



Hamwic Education Trust
Pay Policy for Schools
2023-2024

Prepared By:	Head of HR		
Approved By:	HET Board	Date:	
Start Date:	September 2023	Review Date:	August 2024

Summary of Main Changes to STPCD 2023

In line with the recommendations in the STRB's 33rd Report, from 1 September 2023:

A 6.5% increase to all pay and allowance ranges and advisory points, with a 7.1% increase to M1 of the Main Pay Range.

A 6.5% increase for unqualified teachers.

A 6.5% increase for leadership roles.

We are waiting for the final STPCD to be published, however HET will follow the latest STPCD.

Main and upper pay range advisory points

	England (excl. London)			London Fringe		
	2022/23	2023/24 (prospective)	Increase	2022/23	2023/24 (prospective)	Increase
M1	£28,000	£30,000	7.1%	£29,344	£31,350	6.8%
M2	£29,800	£31,737	6.5%	£31,126	£33,150	6.5%
M3	£31,750	£33,814	6.5%	£33,055	£35,204	6.5%
M4	£33,850	£36,051	6.5%	£35,151	£37,436	6.5%
M5	£35,990	£38,330	6.5%	£37,264	£39,687	6.5%
M6	£38,810	£41,333	6.5%	£40,083	£42,689	6.5%
U1	£40,625	£43,266	6.5%	£41,858	£44,579	6.5%
U2	£42,131	£44,870	6.5%	£43,360	£46,179	6.5%
U3	£43,685	£46,525	6.5%	£44,919	£47,839	6.5%

Unqualified teacher pay range advisory points

	England (excl. London)			London Fringe		
	2022/23	2023/24 (prospective)	Increase	2022/23	2023/24 (prospective)	Increase
1	£19,340	£20,598	6.5%	£20,594	£21,933	6.5%
2	£21,559	£22,961	6.5%	£22,810	£24,293	6.5%
3	£23,777	£25,323	6.5%	£25,029	£26,656	6.5%
4	£25,733	£27,406	6.5%	£26,984	£28,738	6.5%
5	£27,954	£29,772	6.5%	£29,203	£31,102	6.5%
6	£30,172	£32,134	6.5%	£31,421	£33,464	6.5%

Teaching and learning responsibility (TLR) payments & SEN allowances

	TLR payment 1 £			TLR payment 2 £		
	2022/23	2023/24 (prospective)	Increase	2022/23	2023/24 (prospective)	Increase
Minimum	£8,706	£9,272	6.5%	£3,017	£3,214	6.5%
Maximum	£14,732	£15,690	6.5%	£7,368	£7,847	6.5%

	TLR Payment 3 £			SEN Allowance £		
	2022/23	2023/24 (prospective)	Increase	2022/23	2023/24 (prospective)	Increase
Minimum	£600	£639	6.5%	£2,384	£2,539	6.5%
Maximum	£2,975	£3,169	6.5%	£4,703	£5,009	6.5%

Hamwic Education Trust Pay Policy for Schools 2023-2024

Summary of sections that MUST be completed by schools (highlighted yellow)

- 6.1 Differentials between those on the Leadership Spine (p 6)
- 9. Pay for Support Staff (p 11)
- 9.1.3 Insert First Aid Allowance (p12)
- 10.1 Insert name of school (p12)
- 10.3 Special Educational Needs (SEN) allowance (p14)
- 12.6 Support Staff (p 16)
- 17. Appendices (p20) and B & C – Support Staff Pay scales and Staffing Structure (p23-24)

Contents

1.	General commitment	5
2.	Pay reviews	6
3.	The pay committee.....	7
4.	Complaints/Appeals	8
5.	Confidentiality	8
6.	Pay of senior staff	9
7.	Use of discretions in basic pay	10
8.	Pay Ranges for teaching staff	11
9.	Pay for support staff	14
10.	Allowances and payments for teachers where relevant nominated body decisions are required	15
11.	Recruitment and retention (R&R) incentives and benefits.....	17
12.	Performance pay	17
13.	Other payments for teaching Staff.....	20
14.	Holiday pay payments	20
16.	Appeals Arrangements	21
17.	Appendices.....	22

All about the child

All about the child

We aim to put the child at the centre of everything we do. We believe that by doing this, it drives our ethos and values to do the best we can for our children.

Our vision is:

- All schools are rated at least good by Ofsted
- All pupils make at least expected progress
- High level of attendance for both pupils and adults
- All pupils and adults kept safe and supported in environments that help them flourish
- All schools and the Trust are financially secure
- Governance to be effective and impactful at all levels

Strategic intents 2023/24

The strategic intents for 2023/34 are set out below:

- Leadership development at all levels – building capacity
 - Curriculum: Broad and diverse all through curriculum
 - Quality First Teaching
 - High standards of behaviour
- Data use – to use data to inform decision making at all levels.

In addition to the above there will be a focus on English, Maths and Secondary provision.

1. General commitment

The Hamwic Education Trust ('the Trust') is committed to:

- Improving outcomes and pathways to employment opportunities for pupils through the provision of the Trust's expertise and the use of resources
- Creating a self-improving school system, based on shared values of respect, perseverance, cooperation and trust
- Holding our schools to account for standards
- Ensuring a collective responsibility and accountability by schools for pupils outcomes in their community
- Developing high quality systems and structures allowing School Leaders to focus on teaching and learning
- Recruiting and developing high quality staff and CPD opportunities
- Meeting the needs of the local communities
- Developing community engagement
- Promoting an all through curriculum by linking learning through the different phases of education
- Retaining individual school's local identity
- Supporting equality, inclusion and diversity through ensuring that decisions on pay are managed in a fair, objective and transparent manner, complying with equalities legislation

The relevant nominated body in this document refers to both the schools local governing body or "individual governing body" and also those schools that have alternative governance structures and have nominated an appropriate body.

The relevant nominated body of the school will seek to ensure that staff are rewarded appropriately for the level of responsibility they carry and the individual contributions they make to the work of the Trust subject only to the constraints of statutory documents, national and local pay structures.

The aim of this pay policy is to enable schools to recruit and retain sufficient staff of suitable quality and number and thereby secure their school improvement objectives.

This policy operates in conjunction with the Trust's performance management policy and capability policy.

