



# Garlinge and Parkside Schools and Nurseries Federation

## Pay Policy & Procedure

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## Part A: Policy

### 1 Policy Statement

This policy sets out the framework for making pay decisions for all Employees of Garlinge Primary School and Nursery and Parkside Community Foundation Primary School.

The schools understand the importance of ensuring all Employees are appropriately recognised and rewarded for the contribution they make to the performance of the school and to outcomes for pupils.

The Governing Board will determine annually what provision should be made in the school's budget for pay awards and progression.

Pay determinations will be made within the framework set out in the School Teachers' Pay and Conditions Document for Teachers and the Kent Scheme Conditions of Service for Support Staff.

The school may use the discretions and flexibilities available within these terms and conditions to recruit, reward and retain the highest quality Employees.

Pay on appointment will be determined with reference to the accountabilities of the role and the skills / knowledge required to fulfill the responsibilities of the post.

The school will review the pay of all eligible Employees on an annual basis and all Employees, not already at the top of the range, will have scope to progress through their identified pay range. The amount awarded will be determined annually – with reference to the relevant terms and conditions and pay scales for teaching and support staff.

Pay decisions will be made at the end of the appraisal cycle following the end of year review meeting

Pay progression for Teachers may be withheld where an Employee is in the formal stages of the school's Capability procedure

Pay determinations for Support Staff will be made with reference performance assessment. Progression is subject to an Employee receiving the requisite 'positive' performance assessments for their grade.

The school will ensure that Employees are informed in a timely manner about any pay determination. Employees may appeal about any pay decision that is made and the school will seek to ensure appeals are managed promptly, fairly and objectively.

The school will seek to ensure that all Employees are treated fairly, equitably and that pay determinations are managed in an objective and transparent manner. The school will endeavour to minimise additional workload for School Leaders and Employees in the management of pay determinations.

This policy has been developed to comply with current legislation and the provisions of the School Teachers' Pay and Conditions Documents (STPCD) and for Support Staff, the Kent Scheme Conditions of Service. This policy explains:

- The school's adopted pay framework for Teachers and Support Staff
- The process by which pay determinations / decisions will be made and pay progression awarded
- The role of Governors, the Executive Headteacher / Line Manager with regards to pay decisions

## **2 Scope**

This policy applies to all current Employees of Garlinge Primary School and Nursery and Parkside Community Foundation Primary School.

## **3 Adoption Arrangements and Date**

This pay policy has been consulted on with staff and recognised professional association and trade union representatives on 22 May 2025.

This policy was adopted by the Governing Board of Garlinge and Parkside Schools Federation and Nurseries on 8 July 2025 and supersedes any previous Pay Policy.

This policy will be reviewed by the Governing Board annually or earlier if there is a need. Where changes are proposed the Governing Board will consult with the recognised unions where there are material changes.

Where employees have transferred to a school/academy under TUPE legislation they will continue to benefit from the terms applicable pre-transfer whilst they remain in their current post. The school/academy may consult with staff to change these terms at a later date as long as the reason for making the change is not attributed to the transfer itself.

## **4 Delegation arrangements**

The Governing Board has delegated pay decisions for all Employees (including those related to appointment, pay progression, regrading and the award of allowances), to the Executive Headteacher.

Pay recommendations will be made by the individual Employee's line manager / appraiser for consideration by the Executive Headteacher.

All pay decisions for individuals paid on the Leadership pay range, including the Executive Headteacher, will be made by a 1 or more members of the Governing Board.

Pay appeals will be heard by a panel of one or more members of the Governing Board.

Staff Governors will not be appointed to serve on an appeals panel.

The Terms of Reference for the Governing Board and Executive Headteacher with regards to pay decisions are at [Appendix 1](#) to this policy.

## **5 Appeals**

An Employee may seek a review of any pay determination.

Prior to making an appeal an Employee is encouraged to speak informally to their appraiser / Head of School / Executive Headteacher about any concerns they have with regard to the pay recommendation which has been made.

Pay appeals will be heard by a panel of the Governing Board. The arrangements for pay appeals are set out in [Appendix 7](#).

## **6 Equality Considerations**

The application of this policy will be monitored to ensure pay progression decisions are made consistent, fairly



and objectively.

## **Part B: Pay for Teachers and Leadership Teachers**

### **7 Pay Framework**

The school follows the national pay framework set out in the STPCD.

All Teachers will be paid within the pay values appropriate for their pay range as set out in the STPCD.

The school follows the advisory pay points for Main, Upper and Unqualified Teachers as detailed in the STPCD. Pay points for Leadership Teachers are determined locally. Allowance ranges and values are also determined locally.

The school will determine annually with effect from 1<sup>st</sup> September any uplift to be applied to the Teachers pay ranges, points and allowances. Any increase will be made with reference to the uplifts to the value of the advisory points and pay ranges published annually within the STPCD.

The current pay ranges and pay framework are attached at [Appendix 2](#).

### **8 Pay on appointment**

The Executive Headteacher will determine the appropriate pay range for a teaching post prior to advertising. When determining the pay range consideration will be given to the responsibilities of the post and the need to ensure pay is fairly differentiated between roles across the school with differing levels of accountability.

On appointment the Executive Headteacher will determine the starting salary within the pay range to be offered to the successful candidate.

In determining the appropriate starting salary, the following factors will be taken into consideration:

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

Consideration will be given to ensuring that Teachers returning to the profession following a career break / time out to care for a family are not placed at a disadvantage in terms of pay offered on appointment.

The school will give every regard to the current salary of a Teacher who is appointed from another School. A Teacher may be paid a rate equivalent to their current salary, however there is no assumption that a Teacher will automatically be paid at the same level or on the same pay range as they were in their previous school.

