



Sunnydown School Pay Policy (2024-25) A Surrey Maintained School

Review Period: Annual

Status: Statutory

Next Review: Autumn 2025

Review Date	Comments
Autumn 2024	Model policy based on: Judicium Changes made are shown in green

1. Policy & Purpose

Teacher's September 2024 Pay Award

The changes in the 2024 STPCD relate to the 2024 pay award, the removal of performance related pay as a requirement from September 2024 and changes relating to planning, preparation and assessment time.

All pay grades were awarded a 5.5% increase.

The overall aim of the pay policy is to ensure that all teaching and support staff are valued and receive recognition for their work and contribution to school life.

The purpose of the policy is to:

- Enable the Governing Body to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and school policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- Maintain and improve the quality of education provided for pupils in the school by having a whole school pay policy that supports the school improvement plan and reflects the agreed aims of the school.
- Support the recruitment and retention of a high-quality workforce
- Enable the school to recognise and reward employees appropriately for their contribution to the school

The Governing Body is committed to:

- Reviewing the pay policy annually against the targets set under the school development plan, the confines of the agreed budget and the Governing Body's spending priorities.



- f) Working within framework documents referred to in staff contracts, specifically:
 - a) **For teachers:** The School Teachers' Pay and Conditions Document and statutory regulations affecting the employment and conduct of teaching staff.
 - b) **For support staff:** Surrey Pay.
- g) Consulting staff members and local representatives of recognised trade unions as part of the annual review of this Pay Policy and ensuring that members of school staff have ready access to the up-to-date version.
- h) Complying with equalities legislation, specifically the following (as amended):
 - a. the Employment Relations Act 1999, which establishes a number of statutory work rights
 - b. 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. Further information can be found in the school's [Equality policy here](#)
 - c. the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, which require us to ensure part-time and fixed-term workers are treated fairly

2. The Pay Committee: Terms of Reference

- a) The Governing Body will annually appoint, from its members, a Pay Committee with the delegated powers described in the following terms of reference.
- b) The Pay Committee will consist of three governors who are not members of staff at the school, and the Headteacher in an advisory capacity.

The Pay Committee will have fully delegated powers to:

- c) Implement the Pay Policy with reference to staffing and financial budget plans. If the Committee feels it to be appropriate, any matter may be passed to the full Governing Body for ratification.
- d) Achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations.
- e) Apply the criteria of the Pay Policy in determining the pay of each member of staff in the annual review.
- f) Recommend to governors the annual budget needed for the payment of staff.

The Committee shall be required to:

- g) Minute all decisions taken and submit their minutes to be noted by the full Governing Body.
- h) Keep abreast of relevant developments and advise the Governing Body when the Pay Policy needs to be revised.

3. Determining Salary for New Appointments

3.1 Classroom Teachers (All Teachers Other than Leadership Group)

The Governing Body will determine the pay range for a vacancy prior to advertising. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the School Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), the Governing Body may take into account a range of factors, including, but not limited to:

- The nature of the post



- The level of qualifications, knowledge, skills and experience required
- The pay of current employees doing the same or similar job
- The wider school context at the time of the application.

For classroom teacher posts on the main pay range or upper pay range, the school will restrict the salary range to the minimum of the main pay range and the maximum of the upper pay range. Equally for unqualified teacher appointments, the salary range will represent the minimum and maximum of the unqualified teachers' pay range. The Governing Body's general policy, when determining the starting salary for a classroom teacher on the main, upper or unqualified teachers' pay range whose previous appointment was within a maintained school or academy, will be to appoint the teacher on a salary which at least equals the teachers' previous salary, taking into account any pay progression determinations made but not yet implemented by the previous school. The school may, at its discretion, appoint teachers above the minimum of a pay range and use recruitment and retention payments to attract, recruit and retain teachers that they need. Any such use of retention methods will be included in the Pay Policy and conform to the STPCD.

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

In determining the salary range for a post in which the primary purpose is modelling and leading improvement of teaching skills ('leading practitioners'), an individual post range within the overall pay range for leading practitioners will be determined, having regard to the challenge and demands of the post as well as internal pay relativities.

