St Cyprian's Greek Orthodox Primary Academy

ΠΑΝΤΑ ΙΣΧΥΩ ΕΝ ΤΩ ΕΝΔΥΝΑΜΟΥΝΤΙ ΜΕ ΧΡΙΣΤΩ ΙΝΑ ΑΡΙΣΤΕΥΩ

I AM STRONG THROUGH JESUS CHRIST

TO THE BEST THAT I CAN BE

Pay Policy

Revised: July 2026

Reviewed and ratified by Full academy Trust:

Date: 15th JULY 2026

Signed:

Name: PETER TRAGOULIAS

Position: Chair of Finance Audit & Risk Committee

Date of next review: July 2027

Mission Statement

The aim of St. Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in the core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

The term 'parents' in this policy also refers to carers.

1. INTRODUCTION

1.1 This Policy has been adopted by the Governing Body and applies to all teachers and support staff employed to work at St Cyprian's Primary Academy (hereafter referred to as 'the school'). It has been consulted on with staff and the recognised trade unions.

1.2 Nothing in this Policy should be interpreted as contradicting or overriding the provisions of the current School Teachers' Pay and Conditions Document ("STPCD") which is mandatory.

As an academy, the school has not adopted single status, however, it does recognise the job evaluation values attributed to single status. The purpose of the Policy is to set out adopted local agreements and supplement the nationally agreed salary arrangements, clarifying, in particular, how areas of discretion are to be exercised by the school.

1.3 The Policy will be reviewed annually by the Governing Body and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the 'relevant body'. The review of the policy will include trends of progression across specific groups of staff to assess its effect and the school's continued compliance with equalities legislation.

1.4 The Policy should be read in conjunction, as appropriate, with other Human Resources policies and procedures, including in particular the school's Recruitment Policy. These are available from the school or on http://www.croydonhr.co.uk . Reference should also be made to the related documents section below.

1.5 The school will maintain a staffing structure, which shows the number and grades of jobs within the school. Staff, through their professional associations and trade unions, will be consulted on any proposed changes to this structure. This will include the school's policy for rewarding TLR's, for example stating remuneration levels and whether all TLR's will be of the same duration or whether duration will vary according to circumstances. *The current staffing structure is attached as Appendix 1.

1.6 The Governing Body has delegated full powers to the Pay & Personnel Committee. This Committee is responsible for determining all pay matters in accordance with the Pay Policy, the school's appointments procedure and the school's Performance Management Policy. The Governing Body, operating through this Committee, will

ensure that discretionary pay elements are used in a fair, equitable and consistent manner. Appendix 2 confirms the terms of reference of the Pay & Personnel Committee to be used when determining pay.

1.7 The headteacher will make recommendations on pay for all staff in the school, and the Headteacher's review panel will make the recommendation for the pay of the Headteacher. The Pay & Personnel Committee will oversee all pay decisions

Related Documents

This Pay Policy will be applied as supplemented by specific provisions contained within:-

- The School Teachers Pay & Conditions document
- The NJC National Agreement on Pay and Conditions of Service ("the Green Book")
- The Council's Policy covering job evaluation, grading and other local agreements
- The Teachers Pension & Local Government Pension Scheme and the Council's policy regarding "discretionary" pension provisions, as determined by Croydon Council and the school's Governing Body
- The School's Capability procedure for Teachers and for support staff as recommended to Governing Bodies
- The Council's Employment Base Cost Review
- The Council's Single Status Agreement
- The School's appraisal policies for support staff and teachers
- The 'Burgundy book' for teachers
- Teachers Performance Management Regulation

2. PRINCIPLES AND OBJECTIVES

2.1 This model pay policy is not intended to duplicate the School Teachers' Pay and Conditions Document ("STPCD"), however, there are some sections within the Document which are discretionary. This Policy will indicate how the Governing Body will apply this.

2.2 The school recognises the need to manage pay equitably and will ensure through this policy that pay has a positive influence by undertaking to:

- support the school's development including current priorities and targets;
- demonstrate that all pay decisions are made consistently and fairly, in compliance with anti-discrimination legislation;
- ensure that appropriate arrangements are made for staff to appeal against any pay decision affecting them personally, and for such appeals to be heard by a panel of governors whose members have not been involved previously in the decision against which an appeal is made;
- within its budget, and recognising the different terms and conditions, to reward all staff appropriately, with similar considerations being given to teaching staff and support staff;

- to use the nationally and locally agreed pay scales, together with any discretions available to them, to best advantage in order to recruit and retain the highest quality staff at the appropriate rate of pay;

- to ensure that all staff have confidence that they are receiving fair and equal treatment;

- to inform staff of changes to their pay;

- to ensure that staff are aware of the procedures within which pay decisions are made and that any appeals arising from decisions on remuneration are addressed objectively, fairly and within agreed timescales.

