



Teacher Pay and Terms Policy

‘Educational Inclusion’ is about equal opportunities for all pupils. It pays particular attention to the provision for, and achievement of, different groups of pupils’

Developed by **WSCC Model Policy**

In consultation with **Staff**

Responsible Committee **R&F (Resources and Finance)**

Approval Date **20/1/26**

Review Date **31/1/27**

Communication **Staff Shared Drive
School Website**

1. Introduction

The School Teachers' Pay and Conditions Document (STPCD) requires schools to have a pay policy which sets out the basis on which they determine teachers' pay; the date by which they will determine the teachers' annual pay review; and the procedures for determining appeals.

Schools must stay within the legal framework set out in the STPCD and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection).

All procedures for determining pay should be consistent with the principles of public life - objectivity, openness, and accountability.

Pay policies should always be clear on the need to eliminate unnecessary bureaucracy when making pay decisions, including, for example, in making sure the use of evidence is proportionate.

This Pay Policy implements the provisions of the STPCD and should be read in the context of that document.

2. Aims and Scope

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2024 and has been consulted on with the recognised teaching trade unions and the headteachers consultative groups. It is recommended that maintained schools adopt this document and, in addition, adhere to the DfE guidance as set out in '[Managing Teachers' And Leaders' Pay](#)'.

This policy applies to all teachers and school leaders employed in this school with effect from 1st September 2024. It also applies to West Sussex County Council's Centrally Employed Teachers with effect from 1st September 2024. The use of the word 'teachers' should generally be read to mean all teachers including the headteacher and members of the school's leadership group.

For Centrally Employed Teachers the term Headteacher should be read as 'Manager', the term Governing Body should be read as 'Head of Service' and school should be read as 'Service'. The arrangements for the Pay Committee for Centrally Employed Teachers will be made by WSCC. Refer to Appendix 2 for more information.

Note: information about support staff pay can be found in the 'Support Staff Pay and Conditions' guidance document.

3. Changes Resulting from the School Teachers' Pay and Conditions Document (STPCD) 2024

In accordance with the [School Teachers' Pay and Conditions Document \(STPCD\)](#), from 1st September 2024, the following changes:

- § A 5.5 per cent uplift has been applied to all pay points and allowances for both teachers and leaders applicable from 1st September 2024.**
- § The removal of the requirement for performance related pay requirement from 1st September 2024.**

4. Annual Pay Reviews for Teachers

The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1st September and no later than 31st October and that all teachers 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 to, or may lead to, the start of a period of salary safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

5. Basic Pay Determination on Appointment

Classroom Teachers - Pay on Appointment

The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment, it will determine the starting salary within that range which will be offered to the successful candidate.

In making such determinations, the Governing Body may take into account a range of factors, including:

§ Nature of the post.

§ Level of qualifications, skills and experience required.

§ Market conditions.

§ Wider school context.

These factors are examples only, are not intended to provide an exhaustive list, and may not apply to all appointments.

There is no assumption that a teacher will be paid at the same rate they were being paid in a previous school or Authority. The only exception to this is where a teacher applies for a post within the same school, without a break in service. In this situation, the [School Teachers' Pay and Conditions Document \(STPCD\)](#) requires the teacher's current salary to be maintained.

Section 4 of the guidance document that accompanies this policy document provides further information on internal candidates.

Pay Portability

Whilst there is no longer any statutory requirement in the STPCD for the Governing Body to match teachers' previous salaries when they are appointed to a post, the Governing Body does have discretion to set salaries on appointment. This includes the freedom to pay teachers more or less than their previous salary from the start of their new employment in a school.

Governing bodies will need to be mindful of the following:

§ The need to attract, recruit and maintain teachers.

§ Decisions about pay do not discriminate against teachers because of a protected characteristic under the Equality Act 2010. Salary determinations made at school level should also be monitored to ensure that decisions in respect of starting salary/pay portability are not discriminatory.

The relevant body must avoid discriminating against teachers returning to the profession following a career break whether they return to the same school or to another school. Blanket policies against pay portability are likely to disadvantage women teachers who have taken a break from teaching to give birth and/or to care for their children.

Schools are advised to ensure that their adverts for vacancies clearly stipulate the pay range that is offered for the post.

Unqualified Teachers - Pay On Appointment

The Pay Committee will pay any unqualified teacher in accordance with paragraph 17 of the STPCD. The Governing Body will determine where a newly appointed unqualified teacher will be placed on the range, having regard to any qualifications or experience they may have, which are considered to be of value. The Governing Body will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22.

Headteachers - Pay on Appointment

The Governing Body will determine the pay range for a vacancy prior to advertising it.

1. The pay range for the Headteacher is determined by defining the role and determining the Headteacher Group – the [School Teachers' Pay and Conditions Document \(STPCD\)](#) sets out the minimum and maximum salary amounts a Governing Body is able to pay a Headteacher of each school size.

2. Setting the indicative pay range - in determining this, the Governing Body will take into account the following factors:

- § Scale and challenge of the role.**
- § Budgetary considerations.**
- § Market conditions.**
- § Scope for progression.**
- § Relationship to other positions within the school.**

Normally, the pay range set for the Headteacher's role will not exceed the maximum of the Group Size. However, the maximum of the Headteacher's pay range and any additional allowances may exceed the maximum of the Group Size by up to 25% if there are specific circumstances that warrant a higher-than-normal payment.

Additionally, in exceptional circumstances which are supported by a business case, the maximum of the range plus allowances may exceed the 25% limit. Refer to the guidance document for the process to be followed in such situations.

3. Deciding the starting salary and individual pay range - on appointment the Governing Body will determine the starting salary within that range to be offered to the successful candidate. In making such determinations the Governing Body may take into account a range of factors, including:

§ Nature of the post.

§ Level of qualifications, skills and experience required.

§ Market conditions.

§ Wider school context.

§ How closely the candidate meets the requirements of the post.

§ Candidate's previous salary.

These factors are examples only, are not intended to provide an exhaustive list, and may not apply to all appointments.