#### **8.1 Headteacher**

The Governing Body will review the Headteacher group size whenever it proposes to appoint a new Headteacher.

The Headteacher group size will be calculated in accordance with the provisions of the STPCD.

The Governing Board will identify a pay range within the group size for the school, the Individual School Range, taking into consideration the permanent accountabilities of the post to which the Headteacher will be

appointed.

The Group Size and Individual School Range for the school is detailed at [Appendix 2](#).

In determining the pay range consideration will be given to:

- The specific requirements of the post
- The school context and challenge
- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking

However, the Governing Board may consider using its discretion to determine a range up to 25% greater in value than the maximum group size for the school should the circumstances warrant.

Exceptionally the Governing Board may determine a pay range which exceeds the 25% ceiling but only after considering the full business case and seeking external independent advice.

In determining the salary range for the Headteacher, the pay and ranges of other staff will also be taken into account to ensure appropriate differentials are maintained between posts of differing responsibility.

On appointment the Governing Board will determine the appropriate starting salary to be offered to the successful candidate. Consideration will be given to ensuring there is appropriate scope within the range to allow for performance related pay progression over time.

## **8.2 Heads of School, Deputy and Assistant Headteachers**

The Governing Board will determine the appropriate pay range for other Leadership posts within the school prior to advertising.

Consideration will be given to the accountabilities of the role, challenges of the post and any potential recruitment issues when determining the pay range.

The maximum of the Head of School, Deputy Headteacher or Assistant Headteacher range will not exceed the maximum of the Executive Headteacher range and will only overlap that of the Executive Headteacher in exceptional circumstances.

When determining the pay ranges of leadership posts, consideration will also be given to the respective levels of accountability and the need to ensure pay is fairly differentiated between leadership roles across the school with differing levels of responsibility and between teaching and leadership posts.

On appointment the Governing Board will determine the starting salary to be offered within the identified pay range ensuring there is appropriate scope for performance related pay progression over time.

The Pay Range for Leadership Teachers within the school is detailed at [Appendix 2](#).

## **8.3 Upper Pay Range Teachers**

The Executive Headteacher will determine prior to advertising which posts are to be paid on the Upper Pay Range, with reference to the accountabilities of the role.

Where a Teacher has been paid on the upper pay range in a previous school or made a successful threshold application in a previous post there is no obligation for the school to honour this assessment, however

consideration may be given to this, on appointment, when determining the starting salary or range.

#### **8.4 Early Career Teachers**

Early Career Teachers in their first year of teaching will usually be appointed at the minimum of the main pay range, however the Executive Headteacher has discretion to appoint at a higher salary in recognition of prior skills and experience.

Early Career Teachers who start employment with the school before receiving confirmation of their QTS status and completion of the basic skills test will initially be engaged as an Unqualified Teacher and paid within the Unqualified Teacher salary range.

#### **8.5 Leading Practitioners**

The school may determine the need to appoint Leading Practitioner posts within the school.

The Executive Headteacher will determine a range for each Leading Practitioner post within the overall range set out within the STPCD which reflects the overall accountabilities of the post.

Leading Practitioners will usually be appointed at the minimum of the identified pay range.

The salary and pay range for a Leading Practitioner post are not transferable between schools.

#### **8.6 Unqualified Teachers**

Unqualified Teachers may be appointed by the school as:

- trainees working towards qualified teacher status
- instructors with a particular skill, specialist qualification or experience
- as an overseas trained teacher for a maximum of 4 years only

The Executive Headteacher will determine the appropriate starting salary within the Unqualified Pay Range which reflects the accountabilities of the postholder and any prior skills and experience they may have.

An Unqualified Teacher who gains QTS within the school will be appointed on a starting salary that equals or exceeds any previous salary and allowances they received as an Unqualified Teacher.

#### **8.7 Pay on appointment in particular circumstances**

Where a Teacher is engaged in 2 schools simultaneously there is no requirement for them to receive the same rate of pay for each employment.

Where a Teacher is appointed on a part time basis their salary, allowances and working time will be calculated in accordance with the pro rata principle and with reference to the calculation for directed time as detailed in the STPCD.

Teachers engaged on a supply basis will receive a daily rate equivalent to 1/195 of the annual pay they would be entitled to if they were engaged on a regular contract.

Supply Teachers who work less than a full day will receive a proportion of the daily rate pro-rated to the hours for which they have been engaged.



## 9 Discretionary Allowances

Discretionary Allowances and additional payments will be determined in accordance with the criteria detailed in the STPCD. The Executive Headteacher may determine on appointment or at any point during employment whether an additional allowance or payment is to be awarded.

### 9.1 Teaching Learning and Responsibility Payments (TLR)

TLR payments may be awarded to identified posts which require a Teacher to undertake a significant sustained additional responsibility that is not expected of all Teachers and for which they are accountable.

In determining which posts warrant a TLR payment the school will consider the criteria for payment set out in the STPCD namely that the post:

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

In addition, Teachers in receipt of TLR 1 will be expected to have line management responsibility for a significant number of people.

The Executive Headteacher will determine the appropriate value for each TLR post with reference the TLR ranges detailed in the STPCD and the specific additional accountabilities of the post. The current values of TLR payments in the school are specified in [Appendix 2](#).

TLR 1 and 2 will be awarded for additional responsibilities undertaken on a permanent basis.

A TLR 3 payment may be awarded on a temporary basis for clearly time limited school improvement projects or externally driven responsibilities. A time limited TLR 3 payments may also be awarded for undertaking pandemic catch up tutoring.

Where a TLR is awarded the reason, additional payment, and in the case of a temporary TLR3, duration / reason will be confirmed in writing to the Employee. TLR1 and TLR2 payments are made on a pro rata basis for part time staff. Full time and part time staff should receive the full value of a TLR3 and they should not be subject to a pro rata calculations.

