRECTORATE TEACHERS’ PAY

1.1 Basic Principles

All teachers employed within the service are paid in accordance with the statutory provisions of the School Teachers’ Pay and Conditions Document (STPCD) as updated from time to time. A copy of the latest version may be located on the council’s Insite pages and is also online at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832634/School_teachers_pay_and_conditions_2019.pdf

Additional guidance can be found at <https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

A copy will also be retained by the Local HR Team. All pay-related decisions are made taking full account of Service Plans and teachers and unions have been consulted on this policy.

Collectively agreed October 2019

The process for making decisions on the pay of teachers in the Directorate will be carried out as part of the Council's restructure process in consultation with Trade Unions.

1.2 Pay Reviews

The Directorate will ensure that every teacher's salary is reviewed with effect from **1 September and no later than 31 October** (except in the case of the Head of Service, where it should be no later than 31 December) each year and give them 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.

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

1.3 Pay

The Directorate will ensure that all pay decisions are communicated to each member of staff in writing in accordance with the relevant section of the School Teachers' Pay and Conditions Document.

1.4 Equalities and Performance Related Pay

The Directorate 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. maternity or long term absence. The exact adjustments will be made on a case by case basis, depending on the individual teacher and Service circumstances.

An equality impact assessment will be carried out to determine whether the structures agreed will affect some groups differently to others (see appendix 4). The intended outcome of the assessment is that it will reduce likelihood that it discriminates and that, where possible, it promotes equality and fairness.

1.5 Pay Appeals

A teacher may seek a review of any determination in relation to their pay.

The usual reasons for seeking a review of a pay determination are that the person or committee by whom the decision was made:

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

The above list is not exhaustive.

The order of proceedings is as follows:

Informal Stage

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.

3. Where this is not possible; or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

Formal Stage

4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the Head of service who made the determination, within **ten working days** of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The Head of Service who made the determination should provide a formal meeting, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

6. **Appeal Stage**

Any appeal should be heard by Chief Officer or their nominee who were not involved in the original determination, normally within **20 working days** of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the Chief Officer or their nominee will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. This is the end of the Pay Appeal process and there is no further right of appeal.

At each stage of this procedure the teacher is entitled to be accompanied by a colleague or trade union representative. This includes both the hearing and the appeal hearing. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal Hearings must be reasonable. Appeals should be formally clerked and a note of proceedings should be produced.

1.6 Use of Discretion in Basic Pay Determination

1.6.1 Pay Range for Head Teachers

The Directorate should determine the **7 point Range** (Leadership Pay Range) for Headteachers when they propose to make a new appointment or at any time they consider it necessary. With effect from 1 September 2012 the maximum of the Leadership Pay Range must not exceed the maximum of the Headteacher Group Range. Before making any changes to the Leadership Pay Range the Directorate will consult with Leeds City Council HR Team and seek advice on an appropriate range.

The relevant body has discretion to take account of the additional responsibility and accountability associated with the provision of extended services on their site as part of the local authority's local area plan when determining the Leadership Pay Range. Headteachers cannot be remunerated for running and managing a freestanding Childrens' Centre.

In accordance with paragraphs 9.3, 10, 25, 26 and 27 (STPCD) or in limited circumstances (should the directorate experience substantial difficulties in recruiting or retaining a Service, or where the Headteacher is appointed as a temporary head of one or more additional schools) the relevant body has discretion to make additional payments to the Headteacher, the total of which will be between 1% and 25% **of the Headteacher's pay point** on the leadership pay spine and providing that in each case the Directorate has not previously taken such reason into account when determining the Leadership Pay Range under an earlier School Teachers' Pay & Conditions Document. A new Head Teacher may be placed at any of the bottom 4 points of their pay range.