In all circumstances the rationale for the setting of the pay range, and determining the starting salary, must be recorded, and justified.

Further information is available to school governors in the booklet published by Governors Services titled 'Determining Pay of Headteachers and Deputies West Sussex Guidance for Governors'. It is available on West Sussex Services for Education.

Assistant/Deputy Headteachers - Pay On Appointment

The Governing Body will determine the pay range for a vacancy prior to advertising it. The pay range for Assistant Headteachers / Deputy Headteachers is determined by:

1. Defining the role and determining the position of the Assistant / Deputy's role - the Governing Body must ensure there is an appropriate differential maintained between the Headteacher and other leadership roles as necessary. It is not expected that the pay range for the Assistant/Deputy Headteacher will overlap with the range set for the Headteacher, unless there are exceptional circumstances.

2. Setting the indicative pay range - establishing the available pay range for the Assistant/Deputy Headteacher role within the minimum and maximum amounts specified. In determining this, the Governing Body will take into account the following factors:

§ All permanent responsibilities of the role.

§ Challenges specific to the role.

§ Market conditions.

§ Budgetary considerations.

§ Scope for progression to other school leadership positions. The range set for the post must not exceed the Headteacher's school Group size.

3. Deciding the starting salary and individual pay range - on appointment the Governing Body will determine the starting salary within that range to be offered to the successful candidate. In making such determinations, the Governing Body may take into account a range of factors, including:

§ Nature of the post

§ Level of qualifications, skills and experience required

§ Market conditions

§ Wider school context

These factors are examples only, are not intended to provide an exhaustive list, and may not apply to all appointments.

Note: further information is available to school governors in the booklet published by Governors Services titled 'Determining Pay of Headteachers and Deputies West Sussex Guidance for Governors'. It is available on West Sussex Services for Education.

6. Appraisal and Pay Progression

In this school all teachers can expect to receive regular, constructive feedback on their performance and development and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's Appraisal Policy.

The Governing Body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges set out in Appendix 1.

The Governing Body must decide how pay progression will be determined.

A written pay recommendation is required for every teacher following the outcome of the school's appraisal arrangements as set out in the Appraisal Policy.

Pay progression must be awarded and the criteria this school will use when making decisions on pay progressions are:

Following the changes introduced in the 2024 STPCD, this school chose not to retain performance related pay. Following an individual teacher's annual appraisal and, subject to the provisions of this pay policy, teachers should expect to receive pay progression within the relevant range unless they are subject to capability procedures.

In the case of Early Career Teachers (ECTs), the Governing Body must determine their performance and any pay recommendation by means of the [statutory induction process](#) set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

7. Movement to the Upper Pay Range

Applications and Evidence

Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the Upper Pay Range.

For an application to be successful, the application must evidence to the governance board's satisfaction that the criteria in this pay policy is met. However, the application process and collection of evidence should be proportionate and will aim to minimise the workload for employees and for the school.

Applications may be made at least once a year.

If a teacher is simultaneously employed at another school(s), they should submit separate applications if they wish to apply to be paid on the Upper Pay Range in another school. This school will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria).

The Assessment

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

- (a) The teacher is highly competent in all elements of the relevant standards; and**
- (b) The teacher's achievements and contribution are substantial and sustained.**

For the purposes of this pay policy, 'highly competent' means *practice which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.*

For the purposes of this pay policy, 'substantial' means *of real importance, validity, or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.*

For the purposes of this pay policy, 'sustained' means *maintained continuously over a longer period of multiple years.*

Evidence will usually be obtained within the school in which they have applied to admission to the Upper Pay Range. However, in exceptional circumstances evidence from another source may be considered.

The application will be assessed *robustly, transparently, and equitably by Headteacher.* The headteacher will then make a recommendation, based on evidence, to the FGB Pay Committee. If put forward for progression, the evidence will be assessed by the FGB Pay Committee and this Committee will make the final determination.

Processes and Procedures

Final determination by the FGB Pay Committee will be made before October 31st and relayed to the applicant in writing.

If successful, applicants will move to the Upper Pay Range from an agreed date, usually September 1st. Governors may choose to place an applicant higher up the Upper Pay Scale based on:

§ The nature of the current post and the responsibilities it entails.

§ The level of qualifications, skills, and experience of the teacher.

If unsuccessful, feedback will be provided by the Chair of the Pay Committee.

Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's appeals arrangements set out in the appendix of this Pay Policy.

Progression Through The Upper Pay Range

Progression through the Upper Pay Range will be determined every other year.

Progression through the Upper Pay Range is managed in accordance with section 6 of this Pay Policy titled 'Appraisal and Pay Progression', and the criteria outlined in the paragraphs above under 'The Assessment'.

Section 5 of the guidance document that accompanies this policy document provides further information on Upper Pay Range progression.

8. Managing Appeals Against Pay Determination

Teachers have the right to raise formal appeals against pay determinations if, for example, they believe that the person or committee by whom the decision was made:

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

For more information about the Appeals Procedure refer to Appendix 4.

9. Part-Time Teachers

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time.

The Governing Body will give them a written statement, detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

10. Short Notice / Supply Teachers

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days, with periods of employment of less than a day being calculated pro rata based on 1265 hours.

Existing supply teachers will continue on their current salary point, and this should be guaranteed all the time they continue within the same school.

Newly appointed supply teachers, or supply teachers taking on a new supply contract in a different school, will have their salary determined in accordance with this policy.

11. Monitoring the Impact of the Policy

The Governing Body will monitor the outcomes of this policy on a regular basis. In this school the monitoring will take place annually, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with Equalities legislation.

12. Allowances and TLR Payments

Acting Allowances

Teachers who are assigned and carry out the duties of the Headteacher, Deputy Headteacher, or Assistant Headteacher can receive an acting allowance.

The Governing Body will, within a four-week period of the teacher starting acting duties, decide whether or not the acting post holder will be paid an allowance.

In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and will be paid from the first day of absence.

The amount payable should be decided by the Governing Body and must:

- Not be lower than the minimum of the pay range set for the post the teacher is covering.**
- Be a reasonable and appropriate amount.**

- Be paid only for as long as the teacher occupies the position on an acting basis.