A Teacher cannot be in receipt of both a TLR1 and TLR2 but can receive a TLR1 or TLR2 in addition to a TLR3.

Where a TLR 1 / TLR2 is withdrawn as a result of organisational change, salary safeguarding will be paid for up to 3 years in accordance with the provisions of the STPCD. No safeguarding will be paid when a TLR 3 payment ends.

A Teacher in receipt of safeguarding which exceeds £500 may be required to undertake reasonable duties commensurate with the value of the safeguarded sum.

A member of the Leadership Group, Leading Practitioner or Unqualified Teacher cannot receive a TLR payment.

## 9.2 Special Educational Needs Payment (SEN)

SEN Payments may be awarded to eligible teachers where the postholder:

- requires a mandatory SEN qualification and is required to teach pupils with SEN or
- is employed in a special school or unit

The Executive Headteacher will determine the appropriate value for each SEN post with reference to the SEN ranges detailed in the STPCD and the specific additional accountabilities of the post and any specific qualifications and expertise required.

The current values of SEN payments in the school are specified in [Appendix 2](#).

## 9.3 Recruitment and Retention Payments

The Executive Headteacher may at their discretion determine additional payments be awarded as an incentive for the recruitment or retention of a Teacher in accordance with the criteria and provisions of the STPCD. Such payments may be made as a lump sum or as a periodic / recurring payment.

Other financial assistance may be awarded at the discretion of the school – for example full or partial reimbursement of travel / relocation costs.

When awarding such additional payments, the reason / duration and end or review date will be confirmed in writing to the Employee.

Members of the Leadership Group and Unqualified Teachers may not receive a recruitment and retention payment with the exception of reasonable housing or relocation expenses incurred by the Leadership Group.

## 10 Additional Payments

### 10.1 Additional Payments to Teachers

The Executive Headteacher may make, at their discretion, additional payments to a Teacher in respect of the following activities:

- Continuing professional development undertaken outside of the school day
- Participation in out of school learning activities
- Additional responsibilities and activities related to the provision of services to raise the educational standards in other schools
- Activities relating to the provision of initial teacher training

The amount paid on each occasion will be determined by the Executive Headteacher with reference to the nature of the activity and duration.

### 10.2 Additional Payments to Unqualified Teachers

An Unqualified Teacher may receive an additional allowance where they have:

- taken on sustained additional accountability focused on teaching and learning and which
- requires the application of a teacher's professional skills and judgement



or where they

- possess relevant qualifications or experience which bring added value to the role being undertaken.

The value of any additional payment will be determined by the Executive Headteacher.

### **10.3 Additional Payments to Leadership Teachers**

#### **10.31 Temporary Payments to a Headteacher**

The Governing Board may determine that an additional temporary payment be made to a Headteacher for time limited responsibilities / duties additional to the substantive post for which their salary has been determined. This may include circumstances in which a Headteacher is temporarily accountable for the Leadership of another school.

Any such payment should not exceed 25% of the Headteacher's annual salary. The total of all discretionary payments in any one year should not be more than 25% above the ceiling of the Headteacher group size for the school except in wholly exceptional circumstances and with the agreement of the Governing Board. The Governing Board must seek external independent advice and produce a business case seeking such agreement.

#### **10.32 Acting Allowances**

An Acting Allowance may be payable to individuals who are assigned to carry out the duties of a Headteacher, Head of School, Deputy or Assistant Headteacher on a temporary basis.

Payment of an acting allowance will be at the discretion of the Governing Board. Consideration as to whether to pay an acting allowance will be made within 4 weeks of the start of the additional duties.

Where it is determined that an acting allowance should be paid this will be at a rate no less than the minimum of the pay range of the substantive post holder and will be backdated to the start of the additional duties.

#### **10.33 Redetermination of Leadership Ranges**

The Governing Board may re-determine the pay range of any in post Leadership Teacher where there has been a significant change in the permanent accountabilities of the post.

This may include circumstances where postholders take on additional accountabilities for more than one school on a permanent basis.

In the case of the Executive Headteacher, the Governing Board may consider using its discretion to determine a range up to 25% greater in value than the maximum group size for the school should the circumstances warrant.

Exceptionally the Governing Board may determine a pay range which exceeds the 25% ceiling but only after considering the full business case and seeking external independent advice.

Any redetermination of the Leadership range is permanent.

Where the pay range of a Leadership Teacher is reduced as a result of organisational change or changes in pay range for members of the leadership group and following the appropriate consultation with the affected staff, salary safeguarding may be paid for up to 3 years in accordance with the provisions of the STPCD.

A Teacher in receipt of leadership safeguarding which exceeds £500 may be required to undertake reasonable duties commensurate with the value of the safeguarded sum.

## **11 Pay progression and annual pay review**

The amount awarded in pay progression will be determined annually by the Governing Board. The school's pay progression arrangements are detailed in [Appendix 3](#).

All teachers will receive regular, constructive feedback about their performance as part of the school's annual appraisal cycle.

The pay of all eligible\* teachers and leadership teachers will be reviewed annually following completion of the end of year appraisal review. The end of year review will usually take place no later than 31<sup>st</sup> October annually for Teachers and 31<sup>st</sup> December for Leadership Teachers.

In circumstances where a teacher does not receive pay progression, appropriate feedback will be provided explaining the reasons for this decision and how any developmental issues can be addressed.

In the case of Early Career Teachers (ECTs) whose appraisal arrangements are different, pay decisions will be made with reference to evidence from the statutory induction process. ECTs may receive pay progression during their 2-year induction period. It should be noted that ECTs have no automatic entitlement to pay progression on completion of their induction period.

