



Holy Trinity CE Academy

Policy for Determining Teachers' Pay

Review Date	Ratified By	Ratification Date by Governing Body
26.11.26	A. Gedling - Chair of Governors	26.11.25
26.11.26	T. Murphy - Head Teacher	26.11.25

1. Our Council Values

Our Values are the things we most care about. In applying every policy and process, we must consider and uphold our PROUD Values. These define what we stand for as an organisation, how we work and how we act.

- Professional – we uphold high standards.
- Respectful – we value people.
- Open and honest – we trust each other.
- Understanding and engaging – we care about people.
- Deliver what we say we will - we provide great services.

Under each Value is a set of guiding behaviours. These apply to every person who works for or represents South Tyneside Council. They are our promise to residents, each other and to all who interact with the Council.

2. Purpose

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) and has been consulted on with the recognised professional associations. A copy of this policy and all relevant documents on pay and conditions will be made available to staff by the school.

In adopting this Pay Policy, the aim is to:

- Assure the quality of teaching and learning at the school
- Support recruitment and retention of a high-quality workforce
- Enable the school to recognise and reward teachers appropriately for their contribution to the school.
- Ensure that decisions on pay are managed in a fair, objective and transparent way.

Pay decisions at this school are made by the Governing Board which has been delegated certain responsibilities and decision-making powers to the Pay Committee as set out in Appendix One. The Pay Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the Governing Board, and shall have full authority to take pay decisions on behalf of the Governing Board in accordance with this policy. The Head Teacher/Principal shall be responsible for advising the Pay Committee

on its decisions.

3. Pay Reviews

The Governing Board will ensure that each teachers' salary is reviewed annually with effect from 1st September and that each teacher is notified of the outcome by no later than 31st October each year (31st December for Head Teachers) and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

The Governing Board will ensure that the salary of an Early Career Teacher is reviewed after each year of their statutory induction period.

Reviews may take place at other times of the year to reflect and changes in circumstances or job description that leads to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

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

Where a teacher is absent for a significant period of time, for example long term sickness absence or maternity, performance and pay reviews will still be undertaken for that member of staff.

For a teacher that has had an extended period of absence due to maternity or sickness, the agreed appraisal objectives may be revised, before or following the teachers' return to work, or the length and impact of the absence on the teacher's ability to achieve the objectives will be taken into account in the assessment at the end of the appraisal cycle.

4. Basic Pay Determination on Appointment

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

In making such determinations, the relevant body may take into account a range of factors, for example:

- The nature of the post
- The level of qualifications, skill and experience required
- Market conditions
- The wider school context

When determining the starting pay for a classroom teacher who has previously worked in a local authority-maintained school or academy in England, the relevant body will pay the teacher on the Main Pay Scale or Upper Pay Range, at a scale point which at least maintains the teachers' previous pay entitlement.

In circumstances where a different determination is made, the reasons for the determination will be recorded in writing, following discussions with the applicant with a view to reaching agreement on starting pay.

When determining the starting pay for a classroom teacher taking up their first appointment as a qualified teacher, the relevant body will normally pay the teacher on the minimum point of the Main Pay Range.

The relevant body may consider awarding additional points for relevant experience on the following basis:

- One point for each year of employment as a qualified teacher in higher or further education, including sixth form college or independent schools in England
- One point for each year of employment as a qualified teacher within state sector schools outside England.
- One point for each three years' experience outside of teaching which the relevant body considers to be of value to the performance of the teacher's duties e.g. industrial or commercial training, work in occupational relevant to the teachers work at the school, and experience with children/young people.

5. Classroom Teacher Posts

The Governing Board has established the following pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range

Main Pay Scale - England

1	£32,916
2	£34,823
3	£37,101
4	£39,556
5	£42,057
6	£45,352

Upper Pay Scale - England

1	£47,472
2	£49,232
3	£51,048

The Governing Board undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

6. Leading Practitioner Teacher Posts

The Governing Board has established the following pay scale for Leading Practitioner posts paid on the Leading Practitioner Pay Range:

Leading Practitioner - England

Minimum**	£52,026
Maximum**	£79,092

(**Minimum and maximum salary values as in STPCD 2025)

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for TLR payment structure.