1.6.2 Pay Range for Other Leadership Posts

The Directorate should determine the **5 point Pay Range** for deputies and assistant heads when they propose to make new appointments or where there is a significant change in the responsibilities of serving deputy or assistant heads. They may determine the pay range as of 1 September, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time if they consider it necessary to retain a Deputy or Assistant Head. A new Deputy or Assistant may be paid on any one of the bottom 3 points of their pay range.

1.6.3 Pay Range for Leading Practitioner Posts (if applicable)

Leading Practitioner as detailed within Paragraph 16 (STPCD 2019). Leading Practitioner role to include:

- An exemplar of teaching skills,
- Lead the improvement of teaching skills in their Service and the wider Service community which impact significantly on pupil progress,
- Improve the effectiveness of staff and colleagues, particularly in relation to specific areas determined by the Directorate
- Carry out the professional responsibilities of a teacher other than a Head Teacher, including those responsibilities delegated by the Service,
- Leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to Service improvement. This might include:
 - (a) coaching, mentoring and induction of teachers, including trainees and newly qualified teachers;
 - (b) disseminating materials and advising on practice, research and continuing professional development provision;
 - (c) assessment and impact evaluation, including through demonstration lessons and classroom observation;
 - (d) helping teachers who are experiencing difficulties.

They may also be required to take this role in other Service areas or in relation to teachers from other Services.

The Directorate should determine the pay range for leading practitioners, taking account that different teachers in the same Service may be placed on different individual ranges, in line with paragraph 16 of the STPCD. Please note there is no external assessment of skill or competence required.

They may determine the pay range as of 1 September, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay.

Leading practitioner pay range has minimum value **£41267** and a maximum value **£62735**

Exact Increments will be decided dependent on the role and agreed in consultation with Trade Unions as part of restructure discussions

1.6.4 Pay on appointment for teachers

Main scale pay range has minimum value **£24373** and a maximum value **£35971**

Pay on appointment will have due regard to:

- The requirements of the post
- Any specialist knowledge required for the post
- The experience required to undertake the specific duties of the post

- The wider Service context
- Relevant experience from overseas

The Directorate will consider use of recruitment and retention payments to secure the candidate of choice (see paragraph 27).

Please note that whilst there is no longer automatic portability from Service to Service with regards to pay point. The Directorate will honor portability with regard to pay point; which means Services will not restrict the pay available for appointees to vacant teacher posts other than the lower limit of the MPR and the upper limit of the UPR.

1.6.5 Existing main range teachers 1st September 2019

Staff will assimilate to nearest point at or above their current pay.

Main scale pay range has minimum value **£24373** and a maximum value **£35971**.

The Directorate will retain a pay structure with 6 points that mirrors the existing MPS range for the year 2019/20 and will review this as appropriate.

The Directorate will use reference points set out below:

| | |
|-------------|---------------|
| MPS1 | £23437 |
| MPS2 | £26298 |
| MPS3 | £28413 |
| MPS4 | £30599 |
| MPS5 | £33010 |
| MPS6 | £35971 |

Annual pay progression is based on successful performance management. The Directorate will be advised by the Head of Service in making all such decisions and be able to justify them.

Teachers will need to demonstrate good progress towards performance management objectives and have shown competence in all elements of Teachers' Standards. Reviews will be deemed successful unless significant concerns about standards of performance, which may affect pay progression, have been raised and recorded with the teacher during the formal annual performance management/appraisal cycle and have not been sufficiently addressed by the conclusion of that process. If following a review the decision is made to withhold a pay point/enter capability procedure then this should be confirmed in writing.

Where exceptional performance has been evidenced the Directorate may consider enhanced pay progression, up to a maximum of **2** reference points.

Teachers in their induction year will be awarded pay progression following the successful completion of induction.

1.7.0 Threshold applications

All qualified teachers can apply to be on Upper Pay scale. The Directorates will make individual decisions about pay should a teacher work in multiple Services.