If the teacher is appointed permanently to the post, then they will be appointed in accordance with Appendix 1 of this policy.

Additional Payments for Classroom Teachers

The Governing Body may make additional payments as it sees fit to classroom teachers (but not headteachers) in respect of:

§ Continuing Professional Development undertaken outside the school day.

§ Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school.

§ Participation in out-of-school hours learning activity agreed between the teacher and the headteacher.

§ Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

No other payments such as bonuses or honoraria will be made to teachers.

The guidance document that accompanies this policy document provides further information on Additional Payments.

Recruitment and Retention Allowance

The Governing Body can award lump sum payments, periodic payments or other financial assistance, support or benefits as a recruitment or retention initiative as set out in the relevant paragraph of the [School Teachers' Pay and Conditions Document \(STPCD\)](#) to teachers, other than to the Leadership Group (see below). It will make clear at the outset, in writing, the expected duration of the award and the review date after which it may be withdrawn.

The Governing Body will review all recruitment and retention allowances annually.

Headteachers, Deputy and Assistant Headteachers may not be awarded payments for recruitment and retention other than for reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations must be taken into account when determining the salary range.

Special Educational Needs (SEN) Allowance

A SEN allowance on a range of no less than £2,679 (the minimum) and no more than £5,285 (the maximum) per annum is payable to a classroom teacher in accordance with this paragraph. Refer to section 21 of the [School Teachers' Pay and Conditions Document \(STPCD\)](#) for more information, specifically 21.3.

The Governing Body will award a SEN allowance to a classroom teacher:

§ In any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN.

§ In a special school.

§ 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.

§ In any non-designated setting that is analogous to a designated special class or unit, where the post:

- Involves a substantial element of working directly with children with SEN;**
- Requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and**
- Has a greater level of involvement in the teaching of children with SEN 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 Governing Body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

§ Whether any mandatory qualifications are required for the post;

§ The qualifications or expertise of the teacher relevant to the post; and the relative demands of the post.

The Governing Body must set out in its pay policy the arrangements for rewarding classroom teachers with SEN responsibilities.

Teaching and Learning Responsibility (TLR) Payments

The Governing Body has determined that TLRs will not be routinely paid at Thakeham Primary School.

Temporary Discretionary Payments to Headteachers

Any additional payment made to the Headteacher must be for clearly temporary duties and responsibilities that are in addition to the post for which their salary has been determined. The Governing Body will not take into account factors which were considered when determining the pay range for the post.

The total sum of temporary discretionary payments made to the Headteacher in any school year must not exceed 25% of their annual salary or, when combined with their annual salary, exceed 25% above the maximum of their Headteacher Group.

Only in wholly exceptional circumstances will the Governing Body consider awarding an additional temporary discretionary payment to the Headteacher that exceeds the 25% limit. Where this is proposed the approvals process, set out in the guidance document which accompanies this policy, must be followed. The limit does not apply to payments that are made:

§ For residential duties; and/or

§ For relocation expenses that relate solely to the personal circumstances of the Headteacher.

Salary safeguarding does not apply to the ending of temporary discretionary payments that are made to Headteachers.

The guidance document that accompanies this policy document includes further information on Temporary Discretionary Payments.

Unqualified Teachers' Allowance

The Governing Body may award an additional allowance to an unqualified teacher, where the teacher has taken on a sustained additional responsibility which:

§ Is focused on teaching and learning or requires the exercise of a teacher's professional skills and judgement; OR

§ Where they have qualifications or experience which bring added value to the role being undertaken.

13. Other Provisions

Equality

The Governing Body will ensure that its processes are objective, open, and fair and that all decisions can be objectively justified. Adjustments will be made to take account of special circumstances, e.g., absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on all the circumstances.

Job Descriptions

The Headteacher will ensure that all members of staff have an up-to-date job description. Job descriptions may be amended from time to time, in discussion with the employee concerned, to reflect the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed at least annually as part of the appraisal process.

Determining Salary Of ECTs At The End Of Their Induction

Whilst there is no longer any statutory requirement in the STPCD for the relevant body to award Early Career Teachers (ECTs) pay progression on the completion of induction, it is free to do so if it chooses. The relevant body must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

Pay Differentials

Appropriate pay differentials will be created and maintained between posts within the school. These differentials will recognise accountability, job weight and the Governing Body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

Pay Increases for Teachers Arising from Changes to the STPCD

All teachers are paid in accordance with the statutory provisions of the [School Teachers' Pay and conditions Document \(STPCD\)](#).

The Governing Body has the discretion to apply the teachers' pay award (if agreed) to its pay ranges, apart from those elements that are specified within the [School Teachers' Pay and Conditions Document \(STPCD\)](#), such as minimum and maximum points of the range which must be uplifted in accordance with the agreed pay award.

The school will annually review its position in regard to the teachers' pay award.

Pay Recommendations for Teachers

Pay recommendations are made by the teacher's appraiser. The school's leadership group may moderate all recommendations made to ensure consistency amongst appraisers and refer the final recommendations to the Pay Committee for approval.

In the case of the Headteacher's pay, the governors appointed to appraise the Headteacher's performance will make a recommendation for pay progression to the Pay Committee. The relevant governors and Pay Committee should have regard to advice or comments of an externally appointed advisor.

The Pay Committee has fully delegated powers to implement all aspects of the Pay Policy. In exercising these powers, the Pay Committee will take account of the Headteacher's advice, except in relation to the Headteacher's own pay.

The Pay Committee will consist of members of the Governing Body but will not include the staff governor representatives who work at the school.

The Pay Committee will report its decisions to the Governing Body at its next meeting. The Headteacher will inform the relevant teacher of decisions made by the Pay Committee.

The timing of the appraisals process, pay recommendations, and dates of the Pay Committee should be published with this Pay Policy, so employees know when decisions about their pay will be made and the timescale for appealing against the decision should they wish to do so.

Pay Ranges

The pay ranges for teachers and school leaders are set out within Appendix 1 of this policy.