Additional allowances may be awarded to new appointments where the Governing Body deems this to be appropriate (see Section 6). Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in 6.2 has been met.

3.2 Leadership Group

The salary range for all staff paid on the leadership pay range will be determined by reference to the provisions of the STPCD and will include consideration of any broader responsibilities that attach to the role.

Headteacher

The Governing Body will determine a pay range for the Headteacher by reference to the school group size and taking into account all permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations, ensuring that there is appropriate scope in the range to allow for performance related progression over time. **The school is currently a Group 4 School (a reduction from Group 5 following the removal of the residential site)**

The Governing Body will only re-determine the Headteacher's pay range in the circumstances specified in the STPCD.

The Governing Body may determine that additional payments be made to a Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined and which have not previously been taken into account when determining salary. Any such payments will be subject to the overall restrictions on Headteacher's pay set out within the STPCD.

Deputy Headteacher and Assistant Headteacher

The salary range for a Deputy Headteacher and Assistant Headteacher shall be determined by reference to the STPCD, taking into account how the role fits within the wider leadership structure of the school, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations.

The maximum of the pay range will not exceed the maximum of the Headteacher group for the school.

The Governing Body will only re-determine the pay range of a Deputy or Assistant Headteacher in the circumstances specified in the STPCD.



Certain additional allowances may be awarded to Deputies where the Governing Body deems this to be appropriate (see Section 6).

3.3 Part time Teachers

Teachers employed on an ongoing basis who work less than a full working week are deemed to be part-time. A written statement should be provided 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 working week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

3.4 Support Staff

The appointment of support staff shall be in accordance with provisions set out in the School Staffing (England) Regulations 2009 (as amended).

The salary gradings for posts shall be based on the job description prepared by the headteacher or other appropriate person and have regard to the terms and grading applicable for similar roles or work throughout the LA and to any model frameworks for the pay and grading of support staff produced by the LA.

For support staff newly appointed on Surrey Pay grades, appointments will normally be made on the minimum of the salary range for the relevant grade. However the appointment can be made on a salary above the minimum of the range where the Governing Body wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.

Where an employee is promoted or re-graded onto a higher salary he/she must be placed on a salary within the new grade which is at least 2.5% higher than his/her previous salary position. This will often be the minimum of the new salary range. Whilst this is the general position, occasionally other assimilation arrangements will have been agreed or may be more appropriate.

All support staff are employed by Surrey County Council and therefore the school will follow the SCC Reward Policy. A copy of this policy can be found [here](#).

4. Pay Reviews and Progression

4.1 All Teachers (Including Leadership Group)

All teaching staff, including those on the leadership scale, will be provided with a salary statement to take effect from 1st September each year. This statement will contain details of the annual salary plus any allowances or safeguarded sums due to the teacher. This will be provided after pay decisions have been ratified by the Governing Body.

All eligible teaching staff will have their pay reviewed annually. The Governing Body will complete annual pay reviews for all eligible teachers, other than the Headteacher, by 31st October. The Headteacher's annual pay review will be completed by 31st December. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated. Reviews may also take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating 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.

All teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. All teachers are expected to engage fully with this process. The current arrangements for teacher appraisal are set out in the school's appraisal policy which should be read in conjunction with this pay policy.



To be eligible for consideration of pay progression, teachers must normally have been in post at the school for at least 26 weeks in aggregate during the previous academic year (including periods of absence for school closures, sickness, maternity or family-related leave). Newly-appointed teachers who have not been in post for 26 weeks as of 1st September will not be eligible for pay progression with effect from 1st September in that year unless their offer letter states otherwise.

Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances.

4.2 Determining Pay Progression (Classroom Teachers)

‘Classroom teachers’, for the purposes of this paragraph, includes all teachers other than the leadership group.

All decisions regarding pay progression will be made with reference to teachers’ appraisal reports and the pay recommendations contained within them. In the case of newly qualified teachers (NQTs), pay decisions will be made by means of the statutory induction process.