All appointed teachers are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time. A copy of the latest version may be found from the school or on-line at http://www.education.gov.uk/search/results?q=schools+teachers+pay+and+conditions.

All pay-related decisions are made taking full account of STPCD and the teachers' professional associations and trade unions have been consulted on this pay policy. All pay related decisions are taken in compliance with current employment legislation including The Equality Act 2010, The Equal Pay Act 1970, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

TEACHERS

3. TERMINOLOGY

3.1 The "relevant body" for pay purposes in respect of teachers employed at the school is the Governing Body.

3.2 Unless otherwise stated the words in Part One of this Policy shall have the same meaning as the words in the STPCD

4. PAY RANGES AND PAY SCALES

4.1 The School Teachers Pay and Conditions Document gives a national minimum and maximum for the pay ranges for Unqualified Teachers, Main Scale Teachers, Upper Pay Range Teachers, Leading Practitioners and the Leadership Group. The Governing Body determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Governing Body of this school are shown in appendix 4 of this policy.

5. PAY REVIEWS

5.1 The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled no later than by 31 October each year.

This will mean that recommendations about teacher's pay should be completed by 10 October of each year in order to allow for any appeals against the recommendation to be lodged and heard.

5.2 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that will lead to a change in 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. (This applies to, but is not limited to: qualifications achieved, promotions made or changes in role.)

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

6. BASIC PAY DETERMINATION ON APPOINTMENT

6.1 The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. The starting salary will therefore be by negotiation following consideration of previous experience.

6.2 In making such determinations, the Governing Body may consider a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context
- ***the school may decide to issue other criteria and these should be included here***

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school although in practice this may be the norm in order to recruit able staff.

7. PAY PROGRESSION BASED ON PERFORMANCE

7.1 The school recognises that the performance of a teacher is the most important factor in deciding on salary levels, but that high level performance is achieved through high quality and successful experience, and focused professional development. Therefore, this policy recognises the links between experience and performance, and seeks consistently to incentivise the very best teachers, at the same time as ensuring they develop strong and well-embedded skills whilst building their craft.

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

7.3 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

7.4 There will be meetings throughout the appraisal process so that all teachers are aware of their progress towards meeting the criteria for pay progression. In the event that a teacher is unlikely to meet the criteria for pay progression they can expect to be alerted to this and given support to improve their performance.

7.5 NQTs receive regular feedback during their induction year, and schools should determine how best to use this information to inform the decision about whether they will receive an increment at the end of their first year of teaching.

7.6 To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by quality assurance and moderation by the Governing Body.

7.7 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

8. MOVEMENT TO THE UPPER PAY RANGE

8.1 Decisions made about movement to the upper pay range in one school will not be binding on another school

8.2 Applications and Evidence

8.2.1 Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

8.2.2 Applications may be made in writing to the headteacher once a year. The deadline for receipt is 30 September for progression from the start of that academic year.

8.2.3 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.

8.2.4 All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay for the 2 years immediately preceding the application for assessment. Teachers have the option of submitting additional evidence to support their application. In order for the assessment to be robust and transparent, it will be an evidence-based process only. This could include:

- Self assessments
- Peer reviews
- Lesson observations
- Tracking pupils progress
- Feedback from pupils and parents

Teachers therefore should ensure that they build a mainly paper evidence base to support their application Those teachers who are not subject to the Appraisal Regulations 2012, or

who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

8.2.5 To move a teacher to the upper pay range, the governing body will be satisfied that both of the following criteria have been met, in accordance with the STPCD:

- The teacher is highly competent in all elements of the relevant standards
- The teacher's achievements and contributions to the school are substantial and sustained

8.2.6 The governing body will be satisfied that the teacher has met the expectations for progression to the upper pay range if the upper pay range criteria has been met successfully during two consecutive performance appraisals.

8.2.7 The appraiser of the teacher, in conjunction with the headteacher, will make the initial decision as to whether the individual's application is successful.

8.2.8 The governing body will make the final determination as to whether the individual's application is successful.

8.2.9 Teachers will receive written notification of whether their application has been successful or not within 10 working days of submitting their application, and no later than one month after the initial application.

8.2.10 If unsuccessful, teachers will receive feedback from their appraiser within 15 working days of the decision, and no later than one month after the initial application, outlining the reasons for the decision, as well as future aims and objectives based on the unsuccessful criteria.

8.2.11 If successful, applicants will be moved to the upper pay range from the first day that they receive this entitlement.

8.2.12 The governing body will decide where on the upper pay range an applicant will be placed, in accordance with the individual's performance.