All teachers in the Trust are paid in accordance with the statutory provisions of the most recent School Teachers' Pay and Conditions Document (STPCD).

Decisions on the way these discretions are used are the responsibility of the relevant nominated body and the School Leader of each school where appropriate and are set out in this policy.

Support staff in the Trust are paid in accordance with the National Joint Council for Local Government Services' National Agreement on Pay and Conditions of Service (the 'Green Book') and locally agreed conditions of service, as they apply to schools. The Trust will continue to recognise previous employment with local authorities for all staff ('continuous employment').

All pay-related decisions are made taking full account of the Trust and individual school improvement plans. Such decisions are also taken within the framework of current employment legislation, particularly those focussed on equalities.

The school will ensure that each member of staff is provided with a job description/list of duties in accordance with the agreed staffing structure. Job descriptions should be reviewed annually by the employees' line manager, senior leadership team or in the case of the School Leader, the relevant nominated body, in consultation with the individual employee concerned and the Deputy CEO or the CEO in their absence, in order to make any reasonable

changes. This would naturally form part of the performance management discussions between the employee and their reviewer.

The relevant nominated body will actively promote equality in all aspects of school life, particularly as regards to all decisions on advertising of posts, appointing, promoting and paying staff, training and CPD, and staff development.

2. Pay reviews

The relevant nominated body will review every teacher's salary with effect from 1 September and no later than 31 October each year and, within one month of pay determination, give them a formal statement stating what their salary is and how it has been arrived at, and showing 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 affect the structure of the teacher's pay in agreement with the employee. Likewise, individual relevant nominated bodies will review the salary of all support staff at least annually and provide a written salary statement.

School Leader reviews will be completed by 31 December each year. These include:

- School Leader
- Head of School
- Executive School Leader

Where the relevant nominated body wishes to exercise discretion to go outside of the school's pay range, they must first seek approval from the CEO, who will inform the HET Pay and Performance Committee.

- Any increase for Senior Leaders above 2 points will need to be approved by the CEO, who will inform the HET Pay and Performance Committee. Approval by the Executive Team must be sought if a recommendation is made for an employee to increment 3 points or more on the relevant pay scale, or where an honorarium is recommended that would represent more than the equivalent of an increment of 3 points. Approval must be sought prior to any discussion taking place with the employee.

The relevant nominated body will review the salary of all support staff as a result of the performance of the employee. New employees who join the school after December of that year will receive no step progression in April the following year, but will receive the value of any pay award. Unless previously agreed as a condition of employment, performance will be assessed (for pay purposes) in April of the following year.

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

2.1 Absences during the performance management cycle

Employees going on maternity, adoption or shared parental leave should have a performance management cycle completed prior to the beginning of the leave wherever possible. This will contain a pay recommendation for consideration at the school's annual performance management and pay recommendation cycle.

To ensure that employees are not disadvantaged due to absence (for example maternity, adoption leave, shared parental leave or long term sickness, etc.) a person has completed a year of service if they have completed periods of employment amounting to at least 26 weeks in aggregate in the previous school year / previous 12 months. Where a person is absent from work due to pregnancy, maternity leave, adoption leave, shared parental leave, unpaid parental leave or paternity leave, the period of absence counts towards the 26 weeks referred to above.

2.1.1 Teaching staff

Assessment of performance within the academic year may be difficult. Where there is not enough evidence to support a performance rating due to absence, an 'achieved expectations' rating will normally be applied. The exception to this is if the performance rating for the preceding year was 'not met expectations', in which case that rating should apply, unless the School Leader can demonstrate to governors a strongly evidenced argument to change the rating.

2.1.2 Support staff

Individuals who have been absent from work for more than nine months of the year, will have 'achieved expectations' rating applied. The exception to this is if the performance rating for the preceding year was 'improvement required', in which case that rating should apply, unless the School Leader can demonstrate a strongly evidenced argument to governors to change the rating. In cases of absence of less than 9 months of the year, the School Leader will rate the performance based on the period of work in attendance.

For absences other than those detailed above, the relevant nominated body may determine that the period of absence counts as if the person was at work.

3. The pay committee

Decisions on pay will be taken by the relevant nominated body at the school. Where there is a local governing body the committee should consist of a minimum of three governors, elected annually and who are responsible for:

- Taking decisions on the School Leader's pay, in conjunction with either the Trust appointed Standards Officer, Deputy CEO or CEO and subject to successful performance management;
- Considering School Leader or line manager recommendations for the pay of other staff;
- Deciding the school's approach towards the exercising of pay discretions;
- Keeping the school's pay policy up-to-date and under review; and
- Communicating pay decisions to each member of staff in the school.

Where a school has no local governing body, the pay committee will consist of 2 representatives from HET.

The School Leader, and where appropriate, the Chief Executive Officer (CEO) or Trust representative, has a right to attend but the School Leader must withdraw during consideration of their pay. It may also be appropriate for the School Leader to withdraw whilst the pay of the Deputy or Assistant Headteacher is discussed if, for example, a pecuniary interest arises from consideration of differentials. The same principles extend to all other staff governors on the relevant nominated body and the pay committee.

Although the statutory regulations for teachers prevent a School Leader from intervening in the pay recommendations arising out of the review process where that process is fully devolved to a line manager, the School Leader has a right to present a view on any pay inconsistencies that may arise from those recommendations to the Pay Committee. In the case of support staff assessments, a School Leader has the right to comment on these and make governors aware of any inconsistencies and the financial implications of those assessments.

The HET board of Trustees retain responsibility for endorsing any proposed changes to the Trust's pay policy. Any proposed changes should be discussed with and communicated to the staff in writing by the relevant School Leader, and individual governing bodies, to allow for consultation prior to a decision being taken by the Board of Trustees. As part of the consultation process, the Trust will share the proposed policy with the relevant trade unions.

3.1 Pay Progression

The relevant nominated committee will recognise good and outstanding performance of its entire staff by ensuring that they are appropriately rewarded through their salary. The relevant nominated committee expects the majority of employees to be meeting the expectations for their role and they will therefore be rewarded with pay progression, subject to successful performance management. Progression will continue until the employee reaches the maximum of their pay range. Individuals will not progress beyond their pay range, with the exception of those teachers on the main pay range who are successful in their application to progress to the upper pay range.