When determining the pay scales for such posts, the Governing Board will do this by reference to the weight of the responsibility of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of different levels of responsibility.

The Governing Board will normally appoint any new Leading Practitioner teacher at the bottom point of the individual post range.

7. Unqualified Teachers

The Governing Board has established the following pay scale for unqualified teachers employed in classroom teacher posts:

Unqualified Teachers - England

1	£22,601
2	£25,193
3	£27,785
4	£30,071
5	£32,667
6	£35,259

8. Leadership Posts (Head Teacher, Deputy, and Assistant Head Teacher)

The pay ranges for the Head Teacher, Deputy Head Teachers[s] and Assistant Head Teacher[s] will be determined in accordance with the criteria specified in the STPCD 2025 and ensuring fair pay relativities.

The Governing Body has established the following pay ranges for the Head Teacher, Deputy Head Teacher[s] and Assistant Head Teachers[s]:

Head Teacher pay range:

[insert the school's 7 point range for Head Teacher – awaiting confirmation.]

Deputy Head Teacher pay range:

[insert the school's 5 point range for Deputy Head Teachers awaiting confirmation.]

Assistant Head Teacher pay range

[insert the school's 5 point range for Assistant Head Teachers]

Discretionary payments to the Head Teacher will be determined in accordance with the provisions of the STPCD 2025 and will be reviewed annually.

The Governing Board will normally appoint new leadership teachers at the bottom point of the relevant pay range.

The Governing Board will pay teachers as Deputy or Assistant Head Teachers only where the Governing Board is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holder, and that the role;

- a) Is focused on teaching and learning;
- b) Requires the exercise of a teacher's professional skills and judgement;
- c) Requires the teacher to lead and manage the school through.
 - Development of teaching and learning priorities across the school

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- Accountability for the standards of achievement and behaviour of pupils across the school.
 - Accountability for the planning and deployment of the school's resources.
 - Leading policy development and implementation across the school in accordance with statutory provisions.
 - Managing whole school operational activity.
 - Working with external bodies and agencies; and
 - Securing pupils access to their educational entitlements;
- d) Has an impact on the educational progress of the school's pupils
- e) Involves leading, developing and enhancing the teaching practice of the school's staff; and
- f) Includes line management responsibility for a significant number of people and/or the line management or other line managers

In the case of a Deputy Head Teacher post, the Governing Board must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Head Teacher employed in the same school, including responsibility for discharging in full the responsibilities of the Head Teacher in their absence.

9. Pay Progression

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 future development and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the School's Appraisal Policy.

Teachers will be awarded pay progression unless they are subject to capability procedures. In the case of Early Career Teachers, pay decisions will be made by means of the statutory induction process. Early Careers Teachers in their induction period will be awarded pay progression following the successful completion of each year of their induction.

All appraisals must result in a pay recommendation being made, including recognition that a teacher is at the top of their pay range. The Governing Board will ensure that appropriate funding is allocated for pay progression for all eligible teachers.

Pay progression will normally be by one increment.

10. Classroom Teachers on the Upper Pay Range

Classroom teachers will be awarded pay progression on the Upper Pay Range following two successful consecutive performance management/appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Teachers on the Upper Pay Range must continue to satisfy the Upper Pay Range criteria as outlined in Appendix 4 of this Policy.

Teachers on the Upper Pay Range should also be highly competent in the Teacher Standards and their achievements and contribution to the school should be substantial and sustained.

11. Movement to the Upper Pay Range

Applications and Evidence

Any eligible 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 or not they wish to apply to be paid on the Upper Pay Range. Decisions made about movement to the Upper Pay Range in one school will not be binding on another school.

Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix Three) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.

The evidence to be used will be that available through the performance management/appraisal cycle. This means that as standards are part of the appraisal process, the expectation is that the teacher will need to provide the evidence as agreed at the start of the appraisal cycle before a decision is made by the appraiser.

Teachers may also gather any evidence that they deem appropriate in relation to their application to be paid on the Upper Pay Range.