Pay increases awarded for all teachers will be backdated to 1st September. A Teacher may appeal the outcome of their pay determination – please refer to [Appendix 7](#).

(\* Teachers are eligible for a pay review if they have completed a year of service. This is defined as having been employed for a minimum of one session per week during 26 term time weeks in the preceding academic year up to 1st September. Periods of sick / maternity / paternity leave also qualify towards this service).

### **11.1 Notification of Pay Determinations**

The Executive Headteacher will confirm in writing the pay determination for teaching staff and notify the school's payroll provider of any salary increase.

In the case of pay decisions relating to the Executive Headteacher / Leadership Team – this will be the responsibility of the Chair of Governors or their delegated representative.

### **11.2 Absence during the pay cycle review**

Consideration will be given to adjusting the appraisal and pay review process where a Teacher has a significant period of absence due to maternity / family related leave, sick leave or disability related absence.

The length and impact of the absence on the Teacher's ability to achieve his/her appraisal objectives will be taken into consideration when making pay recommendations and determinations.

The end of year review meeting may be brought forward to enable performance to be reviewed prior to a planned period of absence. Any pay recommendation will still be considered in line with the school's usual timescales and pay progression awarded from 1st September.

Where a Teacher is not in work at the end of the appraisal cycle or has been absent for some or all of the assessment period, an assessment may be based on performance during any periods of attendance and/or prior performance. Evidence from the 2 appraisal cycles immediately prior to the period of absence may also



be considered.

The precise nature of the adjustments will be determined on a case-by-case basis following discussion with the Teacher.

## **12 Progression to the Upper Pay Range**

All qualified Teachers may apply to be paid on the upper pay range.

It is the responsibility of the Teacher to decide whether they wish to apply to be considered for progression to the upper pay range. All applications must be submitted to the Executive Headteacher using the appropriate school process. All upper pay range applications will be assessed by the Executive Headteacher.

A Teacher may only submit one application in each academic year for progression to, or within, the upper pay range. The school deadline for submitting an application is the last day of Term 6.

In assessing the application, the Executive Headteacher will have regard to the outcome of the 2 most recent appraisal reviews. Teachers who have had significant period of absence from work may submit additional evidence from the 2 appraisal cycles immediately prior to their period of absence to demonstrate how they meet the criteria for progression.

Where a Teacher is simultaneously employed at another school(s), they are required to submit separate applications for each employment. The school will not be bound by any upper pay range progression decision made by another school.

### **12.1 Criteria for Progression to the Upper Pay Range**

To progress to the Upper Pay Range a Teacher will be required to demonstrate that they have consistently made good progress towards their appraisal objectives over the 2 most recent appraisal cycles.

In addition, they will need to demonstrate that:

- they are highly competent in all elements of the professional standards
- their achievements and contributions to the school are substantial and sustained

### **12.2 Assessing Upper Pay Range Applications**

[Appendix 4](#) sets out how the school will interpret whether a Teacher meets the criteria to progress to the Upper Pay Range.

The Executive Headteacher will assess the Teacher's application against the school's criteria and advise him / her verbally and/or in writing within 20 working days whether the application has been successful.

Where the application is successful the Teacher will progress to the minimum value of the upper pay range from 1<sup>st</sup> September.

Where an application is unsuccessful the Teacher will receive feedback verbally and / or in writing on the reasons for the decision from the Executive Headteacher.

A Teacher may appeal against an unsuccessful application by following the school's pay appeal process detailed in [Appendix 7](#).



## **Part C: Pay for Support Staff**

### **13 Pay Framework**

The school follows Kent Scheme Conditions of Service and the Kent Scheme for Support Staff.

All support staff will be paid within the pay values appropriate for their grade within the Kent Scheme. An Employee's salary may not progress beyond the ceiling value of their grade.

KCC determines annually in April the increases to be applied to the Kent Scheme grade values. The school will apply these changes with effect from 1<sup>st</sup> April for Parkside Community Foundation Primary School and 1<sup>st</sup> September for Garlinge Primary School and Nursery.

The current Kent Scheme Pay Scales are specified in [Appendix 5](#).

### **14 Pay on Appointment**

The Executive Headteacher will determine the grade of a support staff post prior to advertising.

In determining the grade for the post consideration will be given to the scope and accountabilities of the role as detailed in the job description / person specification for the role.

On appointment, the Executive Headteacher will determine the starting salary to be offered within the pay range for the grade.

New starters will normally be appointed at the entry point (minimum) of the pay range for the grade. At the Executive Headteacher's discretion and in exceptional circumstances an Employee may be appointed above the grade minimum.

At the Executive Headteacher's discretion a market premium may be paid to secure candidates for hard to recruit posts. The sum payable will be determined on a case-by-case basis.

Where a member of support staff joins the school from another school/academy— there is no obligation for the school to match their current grade or salary.

Where an Employee works part time (i.e. less than 37 hours per week / 52 weeks per year) their salary will be pro rata to the hours and weeks worked. Employees engaged on a term time only basis will receive a payment in respect of their annual leave, including public holidays, incorporated within their annual salary.

### **15 Annual Pay Review and Pay Progression**

Salaries will be uplifted by an annual pay award with effect from 1<sup>st</sup> April for Parkside Community Foundation Primary School and 1<sup>st</sup> September for Garlinge Primary School and Nursery. The value of this increase is determined annually in April by the Local Authority.

In addition, an Employee may progress through their pay range to the top of their grade by means of a number of fixed points. Depending on an Employee's grade the number of fixed pay points and the number of years of performance it takes to progress to each point may vary.

Progression to these fixed points is based on 'positive' performance assessment on the 'anniversary date.'