The school’s scheme for determining pay progression for classroom teachers is contained within Appendix 1. This scheme will be applied to pay determinations made with effect from 1st September, resulting from evidence collected during the previous appraisal cycle. In the event that the Governing Body determines that amendments to the scheme are required after the publication of this pay policy (to apply to decisions effective from the following September), these will be inserted into this pay policy and will be made available to all teachers to inform the following year’s appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

The Governing Body’s general policy is that any teacher who is at risk of not meeting the criteria for pay progression in Appendix 1 will receive prior warning of this during in-year reviews and be given adequate opportunity to address concerns with appropriate support before the end of the appraisal year.

4.3 Determining Pay Progression (Leadership Group)

All decisions regarding pay progression for the leadership group will be made with reference to appraisal reports and the pay recommendations contained within them.

Salary determinations effective from 1st September shall be made in accordance with the school’s scheme for determining pay progression for the leadership group which is contained within Appendix 2, resulting from evidence collected during the previous appraisal cycle. In the event that the Governing Body determines that amendments to the scheme are required after the publication of this pay policy (to apply to decisions effective from the following September), these will be inserted into this pay policy and will be made available to the leadership group to inform the following year’s appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

The pay ranges of headteachers in post should only be reviewed when there have been significant changes to responsibilities and/or size of the school and not just because the top of the current range has been reached.

It will be wholly exceptional for the total value of the headteacher’s salary – including temporary payments - to exceed the limit of 25% of the amount that corresponds to the maximum of the headteacher group for the school in any given year. Should these circumstances arise, the Governing Body will prepare a full business case and will seek external independent advice from an appropriate person or body before the Governing Body decides whether it is justifiable to exceed the limit in each particular case. A clear audit trail for any advice received by the Governing Body and a full and accurate record of all decisions made by the Governing Body and the reasoning behind them will be kept.

4.4 Determining Pay Progression (Support Staff)

Arrangements for pay progression are determined by Surrey County Council subject to negotiations with the recognised trade unions and with effect from 1st April each year. Pay progression through the salary range for the grade is subject to



performance. Details of pay progression arrangements determined each year will be notified to eligible support staff separately.

Increments may be withheld when an employee has performed unsatisfactorily. This will take place only within the context of the Governing Body's disciplinary/capability procedure.

Our support staff includes employees performing the following roles:

- Teaching Assistants
- Admin staff
- Pastoral and Learning Support staff
- Premises, Domestic and Lunchtime Supervisors

Support Staff pay grades for the period April 2024 to March 2025 are below:

Grade	1st April 2024 to 31st March 2025					
	Pay Scale					
	Point 1	Point 2	Point 3	Point 4	Point 5	Point 6
PS1/2	22,599					
PS3			23,576			
PS4		24,275	24,690	25,112	25,543	25,993
PS5		26,777	27,241	27,715	28,199	28,686
PS6		29,697	30,220	30,755	31,299	31,848
PS7		32,512	33,126	33,753	34,010	34,654
PS8		35,730	36,425	37,134	37,858	38,585
PS9		40,296	41,082	41,884	42,702	43,735
PS10		45,680	46,574	47,486	48,416	49,588
PS11		52,047	53,275	54,533	55,823	57,125
PS12		59,868	61,291	62,750	64,245	65,755
PS13		68,774	70,420	72,108	73,836	75,583
PS14		79,260	81,168	83,123	85,129	87,153

5. Movement to the Upper Pay Range

5.1 Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in accordance 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. It is usual for teachers to consider applying for progression after approximately 5 years' teaching experience, by which time they are likely to be able to achieve and sustain the necessary level of competence and contribution. However, in exceptional cases teachers may feel ready at an earlier stage, whereas other teachers may decide not to apply for progression until later in their career.

Any decision made on progression to the UPR applies only to employment in that same school. The STPCD sets out when teachers must be paid on the UPR, and when the school can pay a teacher of UPR if they wish.

If a teacher is simultaneously employed at another school(s), he/she may submit separate applications if he/she wishes 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.

Applications to be paid on the Upper Pay Range may be made once a year and must be received by the 1st October in each academic year, in writing, to the headteacher. Teachers are encouraged to discuss with their line manager or



appraiser their intention to apply for progression at an early stage in the preceding academic year, for example when their performance objectives are being set, so that they can be supported to achieve the required standards and gather the necessary evidence to demonstrate their achievements and contribution.

