



Department
for Education

HR practice in relation to teachers' pay

**Departmental advice for maintained
schools and local authorities**

March 2015

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Summary

About this departmental advice

The following Department for Education advice is designed to support the development of good human resource (HR) practices across all schools. This advice adds to the previously published Departmental advice document “*Implementing your schools approach to pay*” which amalgamates the three additional pieces of Departmental advice published in June 2014 on “*the appropriate use of evidence to support the appraisal and pay process*”; “*equalities considerations for schools in the context of pay reform*” and “*support for governing bodies on handling pay appeals*”. Its focus is on three themes:

1. avoiding unnecessary workload and bureaucracy at certain specific points within the appraisal and pay process,
2. good continuing professional development (CPD) practice in the appraisal process, and
3. efficient and timely communications to teachers in respect of pay decisions.

For teachers employed in maintained schools and some academies, this advice should be read in conjunction with the School Teachers’ Pay and Conditions Document (STPCD), which sets out the statutory contractual terms and conditions which schools/employers must follow with regard to the employment of teachers and headteachers.

This advice is consistent with the requirements of employment law but does not replace it. All schools/employers must ensure that they act in compliance with statutory employment and equalities legislation and regulations.

Expiry or review date

This advice will be kept under review and, if necessary, updated in the light of future amendments to the STPCD.

Who is this advice for?

This advice is relevant to all maintained schools in England and Wales and is for :

- School leaders, school staff and governing bodies.
- Local authorities.

Effective pay policies

1. Schools are free to adopt their own approaches on pay and appraisal provided these are consistent with the relevant statutory frameworks and regulatory requirements. Neither the Department for Education (DfE) nor Ofsted (through their *School Inspection Handbook* and *Myths and Facts* document) require schools to follow a particular approach.
2. In determining their pay policy, schools may wish to consider that:
 - whilst there is no longer any statutory requirement for schools to match teachers' previous salaries when they are applying for a post in a different school, they are free to do so if they choose. This includes the freedom to pay teachers more from the start of their new employment in a school;
 - schools are free to adopt whichever system of pay scales, within the statutory pay ranges, as they see fit – many schools have opted to retain a six point main and three point upper pay range, while others have chosen a different approach;
 - within the context of the statutory parameters in the School Teachers' Pay and Conditions Document (STPCD) that to progress from the Main Pay Range (MPR) to Upper Pay Range (UPR) teachers must be highly competent in all elements of the relevant standards and must have made a substantial and sustained achievement and contribution to an educational setting. Schools are free to set out in their pay policies their interpretation of the STPCD criteria for teachers to enable them to progress from the MPR to the UPR. Neither the DfE nor Ofsted specify what these should be;
 - schools should take care to ensure that, where appropriate, teachers are properly remunerated when they carry out duties which warrant the awarding of a Teaching and Learning Responsibility (TLR) or payment on the leadership or leading practitioner pay ranges.

Objectives and evidence-gathering

3. The appraisal and pay process should enable teachers to demonstrate their overall performance. Schools should also take account of any unnecessary bureaucracy in their appraisal and pay processes and take steps to reduce these where possible. Schools may wish to consider the following points within that context:
 - targets or objectives should be achievable, with all teachers clear about what they need to do to achieve progression by the end of the year;
 - schools should try to avoid confusing or conflating the criterion and factors for the award of TLR payments with the criteria for movement to the UPR both within the context of objective-setting and when making pay decisions.

Professional development

4. Effective professional development is an integral part of ensuring high-quality teaching and enabling teachers to meet the day to day challenges of teaching and manage teaching and learning effectively. This is important throughout a teacher's career, although particular care should be taken to ensure effective induction and early professional development for newly qualified teachers (NQTs) (which includes the specific entitlement to a reduced timetable and access to Induction Tutors) where schools and Further Education (FE) Colleges are providing statutory induction.
5. Conversations about professional development and a teacher's individual needs should be part of the appraisal process and in planning and review meetings in particular. It is good practice to consider school improvement needs alongside the personal development needs of teachers.
6. Schools should identify sufficient resources to meet teachers' and school professional development needs.

Non-pay terms and conditions

7. Non-pay conditions for teachers are crucial to a school's performance and create the conditions to secure effective teaching and learning. The STPCD continues to provide that teachers should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher's professional skills and judgement. The removal of the illustrative list of 21 tasks does not mean that teachers should now be required to undertake such tasks routinely. Similarly, the STPCD continues to include its long standing provisions on protections for teachers, for example, those relating to cover and entitlement to planning, preparation and assessment (PPA) time and other entitlements including on work/life balance and leadership and management time. The removal of statutory guidance on those matters does not change any of requirements or practices relating to statutory non-pay terms and conditions and schools should discuss with staff how they could help to further reduce workload.

Communications relating to pay determinations

8. Where the STPCD determines that a pay award is made to teachers, it should apply from the effective date for pay determination purposes, in accordance with the provision of the school's pay policy. For example, in the case of teachers employed in accordance with the STPCD, a pay award will be effective from 1 September and will need to be backdated to that date.
9. All decisions that the STPCD requires schools to make should be made as quickly as is reasonably possible – a sensible principle here would be that once all relevant information is available to make a decision, that decision should be made and communicated. In that regard, schools should notify teachers of the outcome of pay decisions as soon as possible after the pay determination date in their pay policy and certainly no later than one month after the pay decision has been made. In circumstances where schools have retained in their pay policies 31 October (and 31 December for leadership group) as a deadline for making pay determinations, decisions should be relayed to the teacher as soon as possible after that date. This notification should include any performance pay progression decisions which have been made. Teachers should also be notified of any subsequent change in pay during the School Year.
10. Schools are required to notify each teacher annually with written details of their pay. This helps to ensure that governors and school leaders meet their obligations both to undertake pay assessments for all teachers and inform those teachers whose pay has changed about their new pay rate. The information required for each teacher would set out the following:
 - any payments and financial benefits awarded to the teacher and the period for which they are awarded;
 - any safeguarded sums to which the teacher is entitled;
 - in the case of a leadership group or leading practitioner teacher, the basis on which remuneration has been determined and the criteria;
 - the nature of any fixed term contract (including a fixed-term appointment to the leadership group or as a leading practitioner);
 - where the school's pay policy is located.
11. It is also good practice to provide every teacher with a copy of the school's pay policy, including its appeals procedure.

Further information

Other relevant departmental advice and statutory guidance

- [Departmental Advice on Reviewing and Revising Your School's Approach to Teachers' Pay](#)
- [School Teachers' Pay and Conditions Document \(STPCD\) 2014](#)



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for Education

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