The relevant nominated committee expects employees to be provided with access to relevant development where that is required to support the achievement of their objectives and progression through the pay range. Where an employee is not meeting the expectations of their role, the relevant nominated committee expects that appropriate support and assistance will be provided, including training, coaching and other development activities as required, and that the individual will be made aware of the potential consequence for their pay progression.

The school will ensure that assessment of performance is fair and transparent and based on appropriate and proportionate evidence, in accordance with the school's policy on performance management. Under the provisions of the Equality Act 2010, adjustments that are reasonable will be considered to enable employees with a disability to perform to the required standard. When setting objectives for an employee covered by these provisions, managers will ensure that the employee has the opportunity to discuss the impact, if any, that their disability could have on the objectives set. In this context the manager will consider whether any adjustments to those objectives, or support to achieve those objectives would be reasonable.

In the context of this section, performance has a broad interpretation and will include conduct as well as capability matters. Any teacher who is subject to the formal Disciplinary Policy, where in exceptional circumstances a breach of Part 2 of the Teachers' Standards is substantiated, may be deemed to not meet the required standard in terms of performance. Likewise, a member of support staff who is subject to the formal Disciplinary Policy may be deemed to not meet the required standard in terms of performance.

The governing body recognises that funding cannot be used as a criterion to determine pay progression and the budgeting process will allow for the potential for pay progression for all employees where there is room on their range or grade, including progression to the upper pay range for experienced teachers on the main pay range. The governing body will ensure consistency and equitable treatment in the determination of performance pay decisions across all groups of staff in the school.

4. Complaints/Appeals

Where a member of staff is dissatisfied with a decision of the nominated relevant body (or School Leader, in the case of threshold assessment and upper pay scale progression), this should be taken up with the School Leader (or the Chair of the committee if it is the School Leader who is dissatisfied) and, if unresolved, then pursued via the nominated body's appeals committee. The grounds for any appeal and process for pursuing it are described in Section 14. Where a school does not have a local governing body, the appeals committee will consist of appropriate representatives from across the Trust.

5. Confidentiality

The elements of the school pay policy will be shared and discussed openly with the staff. Individual pay decisions will be handled confidentially between the Pay Committee or the relevant nominated body, School Leader and the staff concerned. Where pay information is requested by the wider governing body or Ofsted it will be anonymised.

6. Pay of senior staff

The relevant nominated body will set salary ranges for staff on the leadership spine (having regard to the content of the current statutory STPCD). Progression through relevant pay ranges will be dependent on the factors described in section 9 of this policy.

6.1 Differentials between those on the leadership spine

For individuals appointed to a leadership post on or after 1st September 2014 or whose responsibilities have significantly changed on or after that date, then the latest STPCD leadership group pay should be followed (STPCD 2023).

The relevant nominated body has established the following pay ranges for the School Leader, deputy headteacher(s) and assistant headteacher(s):

Headteacher pay Range	L15-21
Deputy headteacher pay range	L6-10

The relevant nominated body will normally, subject to discretion, appoint new leaders, at the bottom of the relevant pay range.

The relevant nominated body will pay teachers as Deputy or Assistant Headteachers only where the relevant nominated body 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 holders, and that the role; –

- (a) is focused on teaching and learning;
- (b) requires the exercise of a teacher's professional skills and judgment;
- (c) requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the school;
 - 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 of other line managers.

In the case of a Deputy Headteacher post, the relevant nominated body must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Headteacher employed in the same school, including responsibility for discharging in full the responsibilities of the School Leader in the absence of the School Leader.

The following must be taken into account when determining pay for those on the leadership scale:

- a. the ranges of the Deputy and/or Assistant Headteachers will not overlap the range of the School Leader;

- b. in setting the range for those on the leadership pay ranges, consideration is given to the salary of the classroom teachers in the school in setting the range for those on the leadership pay ranges, the bottom of the relevant ranges shall always be above the salary of the notionally highest paid teacher as defined.

7. Use of discretions in basic pay

7.1 Basic pay determination on appointment

The relevant nominated body 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 line with the schools ISR, Trust pay policy, STPCD and support staff job evaluation with the exception of School Leaders who require the approval of CEO/Deputy CEO. All new posts should be job evaluated through the HET HR team.

In making such determinations, the relevant nominated committee may take into account a range of factors, including:

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

7.2 Teachers

Application of experience points

There will be one increment for each year of teaching as laid down in the STPCD except where the relevant nominated body has previously notified the teacher, in writing and as part of a formal procedure, that an experience point is being withheld due to unsatisfactory performance. A teacher on the main pay range must be paid such salary within the minimum and maximum of the main pay range. A teacher on the upper pay range must be paid such salary within the minimum and maximum of the upper pay range.

7.3 Discretionary experience points

When making an appointment to the pay scale for classroom teachers, the relevant nominated body will consider awarding an extra point or points on the scale in recognition of other relevant experience and subject to standards that would not attract mandatory experience points in the following circumstances:

- one point on the pay scale for classroom teachers for each year of service as a qualified teacher in an academy, city technology college or independent school, or in another country within the European Economic Area in the maintained sector of the country concerned.
- one point on the pay scale for classroom teachers for each period of one year service as a qualified teacher in an overseas school outside the European Economic Area in the maintained sector of the country concerned.
- one point on the pay scale for classroom teachers for each period of one year relevant service teaching in further education, including sixth form colleges.
- one point on the pay scale for classroom teachers for each period of one year relevant service teaching in higher education.
- one point on the pay scale for classroom teachers for each period of three years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.

If experience points have been awarded to a classroom teacher by a previous establishment, these will be considered to be part of that teacher’s entitlement when they take up employment in the Trust unless they take up a position with less responsibility.

8. Pay Ranges for teaching staff

A teacher on the main pay range must be paid such salary within the minimum and maximum of the main pay range.

8.1 Main pay range

Structure for qualified teachers (other than leadership group members).

Main Pay Range	1 Sept 2023 £ p.a.
M1 Minimum	30,000
M2	31,737
M3	33,814
M4	36,051
M5	38,330
M6 Maximum	41,333

A teacher on the upper pay range must be paid such salary within the minimum and maximum of the upper pay range.

