

# Dorset Studio Schools

## Pay policy 2023-24



**Dorset**  
Studio School  

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LAND & ENVIRONMENT

<b>Approved by:</b>	Governing Body	<b>Date:</b>
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## 1. Aims

This policy aims to:

- Clearly explain how we will determine teachers' pay and clearly explain how decisions will be made based on the teacher's performance
- Set out a clear framework for pay and progression throughout the school

Adopting this policy will:

- Support the recruitment and retention of high-quality teachers
- Enable us to recognise and reward teachers for their contribution to the school
- Ensure that pay decisions are made in a fair and transparent way

This policy has been consulted on by staff and relevant trade unions.

## 2. Legislation and guidance

As an academy, we are free to determine our own approach to deciding teachers' pay. However, since some of our staff have a contract that specifically incorporates conditions from the School Teachers' Pay and Conditions Document (STPCD), these will continue to apply due to the [Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

As such, this policy complies with the [STPCD](#). It is also based on the [model pay policy](#) created by the Department for Education (DfE).

As an academy, we are free to determine our own approach to deciding teachers' pay.

This policy complies with our funding agreement and articles of association.

When implementing our pay policy, we will abide by:

- The [Employment Relations Act 1999](#), which establishes a number of statutory work rights
- The [Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#) and the [Fixed-Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), which require us to ensure part-time and fixed-term workers are treated fairly
- The [Equality Act 2010](#), which requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it
- The [Seven Principles of Public Life](#), which require those conducting the procedures to be objective, open and accountable

Our procedures for addressing grievances in relation to pay are based on the Acas grievance [code of practice](#) and are set out in our staff grievance procedures.

Our procedures for assessing early career teachers' performance and progress comply with the DfE's statutory guidance on [Induction for Early Career Teachers \(England\)](#).

### 3. Definitions

- **Teacher** includes all staff qualified and appointed to teach at the school. This includes the leadership team and the headteacher, unless otherwise stated
- **Teaching and learning responsibility** is a payment awarded to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable
- **Main and upper pay ranges** are the ranges on which a classroom teacher's salary will be set
- **Unqualified teacher pay range** is the range on which an unqualified teacher's salary will be set
- **Leadership group** comprises the principal, deputy principal, assistant principals and School Business Manager

### 4. Roles and responsibilities

The Principal will make recommendations on a teacher's pay following the teacher's appraisal.

Responsibility for making pay decisions is delegated to the pay committee of the governing board and ratified by the full governing board.

### 5. How we will decide pay on appointment

The Board of Trustees will determine the pay range for new vacancies prior to advertising that post. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Board of Trustees may consider a range of factors including the nature of the post, the level of qualifications, skills and experience required and the context of the School structure,

When determining the starting pay for a classroom teacher who has previously gone through the threshold and is paid on the Upper Pay Range, the Board of Trustees may decide to pay on the Upper Pay Range. The decision will depend upon the post having been advertised at this level and the qualifications, skills and experience of the candidate.

The pay ranges adopted by the school for classroom and leadership teachers adhere to the terms of the JNCTRE agreement, effective from 1 September each year and are, therefore, those set out in the latest edition of the STPCD.

## Unqualified teachers

The Principal can determine on which point to place unqualified teachers on the unqualified teachers' pay range when they are appointed, considering of any relevant qualifications and experience and subject to the pay range determined for the post.

## 6. How we will decide on pay progression

### Annual reviews

The Board of Trustees agrees the School budget and will ensure that appropriate funding is allocated for performance pay progression at all levels

The arrangements for staff appraisal are set out in the School's Appraisal Policy.

Decisions regarding pay progression will be made with reference to the staff's appraisal reports and the pay recommendations they contain. Final decisions about whether or not to accept a pay recommendation will be made by the Board of Trustees, having regard to the appraisal report and considering advice from the senior leadership team.

All staff can expect progression to the top of their pay range as a result of successful appraisal reviews.

To be fair and transparent, assessments of performance will be based on evidence. Fairness and equity will be assured by annual monitoring by the Board of Trustees of the applications of the pay policy and pay decisions.

ECTs have no automatic entitlement to pay progression on completion of induction. The evidence from induction should inform decisions about their pay progression. The Board of Trustees can determine where, within the pay range, their annual salary will be fixed.

### Early career teachers

Early career teachers (ECTs) starting their induction on or after 1 September 2021 are not subject to annual appraisal and pay review cycles during their induction period.

Decisions on ECTs' pay will be by means of the [statutory induction process for ECTs](#).

ECTs may be awarded pay progression at the end of the first year of their induction period. However, annual progression is not automatic or guaranteed, and decisions regarding pay progression will be made based on:

- Evidence gathered during progress reviews and assessment periods
- Formal assessment reports

There is no statutory requirement to award ECTs pay progression on completing their induction. The decision on any pay progression will instead be made:

- With regard to the ECT's performance and their final review
- With due regard to the government's expectation that good classroom teachers should expect to reach the maximum of their pay range within 5 years of starting their career teaching

## 7. Moving to the upper pay range

### Making applications

All qualified teachers can apply to be paid on the upper pay range, and any application will be assessed in line with this policy.