8.2.13 Teachers may be placed at different points on the upper pay range with consideration to:

- The nature of the post and responsibilities required.
- The level of qualifications, skills and experience of the individual teacher

Upper Pay Range Progression Criteria

To progress to the upper pay range, the teacher should be able to demonstrate all of the following criteria in their work:

Professional attributes
The teacher will: • Contribute significantly to implementing school policies and processes, where appropriate. • Promote collective responsibility for policy implementation. • Take on whole school development projects.
Professional knowledge and understanding
The teacher will: • Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies. • Have a clear understanding of how to personalise learning to provide opportunities for pupils and maximise their learning potential. • Have an extensive knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications. • Have an up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs. • Have a well-developed knowledge of their curriculum, subject areas and related pedagogy, including how learning progresses within them. • Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.
Professional skills
The teacher will: • Be flexible, creative and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of pupils. • Integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences. • Have teaching skills which lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners' nationally. • Promote collaboration and work effectively as a team member. • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

8.3 The Assessment

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

(a) the teacher is highly competent in all elements of the relevant standards;

- 'highly competent' means 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.

and

(b) the teacher's achievements and contribution to the school are substantial and sustained.

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

- 'sustained' means maintained continuously over the previous 2 academic years and demonstrated by an overall grade of Level 1 in the appraisals for the 2 years immediately preceding the application for assessment. A lesser period of time can be considered in situations such as maternity or long-term sickness. If a teacher is working on a part time basis, the period of time remains 2 years and is not lengthened on a pro rata basis.

8.3.2 The application will be assessed by the headteacher who will make a recommendation to the Pay & Personnel committee of the Governing Body so that they can make the final determination

8.4 Processes and procedures

8.4.1 The assessment and determination of the Governing Body will be made by 31 October and applicants will receive a response within 10 working days of the date of the determination.

8.4.2 If successful, applicants will move to the upper pay range from the start of the academic year. Successful applicants will be placed on the minimum of the upper pay range.

8.4.3 If unsuccessful, feedback will be provided by a member of the senior leadership team within 10 workings of the date of the determination by the Governing Body and will be confirmed in writing

8.4.4 Any appeals against a recommendation or a decision not to move the teacher to the upper pay range will be heard under the arrangements outlined in paragraph 22.

9. PART-TIME TEACHERS

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

10. SHORT NOTICE/SUPPLY TEACHERS

10.1 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 in accordance with section 3 paragraph 43 of the STPCD.

11. PAY INCREASES ARISING FROM CHANGES TO THE SCHOOL TEACHERS PAY AND CONDITIONS DOCUMENT

11.1 All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

11.2 Cost of living pay rises in the School Teachers Pay and Conditions Document are only made to the minimum and maximum of the pay ranges. The Academy has the option of applying the cost of living awards to the minimum and maximum of the pay ranges. The Academy Trust will make this decision annually.

12 UNQUALIFIED TEACHERS

12.1 The School will only employ unqualified teachers where they are:

- giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) and have special qualifications and/or experience and where no suitable qualified teacher, graduate teacher, registered teacher or teacher on an employment-based teacher training scheme is available;

- overseas trained teachers;

- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;

- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or

- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

12.2 Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Governing Body determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.

12.3 It may be determined that an additional allowance is payable where it is considered that the unqualified teacher has:

- a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teachers professional skills and judgement ; or

- qualifications or experience which bring added value to the role s/he is undertaking.

12.4 Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits.

An unqualified teacher who becomes qualified

12.5 Upon obtaining qualified teacher status an unqualified teacher will be transferred to a salary within the Main Pay Range for Teachers.

12.6 Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status the teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Governing Body considers to be appropriate.

12.7 The aforementioned lump sum will be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

13. LEADING PRACTITIONER

It is not the intention of the Academy Trust to create a Leading Practitioner post at this time but this position will be reviewed regularly.

14. LEADERSHIP GROUP

(The provisions in the STPCD for determining leadership pay changed in September 2014. After 1 September 2014 the new provisions must be applied to all new leadership vacancies or in situations where there has been a significant change in responsibilities. The new provisions may also be applied to existing posts if it is deemed necessary to maintain consistency across the leadership group in either of the situations mentioned above.)

14.1 Headteachers, Deputy Headteachers and Assistant Headteachers employed at the school shall be paid on the salary ranges determined by the Governors.

14.2 The provisions of the STPCD relating to differentials shall apply to the Headteacher, and Deputy Headteacher, any Assistant Headteacher and the highest paid teacher. Note that the STPCD defines the salary of the highest paid classroom teacher to be that salary the teacher would receive if he/she were on the minimum salary of the upper pay range (regardless of the salary point that the teacher is actually on) plus any TLR and SEN allowance they are paid but excludes any recruitment or retention incentive or benefit.

14.3 Where consideration is given to the Headteacher being appointed to as a Headteacher of more than one school, either on a temporary or permanent basis then the provisions of the STPCD will apply.