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

The Assessment (Upper Pay Range)

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

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

For the purposes of this Pay Policy, the Governing Board will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay

Range criteria (see Appendix Four) have been satisfied as evidenced by two successful and consecutive performance management/appraisal reviews.

In making its decision, the Governing Board will have regard to the two most recent performance management/appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Processes and procedures

Teachers should be notified of the date by which an application form to be paid on the Upper Pay Scale must be submitted. Applications that are submitted after the agreed date will not be considered unless there are exceptional reasons.

The assessment will be made within 10 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from 1 September of the same year and will be placed on Point 1 of that pay scale. If unsuccessful, feedback will be provided by the Head Teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's general appeals arrangements.

Part Time Teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Board 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. Any additional hours worked by agreement from time to time will be paid at the same rate.

Part-time teachers will be paid a percentage of the appropriate full-time equivalent salary in accordance with the provisions of the STPCD. The same percentage will be applied to any allowances awarded to a part-time teacher. From 1st September 2025, this may not be the case with TLRs 1 & 2 (see Para 12 below).

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; periods of employment for less than a day being calculated pro-rata.

Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

Pay increases arising from changes to the STPCD

The school is committed to awarding any nationally agreed pay awards through the School Teachers' Review Body (STRB) pay review process.

12. Discretionary Allowances and Payments

Teaching and Learning Responsibility Payments (TLRs 1,2 & 3)

The Governing Board pays TLR 1 and 2 payments to teachers as outlined in the staffing structure, in accordance with the pay ranges specified in the STPCD 2025 as updated from time to time. The following levels and values will apply:

TLR 1:

[insert the school's pay range and pay points for any TLR1 posts]

TLR 2:

[insert the school's pay range and pay points for any TLR2 posts]

The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payment, the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- (a) is focused on teaching and learning;
- (b) requires the exercise of a teacher's professional skills and judgement;
- (c) requires the teacher to lead, 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.

In addition, before awarding a TLR1 payment, the Governing Board must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

A teacher cannot be awarded a TLR1 and a TLR2 simultaneously but may hold a concurrent TLR3.

Unqualified Teachers may not be awarded TLRs.

From 1st September 2025, the Governing Board may determine the value of any existing or new TLR1 or TLR2 payment is based on the proportion of the TLR responsibility the teacher is undertaking ie the proportion of the full-time equivalent duty. The proportion of duties calculation may also be applicable to part-time teachers (TLR 1 & 2 only).

TLR3 Payments

Before making any TLR3 payment, the Governing Board must be satisfied that the responsibilities meet (a), (b) and (d) of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and

that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

Where the Governing Board wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range of £702 and £3,478) and the duration of payment will be set out clearly.

The Governing Board will ensure that the use of a TLR3 applies only to clearly time-limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges. The pro-rata principle does not apply to any TLR3 award.

No safeguarding will apply in relation to a TLR3 allowance.

Special Educational Needs (SEN) Allowances

The Governing Board will award SEN allowances in accordance with the criteria and provisions set out in the STPCD 2025.

The value of SEN allowances to be paid at the school will be:

[insert the spot value of SEN allowances paid at the school]

Unqualified Teachers may not be awarded a SEN Allowance

13. Acting Allowances

Acting allowances may be paid to teachers who are assigned and carrying out the duties of the Head Teacher, Deputy Head Teacher, or Assistant Head Teacher.

The relevant Committee will, within a four-week period of the commencement of acting duties, determine 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 paid from the first day of absence.

Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

If the relevant Committee determines that an allowance will be paid, any teacher who carries out the duties of Head Teacher, Deputy Head Teacher, or Assistant Head Teacher, will be paid at an appropriate point of the Head Teacher's ISR, Deputy Head Teacher range or Assistant Head Teacher range as determined by the full Governing Board.

14. Other Payments

Recruitment and retention incentives and benefits

Where the Governing Board wishes to make recruitment and retention payments to teachers, the level, duration, and criteria for such payments will be set out clearly in this policy. Such payments will be reviewed annually.

There is no provision within the STPCD 2025 for Head Teachers, Deputy Head Teachers, and Assistant Head Teachers to be awarded a recruitment and retention allowance.