The evidence needed to apply for threshold will be based on the appraisal process and consist of the following:

- Evidence to support they are working at upper pay scale level i.e. highly competent
- Evidence to show achievements and contribution are substantial and sustained (as per definitions below)
- Evidence to support wider Service contribution
- Evidence from recent appraisals (usually 2 consecutive successful ones)

The process for applying to go through Threshold will reference to the above criteria and consist of the following:

- Discussion as part of the appraisal process
- Completion of all appraisal documentation
- Managers will complete a Change to Employment details form and forward to the Business Centre.

1.7.1 Existing Upper Pay Range teachers 1st September 2019

Staff will assimilate to nearest point at or above their current pay.

Upper pay range has minimum value **£37654** and a maximum value **£40490**.

The Directorate will use the reference points set out below:

| | |
|-------------|---------------|
| UPS1 | £37654 |
| UPS2 | £39050 |
| UPS3 | £40490 |

Pay progression will be based on successful performance management. The Directorate will be advised by the Head of Service in making all such decisions will be able to justify its decisions. Account will be taken of the provisions in paragraph 15 STPCD.

Teachers will need to demonstrate good progress towards performance management objectives and shown to be highly competent in all elements of Teachers' Standards.

The evidence will need to demonstrate that their achievements and contribution to the service have been substantial and sustained using the following definitions:

Highly competent – performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' standards.

Substantial – achievements and contribution to the Service are significant, not just in raising standards of teaching and learning in their own classroom, or with groups of children, but also in making a significant wider contribution to the Service, which impacts on pupil progress and the effectiveness of staff and colleagues.

Sustained – usually have two consecutive successful appraisal reports in this Service and have made good progress towards their objectives during this period. Have shown their expertise has grown over the relevant period and is consistently good to outstanding.

Where exceptional performance has been evidenced and the teacher has met or exceeded their objectives the Directorate may consider enhanced pay progression, up to a maximum of 2 reference points.

1.7.2 Reviews will be deemed successful unless significant concerns about standards of performance, which may affect pay progression, have been raised and recorded with the teacher during the formal annual performance management/appraisal cycle and have not been sufficiently addressed by the conclusion of that process.

Where a teacher has been absent for a significant period during an annual performance management cycle/s (for example on maternity/adoption leave or extended long term sickness absence), annual pay increases will be automatically awarded based on the teacher's standards of performance immediately prior to the period/s of absence as if there had been no absence. In making this assessment the Headteacher must refer to 1.7.2.

If following a review the decision is made to withhold a pay point/enter the council's improving performance policy then this should be confirmed in writing.

1.8 Part-Time Teachers

Teachers employed on an ongoing basis in the Service but who work less than a full working day or week are deemed to be part-time. After consultation where appropriate, the Directorate will give them a written statement (see Appendix 3 for example) detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements.

The salary and allowances, if any, of any person appointed as a part-time teacher must be determined in accordance with the pro-rata principle.

Part-time teacher's entitlement to PPA time will be a minimum of 10% of their timetabled teaching week.

1.9 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 paid at their own rate i.e. $1/195 \times$ annual salary, which includes an element of holiday pay.

Teachers who work less than a full day will be hourly paid at their own rate i.e. $1/1265 \times$ annual salary, which includes an element of holiday pay.

Teachers should be paid for all the hours they are required to be on the Service premises. Consideration should be given to their entitlement to PPA time.

A short notice teacher who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more in respect of that period than he/she would have received had he/she been in regular employment throughout the period.

2.0 Instructors (Unqualified teachers)

The Directorate, will, when determining on which point to place Instructors on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience.

Minimum value **£17682** and Maximum value **£27965**

Pay on appointment will have due regard to:

- Relevant Qualifications
- Relevant Experience

Please note that whilst there is no longer automatic portability from service to service with regards to pay point. The Children's Services Directorate will honor portability.