Performance Review

14.4 Progression through the appropriate pay range for all teachers in the leadership group will not be automatic.

14.5 An annual review of the performance of Assistant and Deputy Headteachers must be undertaken by 31 October and by 31 December for Headteachers using the school's performance management process. This will mean that recommendations about the pay of Assistant and Deputy Heads should be completed by 10 October and recommendations about the pay of Headteachers should be completed by 1 December of each year in order to allow for any appeals to be lodged and heard.

14.6 To achieve progression there must be a demonstration of sustained high-quality performance, with particular regard to leadership, management and pupil progress at the school and a review of performance against performance objectives and teacher standards.

14.7 To be fair and transparent, judgements will be properly rooted in evidence and there must have been a successful review of performance.

14.8 A successful performance review, as prescribed by the appraisal regulations, will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant)
- teacher standards
- other evidence.

14.9 To ensure that there has been a high-quality performance, the performance review will assess that the individual has grown professionally by developing their leadership and (where relevant) teaching experience.

15. DETERMINATION OF DISCRETIONARY PAYMENTS TO HEAD TEACHERS

15.1 Regulations concerning the determination of discretionary payments to Headteacher's can be found in paragraph 11 of the STPCD.

16. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)

16.1 TLRs will be awarded to classroom teachers undertaking a sustained responsibility in accordance with the conditions laid down in the STPCD. Such TLRs will be assigned to specific posts within the school's staffing structure. TLR's can be awarded for the planning, preparation, coordination of and delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic.

16.2 In awarding a TLR payment, the school is satisfied that the teacher's duties include a significant responsibility for which s/he is accountable, 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;

e) involves leading, developing and enhancing the teaching practice of other staff.

16.3 In awarding a TLR payment, the school is satisfied that in addition to the criteria detailed above the teacher will also carry line management responsibility for a significant number of people.

16.4 The values of TLRs have been set by the Academy Trust and are shown in the school's staffing structure (Appendix 1). The school will review the cash value of the TLRs annually in the light of pay awards made under the STPCD. Fixed term TLR's will be awarded up to the value of £1500, to all middle managers This will be reviewed in July 2022.

(Please note that from September 2014 there are no prescribed differentials between the values of TLRs.)

17. RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

17.1 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified. Any use of such payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined by the Governing Body from time to time. Please refer to current criteria in Appendix 3 to this policy.

17.2 Where it is determined to pay such an incentive/benefit, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the teacher concerned.

17.3 Where the Governing Body makes one or more such payments, or provides such financial assistance, support or benefits in one or more cases, the Governing Body will conduct a regular formal review of all such awards. The expected duration of any such incentives and benefits will be made clear at the outset, including the review date after which they may be withdrawn.

18. OUT-OF-SCHOOL HOURS LEARNING ACTIVITIES ("OOSHLA")

18.1 The school acknowledge that some teachers supervise out of school activities i.e. sports club, drama and music productions, revision classes and other events purely on a voluntary basis. The school is extremely grateful to teachers who support pupils in this way. The school acknowledges that these activities are entirely voluntary and that teachers should not feel under any obligation (moral or contractual) to provide these services. The school also acknowledge that many other teachers support pupils in other ways.

18.2 There may be times where the governors feel that it is in the best interest of the school to provide certain out of school learning activities on a more formal basis. In these cases the school may offer a payment to a teacher who undertakes such activities. No teacher will be compelled to offer such an activity but, where they do, the governors will expect a more formal commitment from the teacher and that the head teacher may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the school will offer a payment to the teacher equating to the annual outer

London salary at the top of the main scale divided by 975. This amount includes an element for preparation/marking etc.

19. ADDITIONAL PAYMENTS – TEACHERS

19.1 The Governing relevant body may make such payments as they see fit to a teacher, including a head teacher, in respect of-

(a) continuing professional development undertaken outside the school day;

(b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;

(c) participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body;

(d) additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools, unless appointed to more than one school on a permanent basis.

20. SALARY SAFEGUARDING - TEACHERS

20.1 Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

21. REVIEW OF PAY DECISIONS AND APPEAL ARRANGEMENTS – TEACHERS

21.1 Review

21.1.1 Where a teacher is not satisfied with a pay recommendation, they should seek to resolve this informally with the appropriate manager within 10 working days of receiving the decision.

21.1.2 Where this is not possible, the teacher may request a formal review of pay. This should be made in writing to the headteacher.

21.1.3 A formal hearing will be arranged and the panel will normally consist of the headteacher and another senior leader in the school who has not been involved in the pay decision. Where this is not possible, it may be necessary for a governor to sit on the panel.