Upper Pay Range	1 Sept 2023 £ p.a.
U1 Minimum	43,266
U2	44,870
U3 Maximum	46,525

The school will advertise the level of salary appropriate for the role being offered during the advertisement process and an appropriate level of salary will be determined when the job is offered. There is no assumption that a teacher will be paid at the same rate they were being paid in the previous school. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

Where the advertisement states that the position was for a main pay range classroom teacher, appointments to the upper pay range will not normally be considered.

8.2 Part-time teachers

Teachers employed on an on-going basis in the Trust but who work less than a full working day or week are deemed to be part-time. The relevant nominated body will provide 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.

8.3 Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. A full working year consists of 195 days. Teachers who work less than a full day will be paid in proportion to the length of the school day. Agencies should agree charges with the school prior to commencement of supply.

8.4 Unqualified teachers

The relevant nominated body may, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, may consider any relevant qualifications and experience. The relevant nominated body will appoint unqualified teachers above the minimum point on the unqualified teachers' pay scale in the following circumstances:

- One point for a recognised overseas teaching qualification.
- One point for a recognised post-16 teaching qualification.
- One point for a recognised qualification relevant to their subject area.
- One point on the scale for each period of one year school teaching as an overseas trained teacher.
- One point on the scale for each period of one year relevant teaching in further or higher education.
- One point on the scale for each period of three years spent outside teaching but working in a relevant area. This includes industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.

The relevant nominated body will pay an unqualified teachers' allowance (above point 6 on the scale) to unqualified teachers when relevant nominated body consider their basic salary is not adequate having regard to their responsibilities, qualifications, experience and any recruitment difficulties. The value of the allowance will be determined according to the individual circumstances, in line with the statutory criteria below:

- the teacher has sustained additional responsibility focused on teaching and learning and requiring a teacher's professional skills and judgement

Or

- the teacher has qualifications/experience which bring added value to role

The current pay scales for unqualified teachers are;

Unqualified Scale	1 Sept 2023 £ p.a.
1	20,598
2	22,961
3	25,323
4	27,406
5	29,772
6	32,134

8.5 Upper Pay Range

Progression on UPS will be based on performance related to the 'Teaching Standards' criteria.

The clarification of the application of the criteria for upper pay scale progression will be taken fully into account.

Only in exceptional circumstances will post-threshold teachers be awarded a further point on the upper pay scale more frequently than at two yearly intervals.

Where a teacher is a post-threshold teacher by virtue of STPCD 2023, the nominated body may determine which point on the upper pay scale to place them, rather than being required to place them on to U1. When doing so, the nominated body should consider any pay progression which such teachers made in their previous employment which was based on an assessment of standards and contribution comparable to the requirements for progression on the upper pay scale; and should not unreasonably withhold appointment at the equivalent point on the upper pay scale unless they take up a position with less responsibility.

8.6 Upper Pay Range Assessment

Any qualified teacher may apply to be paid on the upper pay range and 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.

Any qualified teacher who wishes to be assessed against the upper pay range in this school must apply by no later than 31 October in the year in which they wish to progress. If the teacher is successful, the teacher will be moved to the bottom of the Upper Pay Range, backdated to 1 September of that same year.

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.

All applications should include the results of reviews or appraisals, including any recommendation on pay (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). Applications should contain evidence from the last two annual appraisals undertaken ensuring that teachers who have had breaks in service are treated equitably.

An application from a qualified teacher will be successful where the relevant nominated 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, for example, performance 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
- "Substantial" means, for example, of real importance, validity or value to the school; play a critical part 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 pupil's learning
- "Sustained" means, for example, maintained continuously over a period of 2 school years.

Determinations that a teacher meets these upper pay range criteria are only valid for salary within this school.

The application will be assessed by the School Leader who will make a recommendation to the relevant nominated body.

The assessment will be made within 20 working days and the applicant will receive a written response to their application.

If successful, applications will move to the upper pay range at the beginning of the next academic year. The School Leader will decide where on the upper pay range a successful teacher is placed, and, if teachers, can start further up the range this will be based on considerations including:

- the nature of the post and the responsibilities it entails
- the level of qualifications, skills and experience of the teacher

If unsuccessful, feedback will be provided in writing by the School Leader within 20 working days.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the appeals arrangements (section 14 of this policy).

9. Pay for support staff

Support staff are paid under the terms of the National Agreement on Pay and Conditions of Service for Local Government Services (the “Green Book”) and the relevant local authority’s grading structure and conditions of service (prior to 1st June 2016). The relevant nominated committee will ensure that the grading of support staff is commensurate with the level of responsibility they hold, having regard to the pay structure recommended by Southampton City Council (Appendix B). The grading of support staff posts will be determined using the relevant job evaluation scheme. Any appeals arising from the outcome of the scheme will be made in accordance with section 14.

9.1 Part-time support staff

Support staff employed on an on-going basis at the school who work less than a full working day or week, and/or who work less than 52 weeks per year, are deemed to be part-time. The salary of part-time support staff is calculated against a reference of 37 hours per week for full-time staff. The salary of support staff who are employed on contracts of less than 52 weeks per year is calculated based on their actual working weeks, adjusted to take account of their annual leave entitlement which is based on grade and length of service. The salary for all support staff is paid in 12 equal monthly instalments across the year.

9.2 Discretionary points

9.2.1 New to education

Starting at the bottom of the scale an additional point can be awarded for every 3 years’ worth of experience relevant to the role.

9.2.2 Transfer/education

It is normal practice to pay a new staff member, transferring from the Local Authority or external school, to the closest point they are currently being paid at, assuming they are carrying out the same role.

9.2.3 First aid payment

A School Leader may designate a first aider, from its staff, who had a qualification approved by the HSE to provide first aid to staff and others at their school, as necessary. They may also take delegated responsibility for the checking and maintenance of first aid resources - medical box, information, updating of local procedures, etc. The

designated first aider (who has undertaken a 3 day course) will receive a first aid allowance of (£) per annum, pro-rata for part-time staff.

This allowance is not payable to qualified first aiders or persons 'appointed' to look after checking and maintenance of first aid resources - medical box, information, updating of local procedures, etc. who are not designated as a first aider for their school i.e. holding a first aid certificate alone does not entitle an employee to the first aid allowance.