Salary Safeguarding

Where a pay decision for a teacher results in a reduction in salary, the Governing Body will comply with the salary safeguarding provisions of the [School Teachers' Pay and Conditions Document \(STPCD\)](#). The teacher concerned will be notified as soon as possible and no later than one month after the decision is taken.

Further information on Salary Safeguarding is available in the document titled '[Managing Teachers' And Leaders' Pay](#)'.

Transition to Qualified Teacher Status

When an unqualified teacher gains [qualified teacher status](#) (QTS) they will transfer to a salary within the Main Pay Range for teachers. If, immediately prior to gaining QTS, the teacher was an unqualified teacher in this school, their new salary will be the same as, or higher than, the salary originally paid and will be in accordance with this Pay Policy.

Vacancies

All vacancies will be advertised with an indication of the salary range that the school is prepared to pay for the role. This will reflect the tasks/level of responsibility of the post. Tasks carrying additional payments, whether permanent or temporary, will be made known to staff and applicants.

14. Document History

DOCUMENT REVIEWED AND REVISED BY KMG 09/08/2019.

DOCUMENT FINALISED BY KMG 25/10/2019.

SECTION 2 UPDATED BY KMG 06/11/2019 AS IT REFERRED TO 2018/19 DETAILS NOT 2019/20.

SECTION TITLED 'PAY PROGRESSION – MAIN PAY SCALE' UPDATED BY KMG 06/11/2019 AS IT REFERRED TO 2018/19 DETAILS NOT 2019/20.

DOCUMENT UPDATED BY KMG FOR 2020/21 TEACHERS' PAY AWARD 16/10/2020.

DOCUMENT UPDATED BY KMG FOR 2021/22 UPDATES TO STPCD 14/09/2021, 01/10/2021, 15/10/2021 and 18/11/2021 (CHECKED/UPDATED STPCD and IMPLEMENTING YOUR SCHOOL'S APPROACH TO PAY HYPERLINKS TO POINT AT LATEST VERSION OF DOCUMENTS).

26/11/2021 ADDED A MISSING 'AND' TO PARAGRAPH 2 OF SECTION 7 TO ENSURE IT MADE SENSE.

DOCUMENT UPDATED BY KMG FOR 2022/23 TEACHERS' PAY AWARD 27/07/2022 AND 29/09/2022 AND 14/10/2022.

14/10/2022 STPCD HYPERLINKS ALL UPDATED TO POINT AT 2022 VERSION OF THE DOCUMENT.

19/10/2022 DOCUMENT FINALISED BY KMG SHRS AFTER 2022 TEACHERS' PAY AWARD CYCLE.

DOCUMENT UPDATED BY KMG FOR 2023/24 TEACHERS' PAY AWARD 21/07/2023 AND 29/09/2023.

DOCUMENT FINALISED BY KMG SHRS 20/10/2023

27/09/2024 TO 18/10/2024 DOCUMENT UPDATED BY KMG HR POLICY TEAM FOR 2024 STPCD CHANGES AND TO 'TIGHTEN' ALIGNMENT OF DOCUMENT'S WORDING TO THE MODEL DfE PAY POLICY.

24/10/2024 FIRST TWO PARAGRAPHS OF SECTION 7 UPDATED FOLLOWING TEACHERS' PAY SUB-COMMITTEE MEETING ON 23/10/2024 AND ACTION ARISING.

END OF DOCUMENT.

Appendix 1 – Pay Ranges 2025/26

These are the pay ranges that are on Payroll for West Sussex schools.

Leadership Range

Point	England 2024	England 2025	Fringe 2024	Fringe 2025	Notes headteacher groups
1	49,781	51,773	51,151	53,198	Minimum
2	51,027	53,069	52,400	54,496	-
3	52,301	54,394	53,675	55,822	-
4	53,602	55,747	54,983	57,183	-
5	54,939	57,137	56,320	58,573	-
6	56,316	58,569	57,693	60,001	Start of Group 1
7	57,831	60,145	59,213	61,582	-
8	59,167	61,534	60,540	62,962	Start of Group 2
9	60,644	63,070	62,019	64,500	-
10	62,202	64,691	63,576	66,120	-
11	63,815	66,368	65,188	67,796	Start of Group 3
12	65,286	67,898	66,665	69,332	-
13	66,919	69,596	68,298	71,030	-
14	68,586	71,330	69,964	72,763	Start of Group 4
15	70,293	73,105	71,665	74,532	-
16	72,162	75,049	73,539	76,481	-
17	73,819	76,772	75,206	78,215	-
18* Group 1 heads stop here	74,926	77,924	76,289	79,341	End of Group 1
18	75,675	78,702	77,051	80,134	Start of Group 5
19	77,552	80,655	78,926	82,084	-
20	79,475	82,654	80,857	84,092	-

21* Group 2 heads stop here	80,634	83,860	82,006	85,287	End of Group 2
21	81,441	84,699	82,825	86,138	Start of Group 6
22	83,464	86,803	84,843	88,237	-
23	85,529	88,951	86,904	90,381	-
24* Group 3 heads stop here	86,783	90,255	88,150	91,676	End of Group 3
24	87,651	91,158	89,033	92,595	Start of Group 7
25	89,830	93,424	91,205	94,854	-
26	92,052	95,735	93,432	97,170	-
27* Group 4 heads stop here	93,400	97,136	94,758	98,549	End of Group 4
27	94,332	98,106	95,708	99,537	-
28	96,673	100,540	98,045	101,967	Start of Group 8
29	99,067	103,030	100,444	104,462	-
30	101,533	105,595	102,901	107,018	-
31* Group 5 heads stop here	103,010	107,131	104,377	108,553	End of Group 5
31	104,040	108,202	105,420	109,637	-
32	106,626	110,892	108,007	112,328	-