21.1.4 The outcome of the meeting will be conveyed to the teacher in writing within 7 working days.

21.1.5 There is a right to appeal against this decision.

21.2 Grounds for Appeal

21.2.1 An appeal against a pay decision can be lodged within 10 working days of the date when the teacher receives written confirmation of their pay decision or of the date when the teacher receives the outcome of the pay review. It must clearly state the grounds for the appeal.

21.2.2 The only grounds which will be accepted as the basis of an appeal are that the person by whom the decision was made are claimed to have: -

a. Incorrectly applied any provision in the School Teachers' Pay & Conditions Document

b. Failed to have proper regard to statutory guidance

c. Failed to take proper account of relevant evidence

d. Taken account of irrelevant or inaccurate evidence

e. Been biased and/or unlawfully discriminated against the teacher

21.2.4 The appeal will be heard by a committee of the Governing Body and their decision will be final

21.2.5 The outcome of the appeal will be conveyed to the teacher in writing within 7 working days of the hearing.

21.3 Right to be accompanied

21.3.1 The teacher has the right to be accompanied by a work- based colleague or trade union representative at the pay review hearing and the appeal hearing. If the employee's representative is not available at the time fixed for the meeting, it must be rescheduled to accommodate the availability of the companion, so long as a reasonable alternative date is proposed which is within 5 working data of the originally proposed date.

21.4 This process performs the function of the grievance procedure on pay matters and decisions cannot therefore be reopened under general grievance procedures.

SUPPORT STAFF

22. STARTING SALARY POINT

22.1 The actual pay point within the salary range for each newly appointed employee will be at the minimum spinal column point (scp) of the grade unless:

(i) The person appointed is an existing employee of Croydon Council (or an employee of the Governing Body of a voluntary aided or foundation school within the LA) and the employee is being redeployed. Please refer to the www.croydonhr.co.uk. for the schools redeployment policy and salary protection.

(ii) The person appointed is not currently paid on a salary range assessed in accordance with the salary policy of Croydon Council, in which case a starting salary point above the minimum of the range may be agreed by the Headteacher in exceptional circumstances, taking into account the difficulty in recruiting to the post and the newly appointed employee's:

(a) current actual pay

(b) recent relevant experience and qualifications.

23 INCREMENTAL PROGRESSION AND ACCELERATION

23.1 All permanent and fixed term support staff must be appraised annually using a scheme with overall performance ratings

23.2 The Governing Body has adopted a comparative objective- based appraisal scheme with performance ratings.

23.3 Incremental progression on the salary range for a post in this school is awarded on the basis of receiving an overall rating of excellent in staff annual assessment for the previous performance year.

23.4 In certain situations, annual salary reviews may reflect changes in circumstances or job description that will lead to a change in an individual's pay, to one spinal point above the top of their grade. A written statement will be given after any review and where applicable will give information about the basis on which it was made. (This applies to, but is not limited to: qualifications achieved, promotions made, additional responsibility or changes in role.)

24. TERM TIME ONLY WORKING AND ANNUAL LEAVE

Term Time Working

24.1 The calculation for support staff who work term-time only for a full holiday entitlement is 7.2 or 8.2 weeks (made up of 28or33 days annual leave plus 8 bank holidays) for the number of weeks worked in a year. For staff who works 39 weeks each year this will mean their pay is based on 46.2 or 47.2 working weeks.

All Year Round Working

24.2 The annual leave year extends from 1st April to 31st March. All leave should be requested and taken only after agreement with the headteacher or manager concerned. All leave is agreed subject to service requirements and the school reserves the right to require staff to take leave on dates determined by the school.

The whole year entitlement is as follows:

(a)	Basic Entitlement:	
	Staff on grades between Grade 1 and Grade 10	28 days (5.6 weeks)
	Staff on grades Grade 11 and above	33 days
(b)	Staff with at least five years' continuous local government employment	33 days (6.6 weeks)

24.3 The school will have discretion when filling a vacant post to determine the number of weeks and the number of hours per week for which the employee will be contracted to work. In addition, the school will ensure that staff receives the appropriate pro-rata payments for holidays in accordance with the National Conditions of Service.

24.4 The contract issued will show the number of hours and weeks to be worked. Staff will receive equal payments each month throughout the year except where extra payment is to be made for any temporary additional hours worked.

25. AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS

25.1 The total number of hours of work for all support staff will be determined at the time of appointment.

25.2 Where staff work additional hours, with the prior agreement of the head teacher, additional payment or time off in lieu will be arranged.

25.3 There are no overtime payments for staff at or above grade 12, unless the overtime hours worked are for duties outside the scope of their substantive role. Where such overtime is worked, it will be paid at plain time. Staff at this level will retain normal working hours of 36, but will be expected to work all reasonable hours required to discharge the duties of their post.