The 'anniversary date' is determined as follows:

- For all Employees in post on or before 1<sup>st</sup> April / 1<sup>st</sup> September 2025 the anniversary and review date will be 1<sup>st</sup> April / 1<sup>st</sup> September annually (Parkside / Garlinge respectively).
- For all Employees in post or re-graded after 1<sup>st</sup> April / 1<sup>st</sup> September 2025 – the review date will be the anniversary of their start date.
- For all Employees on grades KSA and KSB (formerly KR3 and KR4) and who are paid a single salary point – the anniversary and review date will be 1<sup>st</sup> April / 1<sup>st</sup> September (Parkside / Garlinge respectively).
- For all Employees at the top of their grade the review date is re-set to 1<sup>st</sup> April / 1<sup>st</sup> September (Parkside / Garlinge respectively).

An Employee will be awarded a 'positive' performance assessment where performance standards are met during the pay / appraisal review cycle.

Progression is subject to receiving the requisite 'positive' performance assessments for their grade. A 'negative' assessment will delay progress through the grade by a year – however where an Employee is paid less than the top of the grade, they will still receive the annual pay award. An Employee at the top of the grade who receives a 'negative' assessment will not receive the annual pay award.

Employees appointed to post higher than the minimum of the grade and between fixed points will receive progression to the next fixed point once they have completed the requisite number of 'positive' reviews for the grade.

The anniversary date and number of years 'positive' performance assessments is specific to the school and is not transferable to another school or KCC directorate or vice versa.

Where an Employee has multiple contracts, each will be assessed separately and operate their own anniversary date and anniversary count for the purpose of pay progression.

Where an Employee changes their role and commences a post on a different grade the anniversary date and count will be re-set to the start date of the new post. Where an Employee changes role but remains on the same grade the anniversary date will remain unchanged and positive assessments made in the original role transfer to the new role.

The anniversary count will continue during periods of family leave and sickness absence and a positive assessment is assumed.

Employees within their probationary period are eligible to receive the annual pay award.

## **16 Additional Payments**

### **16.1 Allowances**

The following allowances may be paid to eligible staff:

- First Aid Allowance – payable to Employees required to undertake first aid duties who have an appropriate recognised Emergency First Aid at Work or First Aid at Work qualification
- SENA Allowance – payable to Teaching Assistants working in Special School and Special Units only

The value of these allowances are reviewed annually by the Local Authority with effect from 1<sup>st</sup> April.

## 16.2 Overtime

Employees contracted on a part time basis who work additional hours will be paid up to a total of 37 hours per week at plain time.

Overtime for Employees graded KSF (formerly) KR8 or less who work in excess of 37 hours in any week will be paid as follows:

Monday to Friday	Saturday / Sunday	Public Holidays
X 1.33	X 1.33	X 2

Overtime should only be worked with the prior approval of the Executive Headteacher / Head of School and all claims must be appropriately authorised.

Extra time of less than half an hour each day will not constitute overtime. Overtime is aggregated for each calendar month and paid in complete half hours. Where less than half an hour overtime is worked in a month this will be paid at plain time.

Overtime will not be paid to staff Graded KSG (formerly KR9) or above. Time off with lieu may be granted with the prior agreement of the Executive Headteacher / Head of School.

## 16.3 Cash Awards

The Executive Headteacher may at their discretion make a cash award to recognise the discretionary effort of an Employee.

Cash awards may be considered in the following circumstances:

- To reward specific performance over and above what is normally expected in a job role
- Upon completion of a special task or project requiring exceptional performance over and above normal expectations
- To recognise the effective handling of additional duties which have not been recognised via other means

Cash awards to an individual will not exceed £500 in a single award and no more than £1,000 in any 12-month period.

Cash awards will be made via the school's payroll. They are pensionable and are subject to the usual payroll deductions

## 17. Other pay considerations for Support Staff

### 17.1 Acting up

Where a member of staff takes on additional accountabilities on a temporary basis the Executive Headteacher may determine whether they should move to a higher grade commensurate with the additional responsibilities for a time limited period.

An Employee may also be seconded to a higher graded post to cover the temporary absence of the substantive post holder.

Where an Employee is seconded – their anniversary date and positive anniversary count will be reset to the start of the secondment. The anniversary date in the substantive role will remain unchanged and previous positive assessments will be ‘banked’. On returning to the substantive role the salary should reflect and progression they would have received had they been in post.

### 17.2 Redetermination of grade

Where it is determined as a result of job review, restructure or other process that there has been a permanent change in the accountabilities of a post, a role may be regraded following a job benchmarking/ evaluation process. Any regrading will be made with reference to the Kent Scheme job evaluation / benchmarking framework.

Written notification will be provided of any change in salary or grade.

Salary increases as a result of re-grading will take effect from the beginning of the month in which the process was initiated and will be based on the bottom of the new grade, or a 2.5% increase to the current salary, whichever is the greater – unless exceptional circumstances exist to justify an alternative approach.

The date of the re-grading will become the new ‘anniversary date’ for the purpose of pay reviews. Following a re-grading the Employee will need to achieve the required number of ‘positive’ reviews for the new grade in order to receive pay progression.

### 17.3 Salary protection

Employees who are engaged on Kent Scheme terms may be eligible to be paid salary protection for up to 18 months should the grade of their post be reduced or if they are redeployed to a lower graded post as a result of organisational change.

Where the redeployment is to a post which is more than two grades below the Employee’s previous post, the Loss of Earnings compensation will only apply to a maximum of two grades above the grade of the new substantive post.

Salary protection will erode over the 18-month protected period in line with the increase to the Employees salary for their new substantive post.

Changes in hours / weeks worked will not attract salary protection.