33	109,275	113,646	110,656	115,083	-
34	111,976	116,456	113,356	117,891	-
35* Group 6 heads stop here	113,624	118,169	114,990	119,590	End of Group 6
35	114,759	119,350	116,140	120,786	-
36	117,601	122,306	118,977	123,737	-
37	120,524	125,345	121,903	126,780	-
38	123,506	128,447	124,884	129,880	-
39* Group 7 heads stop here	125,263	130,274	126,623	131,688	End of Group 7
39	126,517	131,578	127,890	133,006	-
40	129,673	134,860	131,056	136,299	-
41	132,913	138,230	134,290	139,662	-
42	136,243	141,693	137,623	143,128	-
43 Group 8 heads stop here (maximum)	138,265	143,796	139,632	145,218	Maximum, end Group 8

Upper Pay Range

Point	England 2024	England 2025	Fringe 2024	Fringe 2025
UPR 1	45,646	47,472	47,031	48,913
UPR 2	47,338	49,232	48,719	50,668
UPR 3	49,084	51,048	50,471	52,490

Main Pay Range

Point	England 2024	England 2025	Fringe 2024	Fringe 2025
1	31,650	32,916	33,075	34,398
2	33,483	34,823	34,974	36,373
3	35,674	37,101	37,141	38,627
4	38,034	39,556	39,495	41,075
5	40,439	42,057	41,870	43,545
6	43,607	45,352	45,037	46,839

Unqualified Range

Point	England 2024	England 2025	Fringe 2024	Fringe 2025
1	21,731	22,601	23,140	24,066
2	24,224	25,193	25,630	26,656
3	26,716	27,785	28,123	29,248
4	28,914	30,071	30,319	31,532
5	31,410	32,667	32,813	34,126
6	33,902	35,259	35,305	36,718

Leading Practitioner

Point	England 2024	England 2025	Fringe 2024	Fringe 2025
Min	50,025	52,026	51,403	53,460
Max	76,050	79,092	77,430	80,528

TLR Payments

Level	2024	2025
TLR1a	9,782	10,174
TLR1b	12,011	12,492
TLR1c	14,264	14,835
TLR1d	16,553	17,216
TLR2a	3,391	3,527
TLR2b	5,632	5,858
TLR2c	8,279	8,611
TLR3 <i>Min</i>	675	702
TLR3 <i>Max</i>	3,344	3,478

SEN Allowances

Level	2024	2025
SEN <i>Min</i>	2,679	2,787
SEN <i>Max</i>	5,285	5,497

Table shows the min and max of the SEN allowances range.

Teacher Mid-Day Meals

Level	2024	2025
Teacher Mid-Day Meals <i>per hour</i>	25.02	26.02

The rate = Annual M1 Salary/1265.

Appendix 2

Centrally Employed Teachers

Introduction

There are four parts to this Appendix:

Part A – Pay Progression

Part B – Pay scales

Part C – Movement To The Upper Range

Part D – Centrally Employed Teachers Pay Appeals Procedure

Part E – Questions and Answers

One of the key pillars in the Council's People Framework is **Performance and Development**, an ongoing regular cycle of performance conversations between an employee and their line manager.

It's important to note the following when reading this appendix:

§ In the context of Performance and Development, the employee is the Centrally Employed Teacher and for brevity they will sometimes be referred to simply as a "teacher".

§ This document refers to both 'Director' and 'Assistant Director' to identify the two most senior positions in a directorate that a service is aligned to. Some directorates may use slightly different titles.

§ Where the STPCD refers to "appraisals" and "appraisal arrangements" this means Performance and Development and performance conversations.

§ Where the STPCD refers to "teachers standards" and "criteria" these align to Mandatory Objectives under the Performance and Development Policy which covers professional practice requirements.

§ This appendix must be read alongside the main body of the Model Pay Policy For Schools, in particular sections 6, 7 and 8, and not in isolation.

Further information about [Performance and Development](#) is available on The Point.

Part A: Pay Progression

From the 2024/25 academic year, the requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders was removed. However, the statutory requirement to make a pay decision following the completion of the appraisal process remains.

Following an individual teacher's annual appraisal and, subject to the provisions of the overall pay policy, Centrally Employed Teachers should expect to receive pay progression within the maximum of their pay range unless they are subject to capability procedures.

The line manager will make a pay decision annually for Centrally Employed Teachers. This will be made in writing as part of the Performance Conversation cycle to the Head Of Service (or delegate) who will make the final decision about whether or not to accept.

Pay decisions for Centrally Employed Teachers will be made with reference to the Performance Conversations held between the teacher and their line manager throughout the year.

The line manager's pay decision will be based on their overall performance i.e., how the teacher performed against all of their mandatory, performance and personal development objectives.

Each Centrally Employed Teacher will normally be notified of their line manager's recommendation by no later than 31st October each year. This is predicated on the final version of the STPCD having been published. Any pay increase will be paid, with effect from 1st September, in the next available payroll run.

Assessment Criteria for Pay Progression Recommendations

A Centrally Employed Teacher's overall performance will be assessed as follows:

§ Successful Performance:

- Exceeded all or most of their mandatory, performance and personal development objectives and made a significant contribution to the priorities of the service. They also

consistently role modelled positive behaviours in how they achieved their objectives.

- Met all of their mandatory, performance and personal development objectives and consistently demonstrated positive behaviours in how they achieved their objectives.

§ Unsuccessful Performance:

- Met or partially met only some of their mandatory, performance and personal development objectives and demonstrated some positive behaviours in how they achieved their objectives. Their overall performance does not meet the required standard in some aspects. **Note** – the teacher should have been informed of this well in advance of the line manager making their final assessment and a support or improvement plan will be in place. In other words, such a rating should not come as a surprise to the teacher.
- Did not meet their mandatory, performance and personal development objectives and demonstrated some negative or inconsistent behaviours. Their overall performance is below the required standard and is inadequate. **Note** – the teacher will be managed under the Council's capability procedure.

Communication Of Pay Decision

Once the Head Of Service (or delegate) has made their pay decision the teacher will be notified in writing of the details and Payroll contacted to process any changes.

Part B: Pay Scales

Line managers and Centrally Employed Teachers should refer to the details set out in Appendix 1 of the Model Schools Pay Policy.