The table below shows the qualifying time for night working is 8pm to 6am. Shift patterns worked within Monday to Saturday 6am to 8pm do not attract additional payments.

Monday to Friday 6am - 8pm	No enhancement
Monday to Friday 8pm - 6am	Enhancement of 33%
Saturday 6am – 8pm	No enhancement ~~except for those employees in post on 1 April 2008 who were already receiving an enhancement, in which case an enhancement of 33%.~~
Saturday 8pm - midnight	Enhancement of ~~33%~~ 50%
Midnight Saturday to midnight Sunday	Enhancement of 75%
Midnight Sunday to 6am Monday	Enhancement of ~~33%~~ 50%
Bank Holidays (midnight – midnight)	Enhancement of 100%

For staff at grade 12 or above, payment will be paid at plain time.

26. REWARDING ADDITIONAL DUTIES (FORMERLY KNOWN AS HONORARIA)

26.1 The school recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or reorganisation or because project work beyond normal requirements has to be undertaken. The school will decide how to deal with the additional duties and will bear in mind the school's Equal Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short term measure where the duration is for a minimum of 4 weeks up to a maximum of 6 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion. The Governing Body has adopted the School's Rewarding Additional Duties policy and procedure, please refer to www.croydonhr.co.uk for details. Where the school, requires a member of staff to undertake additional duties, this will be in line with the above policy.

27. RETIREMENT

27.1 The provisions of the Local Government Pension Scheme ("LGPS") apply in relation to "normal" and "early retirement" as supplemented by the Council's policy regarding "discretionary" pension provisions (e.g. early retirement, as below).

27.2 The school will be guided by the Council's policy on early retirements currently in force. In considering all cases for early retirement the school will seek early advice from the schools HR provider.

28. APPEAL ARRANGEMENTS – SUPPORT STAFF

28.1 Staff can appeal against a pay decision if it is for one of the following reasons:

Appeal against withholding of an increment

28.2 Staff may appeal the performance rating if it results in their annual increment being withheld. Advice from the schools HR provider will be sought if the jobholder disagrees with the overall rating given for their PDCS or if their performance rating results in their annual increment being withheld.

Further details is located in the schools PDCS policy a copy can be located in the school or from http://www.croydonhr.co.uk.

Appeal against Job Evaluation grading

28.3 Advice from the schools HR provider will be sought if the appeal relates to the grading of the post, as determined under the Single Status JE Scheme.

29. EMPLOYMENT BASED COST REVIEW (EBCR)

29.1 The Council's Collective Agreement is incorporated into the school's support staff contract of employment.

The Collective Agreement changed the following terms and conditions of employment with effect from 1 April 2011:

- Incremental progression
- Overtime payments
- Weekend and night working
- Shift pay
- Car allowances and mileage rates
- Pay protection
- Redundancy pay
- Annual leave

30. STAFFING STRUCTURE

30.1 The school has agreed a staffing structure for support staff working at the school and this is attached at Appendix 1. The structure ensures that there is appropriate line management of all staff.

30.2 The work to be undertaken by each postholder and the outcomes to be achieved will be set out in a role profile, along with a person specification setting out the criteria for each post. Generic role profiles are available from the Council's Workforce and Community Relations (formerly known as HR & OD) or from www.croydonhr.co.uk.

30.3 The school will consult the Council about the grading of all support staff posts in accordance with the requirements of the School Standards and Framework Act 1998.

30.4 The school acknowledges that the Council has, as part of the Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon schools.

30.5 The school will be mindful of their obligations under equal pay legislation when making recommendations about support staff pay and grading. In putting together the role profile for a post, the school will refer to the Council's job evaluated role profiles and associated guidance. Where the school wishes to employ support staff to take on a new kind of role that does not have a direct comparator within the Council, it will consult the Council at the point of determining the role profile to carry out a job evaluation. The school will consider any pay and grading issues the Council may raise before putting forward a formal recommendation

30.6 The arrangements for filling vacancies will be as set out in the school's policy on Recruitment and Selection.

31. GRADING OF POSTS

31.1 The school will consult the Council about the grading of all support staff posts in accordance with the requirements of the School Standards and Framework Act 1998.

31.2 The school acknowledges that the Council has, as part of its Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon schools.

32. STARTING SALARY POINT

32.1 The actual pay point within the salary range for each newly appointed employee will be at the minimum scale point of the grade unless:

(i) The person appointed is an existing employee of Croydon Council (or an employee of the Governing Body of a voluntary aided or Foundation schools within the LA) and the employee is being redeployed (please refer to the schools redeployment policy and salary protection.

(ii) The person appointed is not currently paid on a salary range assessed in accordance with the salary policy of the school, in which case a starting salary point above the minimum of the range may be agreed by the Headteacher in exceptional circumstances, taking into account the difficulty in recruiting to the post and the newly appointed employee's:

(a) current actual pay

(b) recent relevant experience and qualifications.