Where an Employee is in receipt of salary protection and is placed at the top of their new substantive grade – their anniversary date will be reset to 1<sup>st</sup> April / 1<sup>st</sup> September (Parkside / Garlinge respectively). The payment of the annual pay award will be dependant on the Employee receiving a positive performance assessment.

Policy adopted by Governing Body on 8<sup>th</sup> July 2025

To be reviewed on November 2025

Signed by Executive Headteacher J. Williams

Signed by Chair of Governors M. Graham

## **Appendix 1: Terms of Reference**

### **Governing Board**

It is the role of the Governing Board to:

- establish the schools' pay policy, including the criteria and framework for pay decisions and review these provisions annually
- determine the annual budget for pay and any uplift to be applied to the schools' pay scales for Teachers and support staff
- determine which functions are to be delegated to the Executive Headteacher
- monitor the application and effectiveness of the policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively
- to ensure the school meets its statutory and contractual obligations with regards to pay

### **Executive Headteacher**

It is the role of the Executive Headteacher to:

- ensure Employees are appraised in accordance with school policy
- make decisions on an individual's pay with reference to the criteria for pay progression within the school
- ensure that appropriate written records are kept of appraisal discussions – including targets set and any progress / review meetings
- undertake moderation of pay recommendations to ensure consistency and fairness across staff groups



## Appendix 2: Pay Framework for Teachers and Leadership Teachers

The school has adopted a reference point approach to teachers' pay and will follow the advisory pay points published annually in the STPCD.

From 1<sup>st</sup> September 2024 Teachers and Leadership Teachers will be paid in accordance with the following framework:

### Main Pay Range

There are 6 reference points in the Main Pay Range:

Reference point 1	£31,650
Reference point 2	£33,483
Reference point 3	£35,674
Reference point 4	£38,034
Reference point 5	£40,439
Reference point 6	£43,607

### Upper Pay Range

There are 3 reference points in the Upper Pay Range:

Reference point 1	£45,646
Reference point 2	£47,338
Reference point 3	£49,084

### Unqualified Teacher Pay Range

There are 6 reference points in the Unqualified Teacher Pay Range:

Reference point 1	£21,731
Reference point 2	£24,224
Reference point 3	£26,716
Reference point 4	£28,914
Reference point 5	£31,410
Reference point 6	£33,902

### Leadership Teachers

The Executive Headteacher is appointed within the range of a Group 6 school.

The Executive Headteacher will be paid within an 11 point range from Leadership point 25 to point 35:

Reference point 1	£89,830
Reference point 2	£92,052
Reference point 3	£94,332
Reference point 4	£96,673
Reference point 5	£99,067
Reference point 6	£101,533
Reference point 7	£104,040
Reference point 8	£106,626
Reference point 9	£109,275
Reference point 10	£111,976
Reference point 11	£114,759

A Head of School will be paid within a 5 point range within the following reference points:

Reference point 1	£56,316
Reference point 2	£57,831
Reference point 3	£59,167
Reference point 4	£60,644
Reference point 5	£62,202
Reference point 6	£63,815
Reference point 7	£65,286
Reference point 8	£66,919
Reference point 9	£68,586
Reference point 10	£70,293
Reference point 11	£72,162
Reference point 12	£73,819
Reference point 13	£75,675
Reference point 14	£77,552
Reference point 15	£79,475
Reference point 16	£81,441
Reference point 17	£83,464
Reference point 18	£85,529
Reference point 19	£87,651

Deputy Headteachers will be paid within a 5 point range from Leadership point 14 to point 18:

Reference point 1	£68,586
Reference point 2	£70,293
Reference point 3	£72,162
Reference point 4	£73,819
Reference point 5	£75,675

Assistant Headteachers will be paid within a 5 point range from Leadership point 2 to point 10:

Reference point 1	£51,027
Reference point 2	£52,301
Reference point 3	£53,602
Reference point 4	£54,939
Reference point 5	£56,316
Reference point 6	£57,831
Reference point 7	£59,167
Reference point 8	£60,644
Reference point 9	£62,202

### Allowances

#### **TLRs**

	Minimum	Maximum
TLR1 Range	£9,782	£16,553
TLR2 Range	£3,391	£8,279
TLR3 Range	£675	£3,344

#### **SEN Allowance**

	Minimum	Maximum
Range	£2,679	£5,285

### **Appendix 3: Pay Progression Arrangements for Teachers and Leadership Teachers**

The school will review the value of the reference points in the framework with effect from 1<sup>st</sup> September annually to reflect the provisions of the STPCD.

The school will increase the minimum and maximum pay values of each pay range in line with any uplift of the values stated in the STPCD.

The school will consider annually the increase to be applied to the other reference points in the range. Any increase will be consistent with the percentage increase applied to the minimum/maximum of the pay ranges as set out in the STPCD.

Any teacher paid the minimum of the pay range will progress to the new minimum value. Any teacher paid the maximum of the pay range may progress to the new maximum subject to meeting the school's criteria for pay progression.

Where the teacher is eligible for a pay review and evidence of performance meets the school's criteria for pay progression as set out in this policy, the Employee will progress by 1 reference point on their respective pay range.

The school may award accelerated progression of more than 1 reference point for exceptional performance.

TLR/SEN Allowances – the school will consider annually the increase to be applied to any allowances in payment. Any increase will be consistent with the percentage increase applied to the minimum/maximum of the pay ranges as set out in the STPCD.