Honoraria

The Governing Board will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

Safeguarding

The Governing Board will operate salary safeguarding arrangements in line with the provisions of the STPCD. No safeguarding will apply in relation to a TLR3 allowance.

15. Appeals

The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

16. Monitoring the impact of the policy

The Governing Board will monitor the outcomes and impact of this policy on a regular basis.

Recognised Trade Unions & Professional Associations are customarily involved with consultations on changes to staffing structures.

17. Equality and Diversity Statement

South Tyneside Council is committed to promoting equality and valuing diversity. An equality check on this policy was carried out in September 2025, and no equality check implications were identified.

Policy approved by:	Policy Review Group
Last updated/reviewed:	September 2025
Date Issued:	September 2025
Date of next review:	September 2026

APPENDIX ONE

REMIT FOR THE PAY COMMITTEE OF THE GOVERNING BOARD

The Pay Committee will comprise at least three governors. All governors, including those employed at the school, will be eligible for membership of the Pay Committee and will be eligible to take part in discussions where their interest is no greater than that of the generality of employees at the school.

Establishment of the policy

The Pay Committee is responsible for:

- establishing the policy, in consultation with the Head Teacher, staff and professional association representatives, and submitting it to the Governing Board for approval.

The Governing Board is responsible for:

- formal approval of the policy.

Monitoring and review of the policy

The Pay Committee is responsible for:

- reviewing the policy annually, in consultation with the Head Teacher, staff and professional association representatives; and submitting it to the Governing Board for approval.

The Governing Board is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy.

Application of the policy

The Head Teacher is responsible for:

- ensuring that pay recommendations for the Deputy and Assistant Head Teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy.
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of the Deputy and Assistant Head Teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the Head Teacher;
 - taking decisions regarding the pay of the Head Teacher following consideration of the recommendations of the governors responsible for the Head Teacher's performance review;
 - submitting reports of these decisions to the Governing Board; and
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- ensuring that the Head Teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Governing Board is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

APPENDIX TWO

PAY APPEALS PROCEDURE

The Governing Board is committed to ensuring that appeals against pay decisions meet the requirements of employment law.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Board (or a Committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

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

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

What follows is intended as a guide as there is no statutory process for schools to follow in terms of hearing pay appeals. A key aspect of the process is the opportunity for a teacher to discuss a pay recommendation prior to it being confirmed by the Governing Board. This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair. The opportunity to discuss a pay decision before it is made may also mitigate the need for the more formal stages two and three.

Stage One – Informal discussion with the Appraiser or Head Teacher prior to confirmation of pay recommendation

A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the Head Teacher or appraiser before the recommendation is actioned and confirmation of the pay decision is made by the school.

Stage Two – Formal written / Verbal representations to the Pay Review Committee.

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 representations to the Pay Review Committee. To begin the process the teacher should submit a formal written statement / representations within 5 working days of receipt of the pay determination, to the Pay Review Committee setting down in writing the grounds for not agreeing with the pay recommendation.

The teacher should be given the opportunity to make representations at a formal meeting with the Pay Review Committee. This meeting should take place within 20 working days following receipt of written notification.

Once the teacher has made their representations the Pay Review Committee will give the Head Teacher / appraiser who made the pay recommendation the opportunity to present their case.

Consideration will be given to a request to present representations on an individual basis.

Following the representations hearing the Pay Review Committee will make a pay determination, which will be communicated within 5 working days to the teacher in writing.

The procedure for the conduct of the representations hearing (Stage 2) shall be as follows.

1. The Chair of the Pay Review Committee will begin by introducing those present.
2. The appellant* will be given an opportunity to make representations to the Committee (copies of the formal representations documents having been given to the Committee members). Witnesses may be called, as notified and at the discretion of the Committee.
3. The Committee shall be given an opportunity to ask questions of the appellant*.
4. The Head Teacher / Appraiser** shall be given an opportunity to present the management case, calling any witnesses as notified and at the discretion of the Committee.
5. The Committee shall be given an opportunity to ask questions of the Head Teacher / appraiser**
6. The Committee to consider the appellant* representations, the Head Teacher/Appraisers** case and any advice and guidance provided by the LA to reach a decision on the matter (a pay determination)/
7. The decision to be notified to the appellant and the Head Teacher/Appraiser** within 5 working days.