An application to be paid on the Upper Pay Range should include the results of at least two recent appraisals together with a statement explaining how the applicant has met the assessment criteria and supporting evidence.

In the event that information from appraisals is not applicable or available, a statement and summary of evidence, designed to demonstrate that the applicant has met the assessment criteria, should be presented instead.

5.2 Assessment

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 Teachers' Standards; and
- b) The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy,

- "highly competent in all elements of the Teachers' Standards" means:
 - that the teacher's practice is secure, well-informed and consistently good or outstanding;
 - that the teacher is able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.
- "substantial and sustained" achievements and contribution means:
 - That the teacher contributes at a strategic level to policy initiatives;
 - That the teacher makes a distinctive contribution to the raising of pupil standards;
 - That the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
 - That the teacher contributes more broadly to the life of the school;
 - That such contribution has been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive appraisal reports demonstrating the required standard has been met.

The initial assessment will be made by the Headteacher who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours commitment.

The Headteacher will consult with the teacher's line manager as appropriate when considering the evidence.

5.3 Notification and Feedback

After completing the assessment, the Headteacher will notify the Governing Body of his/her recommendation. Once the Governing Body has determined the final decision, the Headteacher will then provide written feedback to the teacher as promptly as possible, but in any event by no later than 21st December in each academic year.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the school's pay appeals procedure (see Section 8).

5.4 Pay Progression for Successful Applicants



Successful applicants will be moved onto the upper pay range from 1st September following the application. It is the school's policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range.

5.5 Stepping Down from Upper Pay Range

A teacher may request to be moved down from pay ranges. This may be for personal reasons (such as to improve work/life balance, or to manage a health condition, or as part of a planned move towards retirement) or for professional reasons (for example if a teacher decides that they prefer classroom practice to leadership and management activities, or wishes to develop a new skill set such as SEN expertise). Such a request can be made to the headteacher at any time and will be discussed with the teacher before a decision is made, based on individual circumstances and the needs of the school.

A teacher may also be offered downward movement on the pay range as an alternative to formal capability action or during the course of capacity action, in order to enable the teacher to focus on improving their classroom practice by removing additional responsibilities. This may be offered as either a temporary or permanent adjustment, and will not usually be considered until after the teacher has been offered support.

6 Allowances & Other Payments (Teaching Staff)

6.1 Teaching and Learning Responsibility Payments (TLRs)

Teaching and Learning Responsibilities (TLR's) are awarded to posts identified in the school's staffing structure in accordance with the STPCD. In order to qualify for a TLR payment, the teacher's duties must include a significant responsibility that is not required of all classroom teachers which:

- 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 pupil's other than the teacher's assigned classes or groups of pupils and
- Involves leading, developing and enhancing the teaching practice of other staff

In order to qualify for a TLR1 payment, the significant responsibility defined above must include line management responsibility for a significant number of people; otherwise a TLR2 payment will be appropriate. A teacher cannot hold a TLR1 and TLR2 concurrently, but a teacher who receives either a TLR1 or a TLR2 may also hold a concurrent TLR3. A TLR can be based on a job description that includes several different areas of significant responsibility. TLR3 payments are awarded on a fixed term basis for clearly time-limited school improvement projects or one off external responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the Covid-19 pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day.

A TLR payment is attached to a specific post in the school's staffing structure and therefore may only be held by two or more people if they are job sharing that post. TLR's awarded to part-time teachers are paid on a pro rata basis.

The annual value of a TLR1 for the academic year 2024/25 must be between £9,782 and £16,553 (FTE).

The annual value of a TLR2 for the academic year 2024/25 must be between £3,391 and £8,279 (FTE).

The annual value of a TLR3 for the academic year 2024/25 must be between £675 and £3,344 (FTE).



Assessment & Implementation

The need for a TLR will be identified by the Senior Leadership Team and this will include confirming whether it will be for a TLR1, TLR2 or TLR3 and the relevant yearly value. If a TLR 3 is identified, the duration of the fixed term will be established at the outset.

Ratification of the recommendation from SLT by the Governing Body will be sought.