## Appendix 4: Criteria for Progression to the Upper Pay Range

To progress to the Upper Pay Range a Teacher must meet the following criteria:

- highly competent in all elements of the professional standards
- their achievements and contributions to the school are substantial and sustained

This is interpreted as follows:

### Highly Competent

- The Teacher demonstrates consistently good teaching and learning with evidence of aspects of outstanding practice
- The Teacher evidences an excellent depth and breadth of knowledge, skill, understanding and application of the Teachers standards
- The Teacher contributes to the professional development of colleagues through coaching / mentoring, demonstrating effective practice and providing advice, guidance and feedback. The Teacher continually develops their practice through effective application of professional development activities

### Substantial

- The Teacher plays a critical role in the life of the school outside of their classroom
- The Teacher is making a significant wider contribution to School improvement and pupil outcomes outside of their class
- The Teacher makes a significant contribution to policy and practice which has improved teaching and learning across the school

### Sustained

- The Teacher's performance levels should be sustained over a two-year period as evidenced in the two previous appraisal reports

	Upper Pay Range 1	Upper Pay Range 2	Upper Pay Range 3
<b>Criteria to be met:</b>	To consistently be a good or better classroom practitioner	To be an outstanding practitioner the majority of the time	To consistently demonstrate outstanding practice and understand how it is achieved. To use this knowledge to support the development of colleagues
<b>Evidenced by:</b>	<i>Lesson observations and monitoring and performance management indicate that</i>	<i>Lesson observations and monitoring and performance management indicate that</i>	<i>Lesson observations and monitoring and performance</i>



	<i>teaching and support for learning is consistently good in all respects.</i>	<i>teaching and support for learning is outstanding in all or nearly all respects.</i>	<i>management indicate that teaching and support for learning is outstanding in all respects.</i>
<b>Criteria to be met:</b>	To provide advice and guidance to colleagues on teaching and learning and care guidance and support	To provide high quality advice and guidance to colleagues on teaching and learning and care guidance and support	To make a distinctive contribution to the raising of standards and to pupil progress across the school through high quality advice and guidance to colleagues
<b>Evidenced by:</b>	<i>The school facilitates its experienced teachers in contributing to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</i>		
<b>Criteria to be met:</b>	To investigate, research and disseminate good practice	To proactively investigate, research and collaboratively disseminate good practice	To lead in the proactive investigation, research and dissemination of good practice
<b>Evidenced by:</b>	<i>I am reflective, innovative and outward looking. This includes research and published reports to inform planning. I am responsive to curriculum developments and actively seek partnership work with other schools building on national and local examples of best practice.</i>		
<b>Criteria to be met:</b>	To proactively seek opportunities for improvement, in own practice. To support colleagues in improvement in their practice	To proactively seek opportunities for improvement, whether in own or others' practice	To act as a respected source of guidance on how to embed improvements in own or others' practice
<b>Evidenced by:</b>	<i>Lead experienced staff make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes.</i>		
<b>Criteria to be met:</b>	To contribute to the life of the school and to foster collegiate school activity	To play an active role in the life of the school and to foster collegiate school activity	To play a critical role in the life of the school, and in particular to lead and foster collegiate school activity
<b>Evidenced by:</b>	<i>I can evidence how I make a significant contribution to the wider life and ethos of the school by using educational and pastoral opportunities through assemblies, tutor time and class teaching effectively to maximise respect for cultural diversity, create positive ethos and to secure high levels of care. I work closely with team members and facilitate opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them in the context of performance management. I recognise successful completion of significant pieces of work or work activities by team</i>		

	<i>members and I use praise effectively, where due, as a motivational tool. Identifying and constructively sharing information on opportunities for improvement in team practice.</i>		
<b>Criteria to be met:</b>	To take a lead in a school improvement initiative	To play a significant role in school improvement initiatives	To make a major contribution to the strategic development of school improvement
<b>Evidenced by:</b>	<i>Performance management records show that I make a significant contribution to the school's overall capacity to improve.</i>		
<b>Criteria to be met:</b>	To promote the school in a positive light with all its stakeholders	To work consistently to promote the school in a positive light with all its stakeholders	To act as an ambassador for the school in its relations with all its stakeholders as required
<b>Evidenced by:</b>	<i>I work with colleagues, learners and all stakeholders in the school to develop and implement a shared understanding of the school's vision and positive values. I fully understand my role in this process and I work with learners and colleagues to support them in working towards exemplifying this clear vision.</i>		

### Progression within the Upper Pay Range

In addition to the above the following criteria may be considered as examples of the requirements of a teacher working towards, and at, UPR2:

- The Teacher contributes to the professional development of a range of colleagues through regular and targeted coaching/mentoring
- The Teacher has supported a colleague(s) to improve the outcomes of pupils within the supported class
- The Teacher is a 'Leader of Learning' within their classroom, disseminating outstanding practice to all colleagues within and outside the school
- The Teacher has successfully led whole school initiative(s) which had a positive and sustained impact
- The Teacher has successfully led a small team within the school with evidence of positive outcomes for all stakeholders
- The Teacher demonstrates a comprehensive understanding of data and its use to support school improvement.

In addition to the above the following criteria may be considered as examples of the requirements of a teacher working towards, and at, UPR3:

- The Teacher will successfully lead whole school initiatives which have a positive and sustained impact on statutory measuring points, such as end of Key Stage data
- The Teacher may have participated in school improvement initiatives within, or outside of, our collaboration
- The Teacher will successfully lead a large team within the school with evidence of positive outcomes for all stakeholders
- The Teacher may have developed leadership skills through nationally recognised leadership qualifications
- The Teacher will contribute to the writing of the School Improvement Plan.