10. Allowances and payments for teachers where relevant nominated body decisions are required

This section sets out the payments determined to be payable in this school to certain groups of employees and/or specific post holders. A teacher in receipt of a safeguarded salary may have the value of that safeguarding reduced or removed, depending on the allowance being paid to that teacher, for example, if a teacher is in receipt of a safeguarded sum, but they then receive a TLR, SEN or other allowance that takes them over the safeguarded sum, the safeguarded amount may need to be reduced or removed depending on the TLR, SEN or other allowance that the teacher is paid.

10.1 Teaching and learning responsibility payments (TLRs)

TLRs will be awarded to the holders of posts indicated in the attached staffing structures (Appendix C). The attached staffing structures define the post title, level and value of TLRs awarded within Woolston Infant School.

TLRs are awarded to classroom teachers who undertake a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which he/she is responsible and accountable. Before awarding a TLR, each relevant nominated body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that all the criteria for awarding a TLR as specified in the STPCD are met.

The relevant nominated body may award a TLR1 or TLR2 to a teacher for undertaking a sustained additional responsibility in the context of their staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is accountable.

Having decided to award a TLR, the relevant body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with their pay policy, provided that:-

- a) the annual value of a TLR1 must be no less than £ 9,272 and no greater than £ 15,690
- b) the annual value of a TLR2 must be no less than £3214 and no greater than £ 7,847; and

The relevant nominated body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 must be no less than £ 639 and no greater than £ 3,169. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher, the value should not be amended to reflect the part-time hours of the individual in receipt of the award. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

Before awarding any TLR the relevant nominated body 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 and 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, the relevant nominated body must be satisfied that the sustained additional responsibility referred to in STPCD 2023 includes line management responsibility for a significant number of people. Each relevant nominated body will review the level of payment or benefits annually.

10.2 Teaching and Learning Responsibility Points 2023

Payment 1 (TLR1)	
Minimum	9,272
Maximum	15,690
Payment 2 (TLR2)	
Minimum	3,214
Maximum	7,847
Payment 3 (TLR3) – Fixed Term	
Minimum	639
Maximum	3,169

TLR1	£	TLR2	£	TLR3	£
1.1	9,272	2.1	3,213	Min	639
1.2	9,626	2.2	3,566	Max	3,169
1.3	9,980	2.3	3,923		
1.4	10,337	2.4	4,278		
1.5	10,694	2.5	4,634		
1.6	11,049	2.6	4,992		
1.7	11,408	2.7	5,347		
1.8	11,766	2.8	5,704		
1.9	12,121	2.9	6,061		
1.10	12,479	2.10	6,418		
1.11	12,834	2.11	6,774		
1.12	13,188	2.12	7,131		
1.13	13,545	2.13	7,488		
1.14	13,901	2.14	7,847		
1.15	14,259				
1.16	14,616				
1.17	14,971				
1.18	15,324				
1.19	15,690				

10.3 Special educational needs (SEN) allowance

Special Needs Allowance	Annual £
SEN1	2,538
SEN2	5,009

An additional payment is available for taking on SEN responsibilities. An SEN allowance of no less than £2,538 and no more than £5,009 per annum is payable to a classroom teacher.

SEN allowances will be awarded to the holders of posts indicated in the attached staffing structure.

SEN allowances are awarded to a classroom teacher:

- a. In any SEN post that requires a mandatory SEN qualification*.
- b. In a special school
- c. Who teaches pupils in one or more designated special classes or units in a school
- d. In any non-designated setting that is analogous to a designated special class or unit, where the post
 - i. involves a substantial element of working directly with children with special educational needs and
 - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs and
 - iii. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school

*A mandatory qualification as referred to in paragraph a. is a mandatory qualification required for teaching groups of children who are hearing, visually or multi-sensory impaired. It does not refer to the National Award for SEN Co-ordination. A teacher who has the National Award for SEN Co-ordination must also hold a post that meets criteria a, b, c, or d to attract an SEN Allowance.

The relevant nominated body has determined a spot value for the SEN allowance, taking into account the structure of the school's SEN provision and the following factors

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

The range in value of the SEN allowance is defined in the STPCD.

11. Recruitment and retention (R&R) incentives and benefits

Subject to the relevant guidance in STPCD 2023, the relevant body or, where it is the employer in the case of an unattached teacher, the Trust, may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers (refer to STPCD 2023). Where the relevant nominated body is making one or more such payments to any member of staff (including support), or providing such financial assistance, support or benefits in one or more cases, the relevant nominated body should make clear at the outset the expected duration of any such incentives and benefits, the reason and the review date after which they may be withdrawn. A determination to reduce or withdraw the allowance does not attract salary safeguarding.

School Leaders, deputy headteachers and assistant headteachers may not be awarded payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations for those in this leadership group, including non-monetary benefits, must be taken into account when determining the pay range. Where an R&R incentive payment has been made for those in the leadership group under a previous STPCD, subject to review, it may continue to make a payment at its existing value until such time as the respective pay range is determined under this Document (refer to STPCD – recruitment and retention incentives and benefits).

12. Performance pay

Each relevant nominated body recognises that funding cannot be used as a criterion to determine upper pay scale progression, or progression for staff on the leadership spine. Each relevant nominated body will ensure consistency in the determination of performance pay decisions across all groups of staff in the school.

12.1 School Leader

The School Leader must demonstrate as part of a review, sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school, substantial progress towards achievement of performance management objectives, teacher standards and School Leader standards before any performance points will be awarded.

Each relevant nominated body, will consider movement by more than one point where the School Leader has in the year under review made an outstanding contribution to the school, if the current individual pay range allows this.

If the relevant nominated body wishes to exercise discretion to go outside of the school's pay range, they must first seek approval from the CEO who will inform the HET Pay and Performance Committee.

12.2 Deputy and assistant headteachers

Deputy and assistant headteachers must demonstrate, as part of a review, sustained high quality of performance and make a strong contribution to School Leadership, management and pupil progress. The deputy or assistant headteacher must demonstrate substantial progress towards achievement of performance management objectives and that they are meeting the teacher standards, before any performance points will be awarded.

Each relevant nominated body will consider movement by more than one point where the deputy or assistant headteacher has in the year under review made an outstanding contribution to the school, if their current range allows this.