33. INCREMENTAL PROGRESSION AND ACCELERATION

33.1 Unless staff are appointed on the top spinal point of their grade staff are entitled to incremental progression to the top of their grade, subject to satisfactory annual assessment under the school's adopted appraisal scheme. Annual increments, where applicable, are payable on 1st September each year. The first increment will be payable as follows:-

Date of Commencement of Employment	First Increment
1st March to 31st August	After the completion of 6 months' service in the Grade.
1st September to 28th February	On the 1st September following the appointment.

34. **Cost of Living Increases**

Support staff on NJC terms will be awarded the cost-of-living increase in April of the academic year commencing in April 2027.

This is a change from the current arrangement of paying the award in September.

Appendix 1

Staffing structure:

- 12 teachers
  - 1 Headteacher
  - 1 Deputy Head
  - 3 teachers from the Cyprus Education Mission
- 10 class teachers
  - 1 supply
- 13 teaching assistants
  - 1 HLTA
  - 1 Senco Assistant
  - 3 in Starlight Room
- 3 office staff
  - 1 Business Manager
  - 2 Admin Assistants/Reception
- 4 kitchen staff
  - 1 Head chef
  - 3 Kitchen Assistants
- 3 site staff
  - 1 Site Manager
  - 1 Assistant Caretakers
  - 1 Letting Caretaker
- 3 Wrap Around Club staff
- 1 sports coach (3 afternoons)

Appendix 2

Sample Criteria for Recruitment & Retention Incentive & Benefits for teachers

Philosophy

We believe in the importance of having a school, which is a safe, secure and attractive place to work and where the staff feel valued, empowered and supported.

We believe that retaining, developing and motivating the school's workforce is a key to providing the best education for our pupils.

We believe in a consistent and equitable approach to the appointment of all staff.

The purpose of the allowance is for recruitment and retention, not for carrying out specific responsibilities or to supplement pay in other ways

Allowances

The Governing Body will pay recruitment awards to [ ] of [£ amount] for a maximum of [three] years in the following circumstances

Schools to insert reasons which could be

- ***Teachers in shortage subjects***
- ***Poor response to adverts as evidenced by the need to readvertise***

The Governing Body will pay retention awards to [ ] of [£ amount] for a maximum of [three] years. This may be extended.

The Governing Body will review the level of payment/benefits annually.

The Governing Body will make clear at the outset the expected duration of the allowance and the review date after which it may be withdrawn.

A review of rates will be necessary if the Governing Body intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the Governing Body may determine.

The above will be kept under review and subject to change.

Appendix 3

New Tables Leadership Pay Scales (01/09/25)				
Spine Point	National	Fringe	Outer London	Inner London
L1	51,771	53,197	55,880	61,553
L2	53,067	54,496	57,179	62,856
L3	54,393	55,822	58,497	64,186
L4	55,745	57,182	59,858	65,538
L5	57,136	58,573	61,249	66,934
L6	58,569	60,001	62,676	68,360
L7	60,144	61,581	64,258	69,941
L8	61,533	62,962	65,642	71,326
L9	63,069	64,500	67,177	72,857
L10	64,690	66,119	68,798	74,479
L11	66,367	67,796	70,472	76,154
L12	67,897	69,332	72,008	77,690
L13	69,595	71,030	73,708	79,384
L14	71,329	72,763	75,432	81,120
L15	73,104	74,532	77,209	82,888
L16	75,048	76,480	79,156	84,840
L17	76,771	78,214	80,884	86,565
L18	78,701	80,133	82,815	88,496
L19	80,654	82,083	84,768	90,445
L20	82,653	84,091	86,763	92,447
L21	84,698	86,138	88,812	94,490
L22	86,802	88,237	90,905	96,593
L23	88,950	90,380	93,056	98,737
L24	91,156	92,594	95,266	100,951
L25	93,422	94,853	97,530	103,210
L26	95,734	97,169	99,840	105,520
L27	98,105	99,536	102,212	107,891
L28	100,540	101,967	104,648	110,326
L29	103,029	104,462	107,134	112,822
L30	105,593	107,017	109,698	115,382
L31	108,201	109,637	112,315	117,994
L32	110,891	112,327	114,996	120,677
L33	113,646	115,082	117,757	123,437
L34	116,455	117,890	120,565	126,247
L35	119,349	120,785	123,456	129,140
L36	122,305	123,736	126,408	132,091
L37	125,344	126,779	129,456	135,141
L38	128,446	129,879	132,556	138,235
L39	131,577	133,006	135,683	141,364
L40	134,859	136,298	138,973	144,656
L41	138,229	139,661	142,340	148,027
L42	141,692	143,128	145,798	151,482
L43	143,795	145,217	147,865	153,489