If required, a TLR will be advertised internally within the school following the school's recruitment process.

When awarded, this will be reviewed each year as part of the Appraisal review of teacher's performance. Appeals for a TLR will follow the appeals process under section 8 of this policy.

6.2 Recruitment and Retention Allowances

The Governing Body will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Governing Body anticipates or encounters recruitment and/or retention difficulties. In determining whether a post will be eligible for a recruitment and retention allowance the Governing Body will take into account the following factors:

- Whether the post is in a nationally-recognised shortage subject area;
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
- Whether previous recruitment to posts of a similar nature has proven difficult;
- Whether there has been a high rate of staff turnover;
- Any other relevant circumstance that the Governing Body believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the Governing Body will determine:

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value;
- When/how it will be paid*;
- The start date and expected duration of the award (unless it is a one-off award);
- The review date after which the award may be withdrawn;
- The basis for any uplift that may be applied.

(*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods.)

Recruitment and retention allowances cannot be paid to the leadership group except where they relate to a reimbursement of reasonably incurred housing or relocation costs. Any other recruitment and retention considerations will be taken into account when determining the leadership pay range.

The Governing Body will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

6.3 Special Educational Needs Allowances



A SEN allowance of between £2,678 and £5,284 (FTE) per annum for the academic year 2024/25 will be paid to all teachers.

6.4 Additional Payments

The Governing Body may make such payments as it sees fit to a teacher, other than a Headteacher, in respect of:

- Continuing professional development undertaken outside the school day;
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- Participation in out-of-school hours learning activity agreed between the teacher and the Headteacher;
- Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

6.5 Allowances for Unqualified Teachers

Unqualified teachers are not permitted to hold TLR or SEN allowances.

The Governing Body may, however, exercise its discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

- A sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or
- Qualifications or experience which bring added value to the role being undertaken.

7. Allowances & Other Payments (Support Staff)

The Governing Body reserves the right to approve payment of honoraria to support staff in recognition of work that goes beyond that normally expected of the post holder.

Claim	Payment received	
Planning and/or delivery of a lesson*	Staff paid on S3 will be paid at S5 for the delivery of a pre-planned lesson Or At Point 1 of UQT for planning and delivery*	
Honorarium / Acting up payment	To be determined by the Governing body	This covers a 4 week – 6 month period for delivery of full or partial duties
Sleeping in duty on residential trip*	Paid the current sleeping in duty rate determined by SCC	1 member of staff shall be assigned the duty per night. If an additional support person is required for a disturbance this may be claimed
Extended day trip/ residential *	Additional hours to be claimed to a maximum of 3	All support staff (Surrey paid staff) supporting an extended trip may claim the maximum of 3 additional hours per day.
Burger Van support *	This will be paid at PS3 – max for the manager PS3 point 1 for supporting staff	



*These will be paid following the completion and approval of a claim form.

8. Pay Appeals

8.1 All Teachers (Including Leadership Group)

In the event of a teacher seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision-maker (usually either the Headteacher or the Chair of the Pay Committee) within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher must provide in writing the specific grounds for questioning the pay decision together with evidence which they consider should be taken into account. The appeal letter must be sent to the pay committee who made the decision within 10 working days of the pay determination or the informal discussion with the headteacher, whichever is the latter.

Three governors who were not party to the original decision will form a panel to hear the appeal.

The appeal hearing should be held without unreasonable delay following receipt of the letter of appeal.

The panel will consider the teacher's concerns and afford the opportunity for them to make representations in person, accompanied by a trade union representative or work colleague if desired. The panel may invite the headteacher to the hearing and they will provide the meeting with any relevant information required by governors. No specific information concerning that remuneration of other members of staff shall be given in the presence of the employee for whom the appeal is being heard. Where the panel requests such pay information from the headteacher, it will be anonymised.

The teacher should be informed, in writing, of the outcome of the meeting within as soon as possible and without delay and notified of the right of appeal, where applicable.

The decision of the panel at the appeal hearing is final.

8.2 Support Staff

Where a member of support staff is dissatisfied with any decision relating to his/her pay, this should be raised in accordance with the Governing Body's adopted grievance procedure.