12.3 Leadership group pay range 2023

Leadership Point	England (Values £)	Leadership Point	England (Values £)
1	47,185	23	81,070
2	48,366	24	83,081
3	49,574	25	85,146
4	50,807	26	87,253
5	52,074	27	89,414
6	53,380	28	91,633
7	54,816	29	93,902
8	56,082	30	96,239
9	57,482	31	98,616
10	58,959	32	101,067
11	60,488	33	103,578
12	61,882	34	106,138
13	63,430	35	108,776
14	65,010	36	111,470
15	66,628	37	114,240
16	68,400	38	117,067
17	69,970	39	119,921
18	71,729	40	122,912
19	73,509	41	125,983
20	75,331	42	129,140
21	77,195	43	131,056
22	79,112		

12.4 Post threshold teachers

Progression on the upper pay scale, which will be considered as an integral part of the performance management process, will be in accordance with the STPCD 2023 and will be based on performance related to standards criteria.

All post threshold teachers will need to demonstrate they are meeting the teacher standards and threshold standards as part of the performance management process.

Only in exceptional circumstances will post-threshold teachers be awarded a further point on the upper pay scale more frequently than at two yearly intervals.

12.5 Teachers on the pay scale for classroom teachers

Teachers on the pay scale for classroom teachers will receive one point for each year that they achieve their performance management targets and meet the Teacher Standards.

Pay progression will be linked to performance as set out in STPCD 2023.

12.6 Support staff

The relevant nominated body or pay committee will consider the recommendation of the relevant School Leader or line manager in respect of the pay progression of each member of support staff, as an outcome of performance management. A performance management meeting must have taken place prior to 1 April each year to determine if the performance has been at least satisfactory, in which case an automatic increment will be applied. Assessment is completed annually and pay progression takes effect from 1 April each year. New employees who joined between 1 January to 31 March are not eligible for pay progression in the April following their appointment, but will have their performance reviewed.

A rating of:	Will mean for pay progression
Exceptional performance	1 step progression within the limit of the normal salary range. They will also receive a one-off payment of 1% of their salary or , in exceptional circumstances, accelerated step progression within the limit of the normal salary range.
Achieved expectations	1 step increase within the limit of the normal salary range
Below expectations	0 steps progression

Exceptional performance is defined as:

- All objectives/standards achieved and performance is exceptional against most or all of the objectives
- The job was delivered exceptionally well and the requirements of the role were exceeded
- Very positive behaviours are displayed, e.g.
 - Customers' expectations frequently exceeded and/or exceptional customer service provided even when customer expectations could not be met
 - Proactively engaging and motivating others; providing significant support to others (including colleagues and customers)
 - Consistently leading by example and acting as a role model or champion
 - Taking into account the implications of their activities on own initiative
 - Willingly taking on additional responsibilities outside role requirement

Achieved expectations is defined as:

- Consistently met the majority of objectives/standards – in some areas, accomplishments may have exceeded expectations, whereas in others they may occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing targets/standards
- The job was delivered and the requirements of the role met

- Behaviour and the way the role has been performed has met expectations e.g.
 - Good customer service
 - Contributing to the team and supporting others in their role
 - Positive attitude to achieving targets
 - Engaging in opportunities to learn and develop

Below expectations is defined as:

- Objectives not achieved and/or performance frequently fell below role requirements
- The job was either not accomplished in its entirety or was accomplished with too high a reliance on others ('hand holding')
- Behaviour has not met expectations e.g.
 - Poor customer service
 - Negative impact on team or individual's goals
 - Making minimal contributions to the team or not helping others
 - Resisting opportunities to learn or improve

12.6.3 Overtime and additional hours

Additional hours are those hours worked which are above the employee's contracted hours in that contract, but which fall below 37 in any one week. If an employee works part-time, subject to prior approval and authorisation, they may be able to claim for any overtime worked. For full-time employees who work 37 hours a week, subject to prior approval and authorisation, they may be able to claim for any work undertaken above their contracted 37 hours. In both cases, unless prior approval and authorisation has been sought, any claim for overtime will not be paid.

Overtime hours are those hours worked, which are above 37 hours per week in that contract.

13. Other payments for teaching Staff

13.1 Acting allowances/Additional Points

Where staff are required to cover senior positions because of sickness, other absence or prolonged vacancy, any additional payment due will be agreed with the employee ideally in advance but at least within four weeks of beginning that cover.

13.2 Out-of-school learning activities / booster classes

For activities covered by teachers (other than the School Leader), or support staff, who voluntarily undertake learning activities outside of the normal school hours and whose salary range does not take account of such activity, a payment will be made in accordance with rates defined by the relevant nominated body.

14. Holiday pay payments

In limited and exceptional circumstances, an employee may be entitled to an additional payment in respect of holiday pay, to ensure that they will not be financially worse off during periods of statutory annual leave (the minimum annual leave entitlement set by legislation). This applies when a teacher or member of support staff submits a relevant claim, in which case an additional holiday pay payment may be made in addition to that claim, paid in the same month in which the relevant claim is paid.

Where a holiday pay payment is due, it will be calculated on the following basis:

- Teachers: a payment of 20/195 of the value of the relevant claim.

- Support staff: a payment of 20/261 of the value of the relevant claim.

Relevant claims are:

- overtime or additional hours
- call out
- out of school learning activities (paid via booster classes/ 1:1 tuition)
- continuing professional development, consultancy, seconded School Leaders and ITT (paid via professional duties)

15. Annual Review

This pay policy will be reviewed annually by the HET Pay and Performance Committee and HET board in consultation with staff and individual governing bodies and shared with the relevant trade unions.

16. Appeals Arrangements

The arrangements for considering appeals are as follows:

1. A member of staff may appeal against any determination in relation to his or her pay or any other decision taken by the relevant nominated body that affects their pay, including appeals arising from performance management decisions and pay gradings.
2. The grounds for appeal are that the person or committee by whom the decision was made:
 - a. incorrectly applied any provision of the relevant terms and conditions of service;
 - b. failed to have proper regard to statutory guidance, such as Teacher Standards;
 - c. failed to take proper account of relevant evidence;
 - d. took account of irrelevant or inaccurate evidence;
 - e. was biased;
 - f. otherwise unlawfully discriminated against the member of staff.