Teaching Staff (01/09/24) Old Tables				
Spine Point	National	Fringe	Outer London	Inner London
Main Pay Scale				
M1	31,650	33,075	36,413	38,766
M2	33,483	34,974	38,318	40,609
M3	35,674	37,141	40,322	42,536
M4	38,034	39,495	42,430	44,556
M5	40,438	41,870	45,000	47,069
M6Low	43,174	44,590	48,051	49,786
M6High	43,606	45,037	48,532	50,288
Upper Pay Scale				
U1	45,603	47,031	50,210	55,415
U2	47,338	48,719	52,068	58,138
U3	49,084	50,471	53,994	60,092
Unqualified Teacher Pay Scale				
UNQ1	21,731	23,140	25,758	27,252
UNQ2	24,224	25,630	28,252	29,745
UNQ3	26,716	28,123	30,744	32,238
UNQ4	28,913	30,319	32,947	34,436
UNQ5	31,409	32,813	35,438	36,925
UNQ6	33,901	35,305	37,932	39,417
TLR's				
TLR 3a	675	675	675	675
TLR 3b	3,344	3,344	3,344	3,344
TLR 2a	3,391	3,391	3,391	3,391
TLR 2c	7,773	7,773	7,773	7,773
TLR 1a	9,782	9,782	9,782	9,782
TLR1J	16,533	16,533	16,533	16,533
Rename 1				
Rename 2				
Rename 3				
Rename 4				
Rename 5				
SEN Allowances				
1	2,515	2,515	2,515	2,515
2	5,285	5,285	5,285	5,285

New Tables Pay Range for Teaching Staff (01/09/25)				
Spine Point	National	Fringe	Outer London	Inner London
Main Pay Scale				
M1	32,916	34,398	37,870	40,317
M2	34,822	36,373	39,850	42,233
M3	37,101	38,627	41,935	44,237
M4	39,555	41,075	44,127	46,338
M5	42,056	43,545	46,800	48,952
M6Low	44,901	46,373	49,973	51,778
M6High	45,351	46,838	50,473	52,299
Upper Pay Scale				
U1	47,428	48,912	52,218	57,632
U2	49,231	50,668	54,151	60,463
U3	51,047	52,490	56,154	62,495
Unqualified Teacher Pay Scale				
UNQ1	22,600	24,066	26,788	28,342
UNQ2	25,193	26,655	29,382	30,934
UNQ3	27,784	29,248	31,974	33,527
UNQ4	30,070	31,531	34,264	35,813
UNQ5	32,666	34,125	36,856	38,402
UNQ6	35,257	36,717	39,449	40,994
TLR's				
TLR 3a	702	702	702	702
TLR 3b	3,478	3,478	3,478	3,478
TLR 2a	3,527	3,527	3,527	3,527
TLR 2c	8,610	8,610	8,610	8,610
TLR 1a	10,173	10,173	10,173	10,173
TLR1J	17,194	17,194	17,194	17,194
Rename 1				
Rename 2				
Rename 3				
Rename 4				
Rename 5				
SEN Allowances				
1	2,786	2,786	2,786	2,786
2	5,496	5,496	5,496	5,496

Appendix 4

THRESHOLD ASSESSMENT APPLICATION FORM

(For teacher's eligible to progress to UPS1 or UPS2 on the Upper Pay Scale from 1 September 2014)

Name:

DfE Number:

I certify that I was on point M6 of the Main Pay Scale for teachers on or before 1 September and am eligible to apply for movement up the Upper Pay Scale to UPS1/UPS2 (delete as appropriate) with effect from 1st September.

I understand that the decision on my progression will be based on my performance taking into account section 15 of the STPC document and the school's pay policy.

I have provided a summary of the evidence from my teaching practice below that I believe demonstrates how I have met the required teaching standards as detailed in the most recent STPC document.

Teacher signature_____ Date_____

I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards.

TO BE RETURNED TO THE HEADTEACHER NO LATER THAN THE LAST WORKING DAY IN OCTOBER. APPLICATIONS RETURNED AFTER THIS DATE WILL NOT BE CONSIDERED.

1. Values, understanding of the curriculum and professional knowledge.

Headteacher's decision: met/not met

2. Teaching & assessment of learning.

Headteacher's decision: met/not met

3. Contribution to raising standards through pupil achievement.

Headteacher's decision: met/not met

4. Effective professional development.

Headteacher's decision: met/not met

5. Wider contributions to school life.

Please add any additional information you may feel is relevant to your application.

Teacher signature_____ Date_____

Headteacher's comments:

Headteacher's recommendation to SFSSC: Approved / Not approved

Signed_____ Date_____