Part C: Movement To The Upper Pay Range

This section covers details about moving to and progression through the Upper Pay Range.

Applications, Evidence and Assessment

Any qualified Centrally Employed Teacher may apply to be paid on the Upper Pay Range.

All applications must be submitted to the teacher's line manager who will make an assessment in line with this policy. It is the responsibility of the Centrally Employed Teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.

If a teacher is simultaneously employed by another employer (e.g., by another local authority or school), they may submit separate applications if they wish to apply to progress on the Upper Pay Range by the other employer. However, the Council will not be bound by any pay decision made by another employer.

Applications may be made once a year as part of the Performance and Development process. A Centrally Employed Teacher who wishes to be assessed should notify their line manager in writing on the Performance Conversations record using the section on monthly development discussions.

The evidence to be used will mainly be what is available through the Performance and Development process. Other examples may include, pay progression recommendations or a statement which includes a summary of evidence to demonstrate that the teacher has met the assessment criteria. To show sustained performance over time, applications can contain evidence from up to the previous three years. Evidence should be collated and presented by the teacher in the most appropriate format to support the application. For example, a document, presentation, or portfolio. There is no standard form.

An application from a qualified teacher will be assessed by the line manager and deemed successful where the teacher has met their

mandatory, performance and personal development objectives and the line manager is fully satisfied that:

§ The teacher is highly competent in all elements of the relevant standards; and

§ The teacher's achievements and contribution to the service are substantial and sustained.

The line manager's decision will be fully justified in writing and agreed with the Head Of Service (or delegate).

The **Council's indicators** of 'highly competent', 'substantial' and 'sustained' in the context of this pay policy are as follows:

'**Highly competent**' means that we would expect the teacher to demonstrate competence in the areas of:

- pupil progression
- teacher effectiveness
- wider contribution /effectiveness and
- personal and professional development.

'**Substantial**' means that the teacher has at least four years' experience within a classroom setting or has other relevant subject matter or other relevant transferable experience.

'**Sustained**' means that a teacher will be able to supply evidence of at least two consecutive appraisals where the overall assessment of performance has been 'Good' or 'Outstanding'. These will usually be obtained whilst working as a Centrally Employed Teacher for the Council. However, in exceptional circumstances evidence from another source may be considered by the line manager.

The line manager will complete the whole assessment including agreement with the Head Of Service (or delegate) by October 31st at the very latest.

The line manager will notify the teacher of the result of their application as part of the Performance and Development process. The feedback will include information about the appeals process.

If successful, the teacher will normally move to UPS 1 of the Upper Pay Scale, with effect from 1st September, in the next payroll run.

If unsuccessful, feedback will be provided by the teacher's line manager within 10 working days of the decision.

Progression of Centrally Employed Teachers through the Upper Pay Range will be determined *every other year* as part of the Council's Performance and Development process and only by a single point.

Pay progression will be recommended by the line manager to their Head Of Service where a teacher has been assessed as either 'Outstanding' or 'Good' for two consecutive years in the Upper Pay Range and they have fully demonstrated the Council's indicators as set out above.

Part D: Centrally Employed Teachers - Pay Appeals Procedure

The Council is committed to ensuring that appeals against pay decisions meet and are consistent with the requirements of the dispute resolution provisions of employment law.

Centrally Employed Teachers may seek a review of any decision in relation to their pay or any other decision taken by their line manager and or Head of Service that affects their pay.

The list below includes some of the reasons a Centrally Employed Teacher may raise an appeal and seek a review of their pay determination.

That the decision 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 following sets out the order of proceedings:

- 1) The Centrally Employed Teacher receives written confirmation of the pay decision and where applicable the basis on which the decision was made.
- 2) If the Centrally Employed Teacher is not satisfied, they should seek to resolve this by discussing the matter informally with their line manager within ten working days of the decision.
- 3) Where this is not possible, or where the Centrally Employed Teacher continues to be dissatisfied, they may follow the appeal process.
- 4) The Centrally Employed Teacher should set down in writing the grounds for questioning the pay decision and send it to their line manager, within ten working days of the discussion referred to above (in point 2).
- 5) The line manager should discuss the appeal and work with their HR Business Partner to arrange a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the Centrally Employed Teacher an opportunity to make representations in person. The hearing can be chaired by either the Director or Assistant Director of the Service. Following the hearing the Centrally Employed Teacher should be informed in writing of the decision which is final.

The Centrally Employed Teacher is entitled to be accompanied by a work colleague or union representative.

Each step and action of this process must be taken without unreasonable delay.

The timing and location of formal meetings must be reasonable.

Formal meetings must allow both parties to explain their cases.

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

§ Introductions and outline of roles (e.g., Chair, Centrally Employed Teacher, work colleague / representative, line manager, HR Business Partner, witness(es), meeting minute taker).

- **Note:** Confirmation of any witness(es) attending (these must be communicated to the Director or Assistant Director of the Service in advance of the meeting).

§ The Centrally Employed Teacher or their representative states their case and presents any witnesses.

§ The Chair asks questions.

§ The line manager ask questions.

§ The line manager states their case.

§ The Chair asks questions.

§ The Centrally Employed Teacher or their representative ask questions.

§ The Chair sums up both sides.

§ The Chair and HR Business Partner adjourn for deliberation.

§ The Chair reconvenes the meeting and informs all parties to their decision.

§ Written notification of the decision is sent to the Centrally Employed Teacher and the line manager. The meeting minutes/notes are published to all attendees.

Part E: Questions and Answers

Q1: At WSCC we refer to Centrally Employed Teachers. How are Centrally Employed Teachers referred to in the School Teachers' Pay and Conditions Document (STPCD)?

A1: The STPCD refers to 'unattached teachers'.

Q2: Is a Centrally Employed Teacher, who is nominally based at one of the Council's Crawley locations (e.g., Crawley Library) but whose work will require them to travel around the County to perform their role at other locations, entitled to be paid the Fringe rate for their pay point?

A2: No. The Fringe rate would only apply to staff who are working full time in Crawley.

Q3: What hours should Centrally Employed Teachers work?