An issue raised as a pay appeal cannot then be raised again as a grievance. Any appeal arising from the outcome of job evaluation will be dealt with by the HR team at HET. There is no further right of appeal.

3. If a member of staff receives an overpayment, an agreement should be reached on the terms and timescales for recovery. In exceptional circumstances where an agreement cannot be reached, the employee may exercise their right of appeal in accordance with this procedure.
4. The sequence of events is as follows:
 - a. The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
 - b. If the member of staff is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision maker within ten working days of the decision.
 - c. Where this is not possible, or where the member of staff continues to be dissatisfied, he/she may follow a formal appeal process.
 - d. The member of staff should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

- e. The committee or person who made the decision should meet with the member of staff (and, if the member of staff wishes this, a colleague or union representative) within ten working days of receipt of the written grounds for questioning the pay decision to discuss this and give the member of staff an opportunity to make representations in person. Following this meeting the member of staff should be informed in writing of the formal outcome and the right to appeal.

Any appeal should be heard by a panel of three governors or Trustees who were not involved in the original decision, normally within 20 working days of the receipt of the written appeal notification, and give the member of staff the opportunity to be accompanied and make representations in person. The manager who made the pay recommendation will normally be called as a witness at the appeal hearing. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.

- 5. Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that decision, which is termed a “grievance”. The process defined within this section meets the statutory requirements for raising a “grievance” and therefore an issue raised as a pay appeal cannot then be raised again under the school’s formal grievance procedure.

6. Pay appeal procedure for staff who have left

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the member of staff has left the school.

Where a member of staff has, whilst employed at the school, lodged an appeal against a pay decision, but has then subsequently left the school before any appeal hearing is held, the following steps will be observed:

- 1. The member of staff must have set out details of their appeal in writing
- 2. The member of staff must have sent a copy of their appeal to the chair of the local governing body or relevant nominated body.
- 3. The chair of the local governing body will consult with relevant school personnel and provide the member of staff with an appropriate written response on behalf of the school. The decision is final and there is no right of appeal.

17. Appendices

Appendix a: Suggested Considerations for Standards behind MPS and UPS

Appendix b: Southampton City Council Support Staff Structure Pay Scales

Appendix c: Staffing Structure for each school

Other relevant policies or documents:

Professional Standards for Teachers

School Teachers’ Review Body 33rd Report 2023

STPCD 2023


Performance Management Policy

Capability Policy

Appendix a – Suggested consideration for standards behind MS and UPS

Rating/Area	M1(ECT) to M2	M3 to M4 (Expected progression)	M5 to M6 (Expected progression)	Lower Upper Pay Range U1-U2	Higher Upper Pay Range U3
Quality of Teaching (Teachers’ Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning environment and behaviour management 	<p>Performance against Teachers’ Standards is broadly acceptable. Practice may not yet consistent. Time and experience (professional maturity) is required to develop practice, subject knowledge and/or to address progress of specific ‘groups’ of pupils.</p> <p>Teachers meet all of the standards consistently over time. Practitioners need further time and experience is required to develop practice, subject knowledge and/or to address progress of specific ‘groups’ of pupils.</p> <p>Evidence of meeting previous years’ of performance targets.</p>	<p>Performance against Teachers’ Standards is good. Practice is consistent. Subject knowledge and practice has developed well. There is clear impact on addressing the needs and progress of ‘groups’ of pupils.</p> <p>Overall effectiveness for quality of teaching is rated as a minimum of ‘Good’.</p> <p>Evidence of meeting previous years’ of performance targets.</p>	<p>Performance against Teachers’ Standards is consistently very good and develops teaching practice across the school. ‘Best practice’ is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through measurable impact on school improvement. Sustained impact on pupil outcomes is evident as a result of their work.</p> <p>Overall effectiveness for quality of teaching is rated as ‘Good’ or better across the curriculum.</p> <p>Evidence of meeting previous years’ of performance targets. To progress to UPS, evidence of meeting two years’ of performance targets.</p>	<p>Performance against Teachers’ Standards is consistently highly effective and develops teaching practice across the school. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident as is the effectiveness of the delivery of professional development to others. Sustained and/or rapid progress of pupils is evident in the classes they work with and they can demonstrate impact on pupils in other classes/year groups.</p> <p>Evidence of meeting two years’ of performance targets.</p>	<p>Performance against Teachers’ Standards is consistently highly effective and develops teaching practice across the school. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident as is the effectiveness of the delivery of professional development to others. Sustained and/or rapid progress of pupils is evident in the classes they work with and they can demonstrate impact on pupils in other classes/year groups.</p>
Wider Professional Responsibilities (Teachers’ Standard 8):	<p>Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently communicates positively across the school community. Works collaboratively with colleagues.</p>	<p>Contributes well to the wider life of the school. Responds positively to advice and feedback and as appropriate freely gives advice and feedback to others. Identifies own professional development needs and takes part in discussions with senior leaders to negotiate it. Communicates positively across school community. Works collaboratively and with a positive impact on school improvement.</p>	<p>Has some leadership responsibility. Contributes well to the wider life of the school. Responds positively to advice and feedback and as appropriate freely gives advice and feedback to others. Identifies own professional development needs and takes part in discussions with senior leaders to negotiate it. Communicates positively across school community. Works collaboratively and with a positive impact on school improvement.</p>	<p>Demonstrates substantial and sustained whole school contribution, sharing best practice and supporting the school improvement plan. Individual contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, and supporting the development of others. Contributes to and implements whole school or workplace policies and supports others to uphold them. Works effectively, as appropriate, with partner schools.</p>	<p>Leads teams to make a substantial and sustained significant whole school impact on curriculum development and pupil progress. Individual contribution to the school improvement plan is distinctive and exceptional. Has a significant impact in improving teaching, learning and behaviour management. Effectively leads on developing impact on school improvement in partner schools.</p>
Personal and Professional Conduct (Part 2 Teachers’ Standards)	<p>Demonstrates proper and professional regard for the ethos, policies and practices of the workplace</p>	<p>Demonstrates consistent professional regard for the ethos, policies and practices of the workplace</p>	<p>Demonstrates consistent professional regard for the ethos, policies and practices of the workplace</p>	<p>Contributes notably to engaging other colleagues in consistent professional regard for the policies and practices of the workplace</p>	<p>Provides an exceptional model of professional regard for the policies and practices of the workplace</p>