Note: *or their representative **or their representative

Stage Three – Formal Appeal Hearing to the Governing Board Appeals Committee.

Upon receipt of the decision of the Pay Review Committee, if the teacher does not agree with the decision, then they should give written notice of their intention to appeal and the grounds for the appeal within 5 working days to the Clerk to the Governing Board or in the case of the Head Teacher, the Chair of Governors.

The Clerk to the Governing Body will then arrange for the appeal to be heard within 20 working days following receipt of the written notice of appeal. The appellant and the Head Teacher / Appraiser will be given at least 5 working days' notice of the hearing.

The appellant and the Head Teacher / Appraiser (whoever made the original determination on pay) will be required to submit their statement of case in writing at least 3 working days before the hearing. The Clerk to the Governing Board will then arrange for the appellant's and the management case to be exchanged ahead of the Appeals Committee being convened.

In the appeal hearing both the teacher and the management representative will have the opportunity to present their evidence, call witnesses, and to question one other. The panel is permitted to ask exploratory questions.

The Appeals Committee will consist of three Governors none of whom should be employees of the school and have not been involved in making the initial pay determination. There should be no conflict of interests of the members of the Appeals Committee.

Having heard the appeal, the panel must reach a decision which it must relay to the teacher in writing, including their rationale for reaching the decision.

The Appeals Committee decision will be given in writing within 5 working days of the appeal hearing. The Appeals Committee decision is final and there is no recourse to the general staff Grievance/Resolving Issues at Work procedure.

For either of the formal meetings (stage 2 or Stage 3) the teacher is entitled to be accompanied by a work colleague or a representative from their trade union (not a family member). 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 (Stage 2 and Stage 3) must allow both parties to explain their cases.

Appeals Hearing Procedure

The procedure for the conduct of an Appeal Hearing (Stage 3) shall be as follows.

1. The Chair of the Appeals Committee will begin by introducing those present.
 2. The appellant* will be given an opportunity to make representations to the Committee on their appeal (copies of the formal appeal documents having been given to the Committee members). Witnesses may be called, as notified and at the discretion of the Committee.
 3. The Head Teacher** shall be given an opportunity to ask questions of the appellant.
 4. The Committee shall be given an opportunity to ask questions of the appellant.
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5. The Head Teacher / Appraiser ** shall be given an opportunity to present the management case, calling any witnesses as notified and at the discretion of the Committee.
 6. The appellant* shall be given an opportunity to ask questions of the Head Teacher / appraiser**.
 7. The Committee shall be given an opportunity to ask questions of the Head Teacher / appraiser**.
 8. The appellant shall have an opportunity to sum up their case.
 9. The Head Teacher / Appraiser** to sum up their response.
 10. The appellant, their representative and the Head Teacher / Appraiser** to withdraw from the meeting.
 11. The Committee to consider the appeal, the Head Teacher/Appraiser's** responses and any advice and guidance provided by the LA to reach a decision on the matter.
 12. The decision to be notified to the appellant and the Head Teacher/Appraiser** within 5 working days.

Note: *or their representative; **or their representative or Chair of the Pay Review Committee

APPENDIX THREE

UPPER PAY RANGE APPLICATION FORM

This form must be submitted by (insert date). NB: This date must be before 31st October in the year of application.

No applications will be considered after this date unless there are exceptional circumstances.

Teacher's Details:

Name: _____

Position: _____

PM/Appraisal Details:

Years covered by planning/review statements

Schools covered by planning/review statements

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria for Upper Pay Progression as outlined in the School Pay Policy, and I submit performance management/appraisal planning and review statements covering the relevant period, together with any other evidence I consider appropriate to my application.

Applicant's Name: _____ Date: _____

Signature: _____

APPENDIX FOUR

UPPER PAY RANGE PROGRESSION CRITERIA

(1) Professional attributes

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

- 3.1 Be flexible, creative, and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.