A3: Centrally Employed Teachers are covered by the STPCD just like any other teacher, which refers to directed time. This is when teachers are 'directed' (by their headteacher if working in a school) to be at work *and* available for work. For full-time teachers, this works out as 1,265 hours (maximum) per academic year, spread out over 195 days (teachers can be required to teach on 190 days which is the maximum length of the pupil year and work on a further five non-teaching days (INSET days). Hours for part-time teachers are pro-rated.

Q4: What is the policy for Centrally Employed Teachers regarding leave (holiday) and directed time?

A4: Each year, the Council publishes a document which sets out its recommended school term and holiday dates for the academic year in West Sussex. This is sometimes referred to as the Standard School Year. These dates apply to Centrally Employed Teachers in the same way as they apply to teachers working in schools. The Discretionary Leave Policy applies for leave taken during normal term time.

Q5: Where are the Pay Policy and Appraisal Policy documents held for Centrally Employed Teachers to access?

A5: These documents are held on the Council's intranet site.

Q6: The Council uses Job Evaluation, does this apply to job roles performed by Centrally Employed Teachers?

A6: No, the Council's Job Evaluation processes do not apply to job roles linked to teaching terms and conditions.

Q7: What are 'INSET days' and do Centrally Employed Teachers (CETs) attend them?

A7: The STPCD refers to directed time. This is when all teachers, including CETs, are 'directed' to be at work *and* available for work. For full-time CETs, this works out as 1,265 hours (maximum) per academic year, spread out over 195 days. CETs can be required to teach on 190 days which is the maximum length of the pupil year and work on a further five non-teaching days (known as 'In Service Training' days or 'INSET days' for short). INSET days are for Continuing Professional Development, such as education and training, planning, and administrative activities. CETs should attend INSET days just as a teacher in a school does. As a headteacher of a school would do, the service leader should (a) determine and publish in advance the dates for the five INSET days for each academic year and (b) make arrangements for the organisation of the activities for each of those five INSET days.

Q8: Can Centrally Employed Teachers (CETs) claim travel expenses?

A8: Yes, refer to the Council's [Business Travel Policy](#) on the intranet for more information.

WRITTEN BY KMG SHRS 20/09/2021 FINAL DRAFT 01/10/2021. UPDATED 14/10/2021. FINALISED 18/11/2021.

DOCUMENT UPDATED BY KMG SHRS 10/08/2022 AND 30/09/2022 AND 14/10/2022.

DOCUMENT REVIEWED BY KMG SHRS 21/07/2023.

DOCUMENT REVIEWED BY KMG SHRS 29/09/2023 – NO CHANGES MADE.

DOCUMENT FINALISED BY KMG SHRS 20/10/2023.

DOCUMENT UPDATED BY KMG HR POLICY TEAM 26/09/2024 – TO REFLECT CHANGES IN STPCD TO REMOVE REQUIREMENT FOR PERFORMANCE RELATED PAY.

DOCUMENT FINALISED BY KMG HR POLICY TEAM 25/10/2024

END OF APPENDIX 2

Appendix 3; relates to perform related pay. Thakeham Primary School adheres to WSCC's preferred policy and so this appendix does not apply.

Appendix 4 - Appeals Procedure

Introduction

This appeals procedure can be used by teachers who are dissatisfied with a pay recommendation, and by teachers who are dissatisfied with a decision not to admit them to the Upper Pay Range. The wording of the appeals procedure refers only to 'pay recommendation' but this should be read to mean both types of appeal. The wording also refers to 'teacher' but this should be read to mean 'teachers', members of the School's Leadership Group, and the School's Headteacher.

A key aspect of the process described below is the opportunity for a teacher to informally discuss a pay recommendation prior to it being confirmed by the School's Governing Body Pay Committee, this is Stage 1

which will help to ensure that the School's Pay Policy and the decisions made about teachers' pay are seen as transparent and fair. The opportunity to informally discuss a pay recommendation before it is actioned and confirmed (i.e., stage 1) may also mitigate the need for the more formal stages 2 and 3.

Stage 1– informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation

Any teacher, including a member of the Leadership Group and the Headteacher, who is dissatisfied with a pay recommendation, has the opportunity to informally discuss the recommendation with the Headteacher or appraiser before it is put forward to the Pay Committee to be actioned and confirmed by the School. This should be done within 5 working days of being advised of their appraiser's initial decision.

The Headteacher (*) should meet separately with both the teacher and their appraiser (i.e., the person who made the decision about the pay recommendation) to discuss the teacher's concerns and the appraiser's rationale for their decision, as well as considering the teacher's representations.

Note: (*) if the teacher raising the concerns is the Schools' Headteacher then this should be the Chair of the Governing Body.

Members of the School's Leadership Group should meet with their appraiser to discuss the pay recommendation and put forward their representations as to why they disagree with their appraisers' decision.

Stage 2 – a formal representation to the person or governors' committee making the pay determination

If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made, they may make representation to the person (or

Governing Body committee) making the decision. To begin the process the teacher should submit a formal written statement to the person (or Governing Body committee) making the determination, setting out in writing the grounds of their disagreement with the pay recommendation.

The teacher is given the opportunity to make representations, including presenting evidence, calling witnesses, and the opportunity to ask questions at a formal meeting with the person (or Governing Body committee) who will make the pay determination. Following this meeting the person (or Governing Body committee) will make a pay determination that will be communicated to the teacher in writing.

If following informal discussion, the teacher feels an incorrect recommendation about their pay will be made to the Governing Body's Pay Committee, they may make a formal appeal to that Pay Committee.

The appeal must be submitted no later than 5 working days before the Pay Committee sits to ratify the pay decisions.

The teacher must submit their appeal in writing and state the grounds on which they believe their pay recommendation is incorrect. This may be because they believe:

§ The School's Pay Policy has been incorrectly applied.

§ A provision of the STCPD has been incorrectly applied.

§ Proper regard has not been given to the statutory guidance.

§ Proper account of the relevant evidence has not been taken.

§ The appraiser has taken account of irrelevant or inaccurate evidence.