2.2 Existing unqualified teachers 1st September 2019

Unqualified Teachers pay range has minimum value **£17682** and a maximum value **£27965**

The Directorate will use reference points set out below:

| | |
|------------|---------------|
| UQ1 | £17682 |
| UQ2 | £19739 |

| | |
|-----|--------|
| UQ3 | £21794 |
| UQ4 | £23851 |
| UQ5 | £25909 |
| UQ6 | £27965 |

The above award will be based on successful performance management.

The Directorate will be advised by the Head of Service in making all such decisions will be able to justify its decisions. Teachers will need to demonstrate good progress towards performance management objectives and shown competence in all elements of Teachers' Standards with reference to the appraisal policy.

Where exceptional performance has been evidenced the Directorate may consider enhanced pay progression, up to a maximum of 2 reference points.

2.3 Additional Allowance to Unqualified teachers

The Directorate will consider additional payments in line with paragraph 22 STPCD as outlined below:

- Taken on sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgment
- Or
- Qualifications or experience which bring added value to the role being undertaken

2.4 Instructors Employed on Employment Based Routes into Teaching

Instructors employed on one of the employment based routes into teaching are deemed to be trainees on placements and will be paid at a level to be individually determined by the Directorate taking into account the minimum salary set by the scheme.

2.5 Recognition of Qualified Teacher Status (QTS)

On obtaining QTS salary will be transferred from UQ to MPS range in line with paragraph 18 STPCD.

2.6 Qualified Teacher Learning and Skills (QTLS) status

From 1 April 2012, further education teachers who have been awarded QTLS by, and are members of, the Society for Education & Training (SET) will be recognised as qualified teachers. This allows them to be appointed to permanent posts and they will be paid on the qualified teacher's pay scale (MPR). In order to continue to be recognised as a qualified teacher, a QTLS holder must maintain their SET membership.

3.0 Pay progression

The Directorate determines the annual pay budget taking account paragraph 19 (STPCD 2019).

3.1 Headteacher

Annual pay progression within the range for this post is not automatic. The Head Teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress in the services and will be subject to a review of performance against performance objectives before any performance points will be awarded. The Directorate will consider whether to award one or two pay progression points. **The circumstances in which two points may be awarded are as follows:**

- Under the Council's Performance Ratings Headteachers will need to consistently score an exceeding expectations rating throughout their appraisal

3.2 Other Leadership

Annual pay progression within the range for these posts is not automatic. Deputies and Assistant Heads must demonstrate sustained high quality of performance in respect of service leadership and management

and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. The Directorate will consider whether to award one or two pay progression points. **The circumstances in which two points may be awarded are as follows:**

- Under the Councils Performance Ratings Deputy and Assistant Headteachers will need to consistently score an exceeding expectations rating throughout their appraisal

3.3 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 points will be awarded. Any work undertaken at other schools, in higher education facilities, at facilities of the LA and elsewhere will be taken into account.

Pay progression for Leading Practitioner posts are not automatic. The Directorate will consider whether to award one or two pay progression points following their annual performance review but backdated to 1 September of that year. **The circumstances in which two points may be awarded are as follows:**

- Under the Councils Performance Ratings Lead Practitioners will need to consistently score an exceeding expectations rating throughout their appraisal

4.0 ALLOWANCES AND OTHER DISCRETIONARY PAYMENTS

4.1 Teaching and Learning Responsibility Payments (TLRs)

4.1.1 Teaching and Learning Responsibility (TLR) Value

Having decided to award a TLR, as per the structure agreed within the directorate, decision must be made to determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with the values set out at 4.1.2.

Each Directorate structure should show the level of TLR i.e. 1 or 2 and the value associated with this in line with the sustained additional responsibility. Difference in values will differentiate between the levels of responsibility within the TLR band. These differentials are not fixed and are open to the directorate to determine.

4.1.2 Criterion and Factors for Award of Teaching and Learning Responsibility Payments

Criterion

A Teaching and Learning Responsibility payment (“TLR”) may be awarded to a Teacher in accordance with paragraph 20 STPCD and section 3 of the guidance.