8.3 Overpayment/ Underpayment

In the event of an overpayment or underpayment recognised by the school. The staff member will be notified and the payment discussed in person. The options available such as emergency payments, recouping in full, partial or not at all will be explored and agreed between the two parties.

In the event of an overpayment recognised by the staff member. The staff member must inform the school immediately, again the options will be explored and the outcome agreed between parties.

Any decision made by the school regarding over or underpayments are only made after a full assessment of the facts of each individual case.

In the event that a staff member is not satisfied with the decision made regarding a payment this can be raised in accordance with the Governing Body's adopted grievance procedure.

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9. Access to Salary Records

Staff may have access to their salary records by giving reasonable notice during term time to the school business manager.

10. Data Protection

The school processes personal data as part of the payroll process in accordance with the Governing Body's adopted data protection policy. The school has in place arrangements with its payroll provider to ensure that it takes appropriate measures to process employees' personal data safely and securely.



APPENDIX 1

PAY PROGRESSION FOR CLASSROOM TEACHERS

Pay tables are based on the accepted recommendations of the DfE in the 34th report of the School Teachers Review Body.

This appendix explains how pay progression will be determined for classroom teachers.

Pay Structure

The school recognises, and adheres to, the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD).

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the tables below. These salary figures reflect those valid for the 2024/25 academic year.

NB – The last increment is not always equal and takes account of rounding.

Table 1: Qualified Teachers Main Pay Scale - Fringe

National Pay Range	Reference Points	01.09.24 to 31.08.25	% Change from 23/24
Minimum	M1	33,075	5.5
	M2	34,974	5.5
	M3	37,141	5.5
	M4	39,495	5.5
	M5	41,870	5.5
Maximum	M6	45,037	5.5

Table 2: Teachers Upper Pay Range - Fringe

National Pay Range	Reference Points	01.09.24 to 31.08.25	% Change from 23/24
Minimum	Point 1	47,031	5.5
	Point 2	48,719	5.5
Maximum	Point 3	50,471	5.5

Table 3: Unqualified Teachers Pay - Fringe

National Pay Range	Reference Points	01.09.24 to 31.08.25	% Change from 23/24
Minimum	Point 1	23,140	5.5
	Point 2	25,630	5.5
	Point 3	28,123	5.5
	Point 4	30,319	5.5
	Point 5	32,813	5.5
Maximum	Point 6	35,305	5.5



Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the school's Appraisal Policy. The appraisal report will include an overall performance rating, however this will not be the sole determinant of a teacher's pay award.

These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy.

The performance ratings for pay decisions are shown below:

Good to Exceptional Performance: The teacher consistently exceeds the Teachers' Standards and performance regularly exceeds expectations of a teacher at his/her career level. Teaching is mostly or always outstanding and the teacher has exceeded her/his targets and objectives. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control. The teacher regularly contributes to improving the efficiency and effectiveness of the wider School through his/her own work and participation in the work of others. Exceptional performance is going beyond the national expectations, driving the standard up for all staff members.

Effective to Good Performance: means that the teacher consistently meets the Teachers' Standard and performance generally meets expectations of a teacher at his/her career level and may sometimes exceed expectations. Teaching is consistently good and may sometimes be outstanding and the teacher has met, or very largely met, her/his targets and objectives. The teacher contributes to improving the efficiency and effectiveness of the wider School through his/her own work and participation in the work of others.

Developing Performance: means that the teacher largely meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a teacher at her/his career level. Teaching is generally good but overall requires some improvement. The teacher has largely met his/her targets and objectives. The teacher sometimes contributes to improving the efficiency and effectiveness of the wider School through her/his own work and participation in the work of others.

Unsatisfactory Performance: means that the teacher does not regularly meet the Teachers' Standards and performance regularly falls below that expected of a teacher at his/her career level. Teaching requires a significant improvement. The teachers' progress against targets and objectives is limited. The teacher requires extensive support and does not contribute to improving the efficiency and effectiveness of the wider School through his/her own work or participation with the work of others.