§ The appraiser was biased.

§ They have been unlawfully discriminated against.

Note: This list is indicative rather than exhaustive. Any additional evidence the teacher wishes to be considered by the Pay Committee must be submitted with their appeal letter.

The Pay Committee should be convened within 5 working days of receipt of the teacher's appeal to hear the appeal if no pre-arranged date for the consideration of appeals has been specified.

The teacher should attend the appeal meeting and have the opportunity to make representations, present evidence, and call witnesses in support of their case.

The Pay Committee will, having considered all the evidence, make a pay determination for that teacher, and will confirm this in writing to the teacher within 5 working days of the appeal meeting.

This means that the teacher's case is dealt with separately from the other pay recommendations.

Stage 3 – A Formal Pay Appeals Panel Hearing

Should the teacher not agree with their pay determination, they may appeal to the Chair of the Governing Body and have an appeal hearing before a Pay Appeals Panel of governors.

The teacher must submit their appeal in writing and state the grounds on which they believe the pay determination is incorrect (as described in Stage 2). In addition, the teacher must include any additional evidence they wish to be considered by the Pay Appeals Panel.

The appeal must be lodged within 5 working days of receiving confirmation of the pay determination from the Pay Committee.

The Pay Appeals Panel may be advised by a representative of the Local Authority. Where there is no pre-arranged appeal date, the appeal must be arranged to be held within 5 working days of receipt of the teacher's notice of appeal. This timescale may be extended to allow the Local Authority representative to attend.

In the hearing before governors, both the teacher and the management representative will have the opportunity to present their evidence and call witnesses; the parties will also be able to question each other. The governors sitting on the Pay Appeals Panel are permitted to ask exploratory questions.

Having heard the appeal, the Pay Appeals Panel must reach a decision, which it must relay to the teacher in writing, including their rationale for reaching the decision. The Pay Appeals Panel's decision is final and, as set out in Section 3 of the STPCD, there is no recourse to the grievance procedure. This is because the pay hearings and appeals procedure perform the function of the grievance procedure on pay matters.

Stage 3 Pay Appeals Panel Hearings - Overview

It is recommended that the Pay Appeals Panel should comprise no less than three governors who were not involved in previous discussions regarding the teacher's pay determination. One of the governors will be appointed to act as the Chair of the Pay Appeals Panel.

Governors on Pay Appeals Panels should be familiar with the school's Pay Policy and Appraisal Policy.

To ensure that appeals are properly considered, the School's Governing Body should consider any training needs that their members have, including duties placed on the School by the Equality Act 2010 and the ACAS Code of Practice (Disciplinary and Grievance Procedures).

Teachers making representation at stage 2 and making an appeal at stage 3 may be accompanied by a work colleague or representative from a professional organisation or trade union.

The Chair of the Pay Appeals Panel will invite the appraising manager to the hearing, as the management representative, to understand the rationale for their decision.

Pay appeals should be formally clerked and a note of proceedings should be produced.

Procedure For Conducting Stage 3 Pay Appeals Panel Hearings

Introductions

§ The Chair of the Pay Appeals Panel opens the meeting, introduces everyone on the Panel, explains what the role of the Panel is, then outlines the order of the hearing.

§ The Chair should also confirm which documents are to be used in the meeting. If there are additional documents to be added, or there are any discrepancies, the meeting will be adjourned to enable the documents to be copied and read.

Clerk takes notes of the hearing.

The Teacher's Case

The Chair of the Pay Appeals Panel will ask the teacher to explain their reason for the appeal.

§ The teacher or their representative presents the teacher's case providing any supporting evidence, including from witnesses (if any).

§ The management representative has the opportunity to question the teacher.

§ The Chair asks questions and subsequently opens the discussion to the panel.

Note 1: The teacher cannot introduce new grounds for raising an appeal.

Note 2: The teacher must have provided prior notice to the Chair of the Pay Appeals Panel that they intended to invite witnesses to the hearing.

Note 3: The witnesses can be asked questions by the teacher, the Chair of the Appeals Panel, other Panel members, and the management representative.

The Management Case

§ The management representative presents management case, providing any evidence to support their case, including any witnesses.

§ The teacher or their representative has the opportunity to question the management representative.

§ Chair asks questions and subsequently opens the discussion to the panel

Note 1: The management representative must have provided prior notice to the Chair of the Pay Appeals Panel that they intended to invite witnesses to the hearing.

Note 2: The witnesses can be asked questions by the management representative, the Chair of the Appeals Panel, other Panel members, and the teacher.

Summarising And End Of Hearing

§ Teacher or their representative sums up the teacher's case.

§ Management representative sums up the management case.

§ If appropriate, the Chair can sum up the key points on both sides. Chair will then adjourn the hearing. The teacher and the management representative must leave the meeting and will play no part in the Panel's deliberation.

§ The teacher and their representative only should remain available to be called back into the meeting once the Panel's appeal deliberation and decision making is complete. The management representative is free to leave at this point.

Appeal Deliberation And Decision Making

During the adjournment, the Chair of the Appeals Panel and the other governors on the Panel will consider all the information that they have heard during the hearing and reach a balanced decision.

The main points of panel discussion and the rationale for their decision must be recorded by the Clerk in the notes of the meeting.

The Appeals Panel will obtain HR advice, if required, to inform its decision-making.

Communication Of Decision

The teacher and their representative will then be asked to re-join the meeting. They will be given the outcome verbally, and this will be confirmed in writing within 5 working days.

If the Appeals Panel cannot reach a decision on the day, the teacher and their representative will be told this and advised of the outcome of the meeting in writing within 5 working days.

If the appeal is not upheld (i.e., rejected), then a summary of the evidence considered and the reason for the decision should be given in writing to the teacher, as part of the outcome letter.

If the appeal is upheld, then a summary of the evidence considered and reason for the decision should also be included in writing in the outcome letter.

With both outcomes of the appeal, it is the responsibility of the School's Headteacher to ensure that the correct adjustment is made to the teacher's pay (or Chair of the Governing Body in situations where the appeal has been made by the Headteacher).