TLR 1 or 2 will be for undertaking a sustained additional responsibility in the context of the service staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which s/he is made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder, for example, cover for secondments, maternity or sick leave or vacancies pending permanent appointment.

TLR3 may be awarded for school improvement projects or one off externally driven responsibilities for a discrete period of time. The Directorate will set out in writing, at the outset, to the teacher the duration of the fixed term, and the amount to be paid in monthly instalments. TLR3 payments should not be used to replace or otherwise limit teachers’ pay progression on the main, upper or leading practitioner pay ranges.

No safeguarding will apply in relation to TLR3s.

TLRs may only be awarded in the context of the Directorate structure and pay policy.

A TLR1 or 2 is a payment integral to a permanent post in the Services staffing structure and therefore may only be held by two or more people when job-sharing that post. TLR1 or 2 awarded to part-time teachers **must** be paid pro-rata at the same proportion as the teacher's part-time contract. (Paragraph 42 STPCD)

Factors

Before awarding a TLR, the relevant service must be satisfied that the teacher's duties include a significant responsibility that is not required of all 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, manage and develop a subject or curriculum area; or to lead and manage 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.

Before awarding a TLR 1, the relevant service must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

Values

The values of TLRs must fall within the following ranges subject to pay awards:

- the annual value of a TLR1 is **£8069 - £13654**
- the annual value of a TLR2 is **£2796 – £6829**
- the annual value of a TLR3 is **£555 – £2757** for a clearly defined period

Due regard must be taken of differentials between same band TLR's of different values in line with the responsibility of the post.

Details of TLRs to be awarded in the service will depend on the outcome of the review of the staffing structure and the timing of introduction will be in line with the implementation plan.

A teacher may not hold a TLR 1 and a TLR2 concurrently; however a teacher in receipt of either a TLR1 or 2 may also hold a concurrent TLR3.

If a teacher is given a new post or revised responsibilities, then the relevant service must determine whether a different TLR (or no TLR) applies to the post, and whether the teacher is entitled to any safeguarded sum if no TLR, or a lower one, applies to the new post/revised responsibilities.

Teachers should not be expected to undertake permanent additional TLR responsibilities without payment of a permanent TLR1 or TLR2 payment.

4.2 Special Educational Needs Allowances

With effect from 1 September 2010 the relevant body must award a SEN allowance of no less than **£2209** and no more than **£4359** per annum to a Teacher-

- (a) in any SEN post that requires a mandatory SEN qualification (since 1 September 2009 all SENCOs are required to hold the National Award for SEN Co-ordination unless they had been in post for at least 12 months prior to this date);
- (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 service or unit within the school or, in the case of an unattached teacher, the unit of the service.

Where a SEN allowance is to be paid, the Service must determine the spot value of the allowance, taking into account the structure of the 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.

Payment of an SEN allowance will be determined by Services through consultation as part of the Council's restructuring process.

4.3 Special Educational Needs Allowances and Teaching and Learning Responsibility Payments Combined

Special Educational Needs (SEN) allowances may be held at the same time as TLRs. However, relevant bodies should, when reviewing their staffing structures and keeping them under review:

- ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
- consider whether, if teachers have responsibilities that meet the principles for the award of TLR payments it would not be more appropriate to award a TLR payment *instead of* a discretionary SEN allowance of a lower value;
- SEN payments made by the relevant body should not be used for the purposes of recruitment and retention. There are separate provisions available within the Document for these purposes;
- ensure that any responsibilities are clearly specified in individual teachers' job descriptions, and are clear in the services published staffing structure.

5.0 OTHER PAYMENTS

The Directorate may make such payments as they see fit (discussed and agreed in advance) to teachers (including the Headteacher) in respect of (paragraph 26 STPCD):-

a) Continuing Professional Development

continuing professional development undertaken outside of the school day.

b) Initial Teacher Training Activities

Activities that may attract payment include:

- supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences;
- planning an initial teacher training course.

Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school should be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment. Areas of work that will attract a payment of a suitable National Joint Committee scale include:

- preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students.

c) Out-Of-School Learning Activities

Activities that may attract payment equivalent to short notice supply staff rates include:

- breakfast clubs, homework clubs; summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.

d) Provision of Services by the Head Teacher

The Service has discretion to make payments to Head Teachers who provide an external service to one or more additional schools, and also to any of the school's teachers whose post acquires additional responsibility as a result of the Head's activities. Payments are not automatic and must take account of (Paragraphs 10.1 to 10.4 and 26, 65, STPCD)

5.1 Recruitment and Retention Payments

The Directorate will make such payments to a teacher as it considers necessary as an incentive for the recruitment of new teachers and the retention of existing teachers. These can be made as a lump sum, periodic payments or via other financial assistance as deemed appropriate.

The Directorate must be clear on the reasons for such payments, making it clear at the outset in writing the expected duration and the review date, after which they may be withdrawn.

The Directorate will review the level of payment annually.

Awards made under this section may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for any other reasons as per Paragraph 26. See summary of changes document for Headteacher, Deputy and Assistant posts

5.2 Honoraria

The Directorate will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

There is no provision within the School Teachers' Pay and Conditions Document for the payment of honoraria. Any such award to a teacher for their teaching work would be unlawful.

5.3 Review of Policy

The pay policy will be monitored and reviewed on an annual basis. An annual written report on the operation of the policy, recording pay decisions taken and equality impact, will be provided by the Head of Service to the Directorate.

PAY POLICY ANNEXES

Appendix 1 Service Structure (available on insite)

Appendix 2 Procedure for the Hearing of Appeals Against Pay Determinations

Appendix 3 Sample Written Statement for Part-time Teachers

Appendix 4 Equality, Diversity, Cohesion and Integration Screening

Appendix 5 Leadership discretionary reference points

Appendix 1

Service Structure

Available on the Council's Insite pages.

Appendix 2

Procedure for the Hearing of an Appeal against a Pay Determination

The Chair is in control of the procedure. The sequence listed below enables both sides to present their evidence fairly and fully. It is:

1. The Chair shall introduce those present, explain the procedure to be used and ensure that it is agreed by the employee and/or his/her representative.
2. The management representative shall present his/her case and may call witnesses to clarify the evidence.
3. The employee and/or his/her representative may raise questions to ask of the management representative

4. The employee and/or his/her representative shall present his/her case and may call witnesses to clarify the evidence.
5. The management representative may raise questions to ask of the employee.
6. Where new evidence is presented both parties are to be given the opportunity to comment.
7. The Chair may question either side and any witnesses called at any time.
8. The employee or his/her representative shall be given an opportunity to sum up his/her case.
9. The management representative shall be given an opportunity to sum up his/her case.
10. The Chair shall ask both parties to leave while the decision is made, only recalling the two parties to clear points of uncertainty on evidence already given.
11. The Chair shall recall the two sides and give the decision. He/she shall explain the reasons for the decision. Alternatively he/she may inform the employee that the decision will be made known to her/him within three working days. The Chair shall explain that the decision and reasons shall be confirmed in writing.

The order of the proceedings may be augmented at appropriate stages.

Appendix 3

MODEL AGREEMENT FOR PART TIME TEACHER’S WORKING TIME

This model agreement is intended to record clearly the agreed terms of each part time teacher’s working time obligations, in terms of teaching and non-teaching activities, in order to ensure that any subsequent uncertainty or dispute is avoided and that every part time teacher’s pay reflects the full extent of their work.