Appendix b - Support staff payscales (Schools to insert relevant LA payscales)

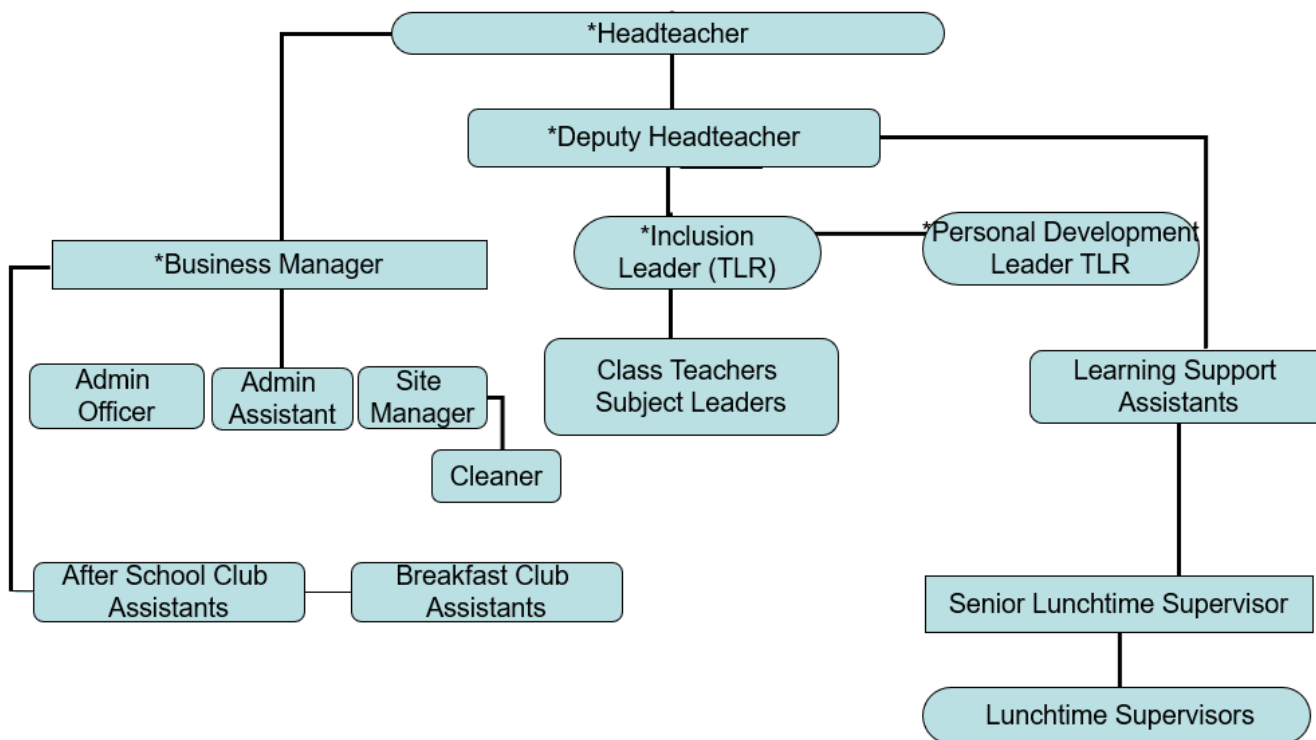
<h1>Southampton City Council</h1> 					
<h2>National Joint Council (NJC) pay scales</h2>					
<small>April 2022 (pending 2023 NJC pay award - FLW inclusive of APR 23 rate)</small>					
Grade	SCP	Hourly rate	Annual salary*	Living wage**	Annual salary (including living wage)
2	2	£10.60	£20,442	£10.90	£21,029
3	3	£10.79	£20,812	£10.90	£21,029
3	4	£10.98	£21,189		
4	5	£11.18	£21,575		
4	6	£11.46	£22,113		
5	7	£11.59	£22,368		
5	8	£11.89	£22,941		
5	9	£12.10	£23,347		
5	10	£12.24	£23,620		
5	11	£12.50	£24,117		
6	12	£12.79	£24,684		
6	13	£12.93	£24,948		
6	14	£13.17	£25,409		
6	15	£13.53	£26,101		
6	16	£13.66	£26,357		
6	17	£13.91	£26,845		
Not in use	18	£14.17	£27,344		
7	19	£14.44	£27,852		
7	20	£14.71	£28,370		
7	21	£14.98	£28,899		
7	22	£15.26	£29,439		
7	23	£15.63	£30,152		
7	24	£16.12	£31,099		
7	25	£16.60	£32,019		
8	26	£17.06	£32,909		
8	27	£17.53	£33,819		
8	28	£18.00	£34,723		
8	29	£18.35	£35,411		
8	30	£18.81	£36,298		
9	31	£19.31	£37,261		
9	32	£19.85	£38,295		
9	33	£20.47	£39,493		
9	34	£20.98	£40,478		
9	35	£21.51	£41,495		
10	36	£22.03	£42,503		
10	37	£22.56	£43,516		
10	38	£23.09	£44,539		
10	39	£23.58	£45,495		
10	40	£24.13	£46,549		
11	41	£24.66	£47,573		
11	42	£25.18	£48,587		
11	43	£25.70	£49,590		
11	44	£26.19	£50,534		
11	45	£26.72	£51,544		
11	12	£27.24	£52,560		
11	12	£27.77	£53,570		
12	48	£28.30	£54,590		
12	49	£29.26	£56,456		
12	50	£30.07	£58,012		
12	13	£30.77	£59,355		
13	52	£31.49	£60,755		
13	53	£32.22	£62,166		
13	54	£33.07	£63,799		
13	55	£33.94	£65,471		
13	56	£34.83	£67,192		

*rounded to the nearest £ (in this document - not in your pay)
**all salaries topped up to the foundation living wage (FLW) - £10.90

Appendix c – School Staffing Structure



Woolston Infant School Staffing Structure September 2023



Appendix c – School Staffing Structure **(Schools to insert their staffing structure)**