## Sources of Evidence

- Assessment against Teachers Standards
- Classroom Observations
- Self-Assessment & Peer Review
- Relevant Pupil Progress Data

## Appendix 5: Support Staff Pay Framework and Pay Progression Arrangements

From 1<sup>st</sup> April 2024 for Parkside Community Foundation Primary School and from 1<sup>st</sup> September 2024 for Garlinge Primary School and Nursery, Support Staff will be paid in accordance with the following framework:

	Minimum	Maximum
Kent Range 3	£23,337	
Kent Range 4	£23,338	£23,921
Kent Range 5	£24,040	£25,002
Kent Range 6	£25,127	£26,383
Kent Range 7	£26,515	£28,850
Kent Range 8	£28,995	£32,769
Kent Range 9	£32,933	£37,188
Kent Range 10	£37,374	£43,592
Kent Range 11	£43,810	£49,989
Kent Range 12	£50,239	£58,491
Kent Range 13	£58,784	£65,480
Kent Range 14	£65,807	£74,058
Kent Range 15	£74,428	£84,116

The school adheres to National Living Wage rates that are published annually each April.

## Appendix 6: Anniversary Years

Progression to a fixed point within the grade is based on 'positive' performance assessments at the anniversary review date. An Employee will be awarded a 'positive' assessment where performance standards are met during the pay / performance review cycle.

Progression is subject to receiving the requisite 'positive' performance assessments for their grade. A 'negative' assessment will delay progress through the grade by a year.

Please refer to the table below for details of the number of 'positive' anniversary years required to receive pay progression.

	Years to move from Entry to Top of Grade*			
Kent Scheme	Entry	Middle	Top	Total Number of Years to Progress to the Top of the Grade*
KSA (KR3)	Salary for the grade	n/a	n/a	n/a
KSB (KR4)	Salary for the grade	n/a	n/a	n/a
KSC (KR5)	Entry salary for the grade	n/a	2	2
KSD (KR6)	Entry salary for the grade	n/a	2	2
KSE (KR7)	Entry salary for the grade	n/a	3	3
KSF (KR8)	Entry salary for the grade	n/a	3	3
KSG (KR9)	Entry salary for the grade	2	2	4
KSH (KR10)	Entry salary for the grade	2	2	4
KSI (KR11)	Entry salary for the grade	2	2	4
KSJ (KR12)	Entry salary for the grade	3	2	5
KSK (KR13)	Entry salary for the grade	3	2	5
KSL (KR14)	Entry salary for the grade	3	2	5
KSM (KR15)	Entry salary for the grade	3	2	5



## Appendix 7: Pay Appeals

Prior to making an appeal an Employee is encouraged to speak informally to their appraiser / Head of School / Executive Headteacher about any concerns they have about their pay recommendation which has been made.

If it has not been possible to speak to appraiser / Head of School / Executive Headteacher, or where the Employee continues to be dissatisfied a formal appeal against a decision regarding their pay may be lodged.

Appeals should be made in writing to the Executive Headteacher / Chair of Governors within 10 working days of receipt of written confirmation of the pay decision.

An appeal may be made on the following grounds – that the school has:

- incorrectly applied the school's pay policy
- incorrectly applied any provision of the national or local terms and conditions of service
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence
- taken account of irrelevant or inaccurate evidence
- was biased
- unlawfully discriminated against the Employee

The letter of appeal should include full details of the reasons why the Employee is making an appeal on the stated grounds. The Employee should also include any supporting information they wish to reply on at the appeal hearing. The Employee must submit any supporting information or evidence no later than the deadline for receipt of an appeal.

The school's representative will provide the Employee with copies of any documents which will be referred to during the appeal hearing in advance and usually no later than 5 working days before the appeal hearing.

Appeals will be considered by a panel of one or more governors usually within 20 working days of the receipt of the appeal.

Hearings may take place either in person or virtually, or a combination of both.

The admittance to the hearing of any late submission of evidence by either party is at the discretion of the Chair of the panel.

The role of the panel is to review the original pay decision based on the grounds of appeal presented by the Employee.

The outcome may be to:

- To uphold the original pay decision
- To uphold the Employee's appeal
- To refer the matter for reassessment by the Executive Headteacher / Chair of Governors who made the original decision or to seek the advice of an additional independent advisor.

The Employee will be advised of the outcome of the appeal hearing, including reasons for the decision, usually within 5 working days of the decision being made. There is no further right of appeal.

The Employee is entitled to be accompanied at the Appeal Hearing by a workplace colleague or trade union / professional association representative. A postponement of up to 5 working days may be requested to allow the Employee's trade union or workplace colleague of their choice to attend.

### **Procedure for an Appeal Meeting**

- The chair of the appeal panel will introduce those present and their roles, explain the case to be considered, the procedure to be followed and the format of the meeting.
- The Employee or their representative shall put the case in support of the grounds for appeal. This may include referring to written submissions and evidence. The school's representative and panel and their respective advisors may ask questions of the Employee and their representative.
- The school's representative (Executive Headteacher / Chair of Governors) presents the case for upholding the original pay decision and refers to written documentation. The Employee, their representative and the panel may ask questions of the school's representative.
- The panel will invite both parties to sum up their cases, with the Employee or his/her representative having the final word. The hearing will then be adjourned whilst the panel deliberates over the evidence
- Adjournments may be requested by both parties or by the panel during the appeal hearing. If new evidence is presented the appeal may need to be adjourned while this is investigated.
- The appeal hearing will then be adjourned whilst the panel deliberates over the evidence. If further clarity is required both parties may be recalled and the hearing reconvened so that all parties may hear any additional evidence.
- The appeal hearing is reconvened and the outcome is communicated verbally to the Employee. This should also be confirmed in writing.

On occasion it may not be possible for the panel to reach a decision on the day of the hearing in which case the panel will reconvene at the earliest opportunity to make a decision and the outcome communicated in writing within 5 working days of the decision being made.

This procedure performs the function of the grievance procedure and therefore pay decisions should not be reopened under the general grievance procedures.