Name

Days of Work

| | | | |
|--------------|-------|--------------|-------|
| Monday am | ..... | Monday pm | ..... |
| Tuesday am | ..... | Tuesday pm | ..... |
| Wednesday am | ..... | Wednesday pm | ..... |
| Thursday am | ..... | Thursday pm | ..... |
| Friday am | ..... | Friday pm | ..... |

Teaching Duties

Teaching

- Teaching time will be for a maximum of hours per week of the timetabled teaching week of..... hours, allocated as follows:

| | | | |
|--------------|-------|--------------|-------|
| Monday am | ..... | Monday pm | ..... |
| Tuesday am | ..... | Tuesday pm | ..... |
| Wednesday am | ..... | Wednesday pm | ..... |
| Thursday am | ..... | Thursday pm | ..... |
| Friday am | ..... | Friday pm | ..... |

“Trapped time” in timetabling arrangements will be treated as paid non-contact time.

PPA and Non-Contact Time

- PPA & non-contact time will be pro-rata to that for full-time teachers in similar positions and will be for hours/periods per week.

Non-Teaching Duties

Registration

[delete as appropriate]

- Be responsible for registering a class on every working day morning and/or afternoon.
- Be available for other duties as reasonably directed.

Assemblies and Mid-Session Breaks

- Be present during the above and be available as reasonably necessary in the same way as full time teachers during this time.

Other Duties

[delete as appropriate]

- Be required to undertake other duties for up to hours per week.
- Be available to undertake other duties as reasonably required for which directed time will be allocated.

Staff/Departmental Meetings

[delete as appropriate]

- Attend staff meetings only on days normally worked.
- Attend all staff meetings with additional paid working time as appropriate.
- Attend on some other basis (please specify).

Parental Consultation Meetings & Open Meetings

[delete as appropriate]

- Attend parents/open meetings only on days normally worked.
- Attend all parents/open meetings, with additional paid working time as appropriate.
- Attend on some other basis (please specify).

INSET/non-pupil days

[delete as appropriate]

- Attend INSET/non-pupil days only on days normally worked.
- Attend non-pupil days only on days normally worked and attend all INSET days, with additional paid working time as appropriate.
- Attend on some other basis (please specify).

“Disturbance” Travel Time (to use this facility there should be reference to the provisions in Section 4 of the School Pay Policy)
[delete as appropriate]

- Receive minutes/hours in “disturbance” travel time in relation to all meetings and INSET/non-pupil days on non-working days.

Contingency Time
[delete as appropriate]

- Be allocated hours per year to cover unforeseen needs pro rata to contingency time allocated to full time teachers.

Changes to these Arrangements

Any reasonable changes to these arrangements will be subject to consultation and discussion between the two parties. Additional paid working time will be added when additional duties accrue.

Signed: Teacher

Appendix 4

Equality, Diversity, Cohesion and Integration Screening

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

| | |
|---|--------------------------------|
| Directorate: Resources and Housing | Service area: HR |
| Lead person: Debbie Sturgess | Contact number: 3788525 |

| |
|---|
| 1. Title: LCC Teacher Pay Policy |
| Is this a: |

Strategy / Policy**Service / Function****Other****If other, please specify****2. Please provide a brief description of what you are screening****Leeds City Council Teacher Pay Policy 2019/20 and the pay award****3. Relevance to equality, diversity, cohesion and integration**

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

| Questions | Yes | No |
|---|--|-----------|
| Is there an existing or likely differential impact for the different equality characteristics? | | x |
| Have there been or likely to be any public concerns about the policy or proposal? | | x |
| Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom? | | x |
| Could the proposal affect our workforce or employment practices? | x | |
| Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> Eliminating unlawful discrimination, victimisation and harassment Advancing equality of opportunity Fostering good relations | Eliminating unlawful discrimination 1.7.2 Fostering good relations with schools | |

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality; diversity; cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?**

(**think about** the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

All centrally employed teachers will receive a pay increase in line with the statutory requirement set by the DfE. In addition we have negotiated with the TUs and consulted with Headteachers and the Directorate to achieve an increase which ensures fairness of the pay increase across each of the teacher pay ranges and ensures all teachers receive a pay rise.