Applications can be made at least once a year.

Applications will be submitted in writing to the Principal in readiness for review.

When submitting an application, please include:

- Results of appraisals under the 2012 regulations, including recommendations on pay
- Where this information is not applicable or available, a statement and summary of evidence to demonstrate that you have met the assessment criteria

## Assessment

In order to be eligible to be paid on the upper pay range, the governing board must be satisfied that:

- The teacher is highly competent in all elements of the Teachers' Standards; and
- The teacher's achievements and contributions are substantial and sustained

For the purpose of this policy:

- **'Highly competent'** means:  
Performance which is good enough to provide coaching, mentoring and advice to other teachers, 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:  
The teacher's contributions are 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:  
The teacher's contributions have been maintained over a long period

## The decision

The assessment will be made and the applicant notified within 6 weeks.

The decision will be made by The Executive Principal who will also determine where the teacher will be placed on the upper pay range. Considerations will include the nature of the post, the responsibilities it entails, and the qualifications and skills of the teacher.

If successful, applicants will move to the upper pay range from the start of the next term.

If unsuccessful, feedback will be provided by line managers in a one-to-one meeting, within 2 weeks of the decision notification. The line manager will set out why the application was unsuccessful, and provide advice on how the teacher can improve when making another application in the future.

Decisions will also be communicated in writing. Any appeals against decisions are covered by our staff grievance procedures.

## 8. Additional allowances

### Teaching and Learning Responsibility Payments

Discretionary Responsibility Payments may be awarded by the Principal

For middle management additional payment within the TLR pay scale will be awarded

Before awarding any additional responsibility payments, the Principal must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- A, is focused on teaching and learning;

- B, requires the exercise of a teacher's professional skills and judgement
- C, requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- D, has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- E, involves leading, developing and enhancing the teaching practice of other staff

### **Special Educational Needs Allowances (Refer to STPCD 2017, para 21)**

The annual value of a SEN allowance is set within the **range of no less than £2,270 and no more than £4,479 (STPCD 2017, para 21.1)**.

SEN allowances will be paid in the following circumstances<sup>7</sup>:

- In any post that requires a mandatory SEN qualification, and involves teaching pupils with SEN.
  - (i) involves a substantial element of working directly with children with special educational needs
  - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs
  - (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

The annual value of SEN allowances paid in the School will be based on the following criteria:

- The structure of the School's SEN provision
- Whether any mandatory qualifications are required for the post
- The qualifications or expertise of the teacher relevant to the post and
- The relative demands of the post

The decision to make SEN awards to teachers and the value of those awards will be made on a rational, transparent and fair basis.

The value of SEN allowances in payment will be reviewed each year to ensure that the appropriate amount is paid. If payments are reduced, safeguarding will be paid in the usual way.

## **11. Information to be included in pay statements**

The statement will be issued by the the school via Dorset County Council Payroll

For all teachers, statements will include:

- Payments or other financial benefits awarded
- Any safeguarded sums
- Information on where the teacher can access a copy of the school's staffing structure and pay policy

Statements for members of the leadership group and teachers paid as leading practitioners will also include:

- The basis on which the salary has been determined
- The criteria on which their salary will be reviewed in future

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<sup>7</sup> Please note if the criteria are met, it is mandatory for an SEN allowance to be awarded

Statements for teachers appointed to the leadership group or paid as a leading practitioner for a fixed period or under a fixed-term contract will also include:

- The date that the fixed period or the contract will end, or the circumstances that will lead to the contract ending

Statements for classroom teachers or unqualified teachers who are paid and eligible for allowances as a qualified teacher will also include:

- The teacher's position within the pay ranges
- The nature and value of any allowance received
- The value of any teaching and learning responsibility (TLR) payment awarded and details of what it was awarded for
- Where a TLR was awarded to cover a teacher's absence, the end date, or the circumstances in which it will end
- For TLR3s, the letter should also include a statement that the payment will not be safeguarded

Statements for unqualified teachers will also include:

- The teacher's position within the unqualified teachers' pay range
- The value of any unqualified teacher's allowance awarded and the additional responsibility, qualifications or experience in respect of which the allowance was awarded

## **12. Appealing a decision on pay progression**

Where any teacher feels that a decision made over their pay is unfair, they have the right to appeal.

Teachers should attempt to resolve the matter informally at first, by speaking to their Line Manager/ Principal. If the teacher wishes to lodge a formal grievance, they should set out their reasons for appealing in a letter to the Principal within 7 working days of the pay statement being issued. Reasons may include:

- The pay policy was incorrectly applied
- The decision contravenes the STPCD the teacher is employed under
- The decision contravenes equality legislation
- Relevant evidence was not considered
- The decision was biased

The rest of the grievance procedure is set out in our staff grievance procedures.

If the appeal is upheld, The Principal will re-issue the pay statement with the correct information.