- **Key findings**

(**think about** any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

If we implemented the statutory minimum DfE pay award, LCC would be giving only the highest and lowest paid teachers (on their individual pay ranges) a pay increase this year meaning the remaining teachers would not receive any pay increase in line with the wider public sector 2% pay rise in April 2019. Trade unions strongly opposed this outcome and HR highlighted to stakeholders the potential for equal pay and employee relation issues.

80% of teachers in Leeds are female (15,000) and therefore a large group of these female employees would be missing out on a pay increase which could negatively impact the gender pay gap for the Council.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

The DfE pay award is a statutory requirement so it must be implemented by the LA.

All school teachers to receive the pay award on the same day backdated to Sept 1st.

5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.

| | |
|--|--|
| Date to scope and plan your impact assessment: | |
|--|--|

| | |
|---|--|
| Date to complete your impact assessment | |
|---|--|

| | |
|--|--|
| Lead person for your impact assessment (Include name and job title) | |
|--|--|

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

| Name | Job title | Date |
|------------|------------|----------------------------|
| Carol Gill | Head of HR | 17 th Sept 2019 |

7. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.

If this screening relates to a **Key Delegated Decision, Executive Board, full Council** or a **Significant Operational Decision** a copy should be emailed to Corporate Governance and will be published along with the relevant report.

| | |
|---|----------------------------|
| Date screening completed | 17 th Sept 2019 |
| If relates to a Key Decision - date sent to Corporate Governance | |
| Any other decision | DDN |

Appendix 5

Discretionary leadership reference points

The STPCD sets out the limits on head teachers' pay for each of the eight school groups. These apply unless the directorate has exercised its discretion, in accordance with the STPCD, to exceed these limits. Leadership group teachers who were at the maximum of their individual pay ranges 2016/17 and whose pay point coincided with the maximum of the relevant school group range, where this is the case, the maximum point of their individual pay range from September 2019, assuming no other adjustments are being made, will be as set out below

Notes:

L18# - scale point to be used only by schools in Group 1 where it is the maximum value of the head teacher group range for the school

- scale point to be used only by schools in Group 2 to 8 respectively where it is the maximum value of the head teacher group range for the school

* - scale points to be used unless the above applies

| | | |
|---------|------|-------|
| Minimum | L1 | 41065 |
| | L2 | 42093 |
| | L3 | 43144 |
| | L4 | 44218 |
| | L5 | 45319 |
| | L6 | 46457 |
| | L7 | 47707 |
| | L8 | 48808 |
| | L9 | 50026 |
| | L10 | 51311 |
| | L11 | 52643 |
| | L12 | 53856 |
| | L13 | 55202 |
| | L14 | 56579 |
| | L15 | 57986 |
| | L16 | 59528 |
| | L17 | 60895 |
| | L18# | 61807 |
| | L18* | 62426 |
| | L19 | 63975 |
| | L20 | 65561 |
| | L21# | 66516 |
| | L21* | 67183 |
| | L22 | 68851 |
| | L23 | 70556 |
| | L24# | 71589 |
| | L24* | 72306 |
| | L25 | 74103 |
| | L26 | 75936 |
| | L27# | 77047 |
| | L27* | 77818 |

| | | |
|---------|------|--------|
| | L28 | 79748 |
| | L29 | 81723 |
| | L30 | 83757 |
| | L31# | 84975 |
| | L31* | 85826 |
| | L32 | 87960 |
| | L33 | 90145 |
| | L34 | 92373 |
| | L35# | 93732 |
| | L35* | 94669 |
| | L36 | 97013 |
| | L37 | 99424 |
| | L38 | 101885 |
| | L39# | 103334 |
| | L39* | 104368 |
| | L40 | 106972 |
| | L41 | 109644 |
| | L42 | 112392 |
| maximum | L43 | 114060 |