Performance ratings will be linked to a pay recommendation as follows:

Unsatisfactory (4)	No pay increase awarded
Developing (3)	
Effective to Good (2)	1 point on the relevant pay range awarded
Good to Exceptional (1)	1 point on the relevant pay range awarded

All pay awards are subject to available headroom within the applicable pay range.

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. No pay recommendation should be considered final until it has been ratified by the Governing Body.

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Review

The Governing Body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers will be notified of any changes which may affect their future pay progression. 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.



APPENDIX 2

PAY PROGRESSION FOR LEADERSHIP GROUP

This appendix explains how pay progression will be determined for members of the leadership group.

Pay Structure

The school recognises, and adheres to, the minimum and maximum of the leadership pay range as outlined in the School Teachers' Pay and Conditions Document (STPCD), including the broad bands used as the basis for calculating head teachers' pay.

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the table below.

Table 4: Leadership Pay Range - Fringe			
National Pay Range	Reference Points	01.09.24 to 31.08.25	% Change from 23/24
Minimum	L1	51,151	5.5
	L2	52,400	5.5
	L3	53,675	5.5
	L4	54,983	5.5
	L5	56,320	5.5
	L6	57,693	5.5
	L7	59,213	5.5
	L8	60,540	5.5
	L9	62,019	5.5
	L10	63,576	5.5
	L11	65,188	5.5
	L12	66,665	5.5
	L13	68,298	5.5
	L14	69,964	5.5
	L15	71,665	5.5
	L16	73,539	5.5
	L17	75,206	5.5
	L18A	77,051	5.5
	L18B		5.5
	L19	78,926	5.5
	L20	80,857	5.5
	L21A	82,005	5.5
	L21B	82,825	5.5
	L22	84,843	5.5
	L23	86,904	5.5
	L24A	88,149	5.5
	L24B	89,033	5.5
	L25	91,205	5.5
	L26	93,432	5.5
	L27A	94,748	5.5
	L27B	95,708	5.5



	L28	98,045	5.5
	L29	100,444	5.5
	L30	102,901	5.5
	L31A	104,376	5.5
	L31B	105,420	5.5
	L32	108,007	5.5
	L33	110,656	5.5
	L34	113,356	5.5
	L35A	114,989	5.5
	L35B	116,140	5.5
	L36	118,977	5.5
	L37	121,903	5.5
	L38	124,884	5.5
	L39A	126,622	5.5
	L39B	127,890	5.5
	L40	131,056	5.5
	L41	134,290	5.5
	L42	137,623	5.5
Maximum	L43	139,632	5.5

Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers, including members of the leadership group, can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the school's Appraisal Policy. The appraisal report will include an overall performance rating however this will not be the sole determinant of a teacher's pay award.

These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy.

The performance ratings for pay decisions are shown below:

Exceptional Performance (1): means that the School Leader consistently exceeds the Teachers' Standards (and, for Headteachers, the National Standards for Headteachers) and performance regularly exceeds expectations of a leader at his/her career level. Where the Leader has a regular teaching commitment, the quality of teaching is mostly or always outstanding.

The Leader has exceeded his/her targets and objectives. As appropriate to his/her role, the School Leader contributes exceptionally effectively to strategic planning, leading teaching and learning, the management of people and resources and working with the Sunnydown community. The School Leader has a very strong focus on continuous improvement and always challenges underperformance. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control.

Effective Performance (2): means that the School Leader consistently meets the Teachers' Standards (and, for Headteachers, the National Standards for Headteachers) and performance generally meets expectations of a leader at her/his career level and may sometimes exceed expectations. Where the leader has a regular teaching commitment, teaching is consistently good and may sometimes be outstanding and the leader has met, or very largely met, his/her targets and objectives.

As appropriate to her/his role, the School Leader contributes effectively to strategic planning, leading teaching and learning, the management of people and resources and working with the School community. The Leader strives for continuous improvement and challenges underperformance.

Developing Performance (3): means that the School Leader largely meets the Teachers' Standards (and, for Headteachers, the National Standards for Headteachers) and that performance sometimes, but not always, meets expectations of a leader at



his/her career level. Where the Leader has a regular teaching commitment, teaching may sometimes be good but may require improvement overall.

The Leader has largely met her/his targets and objectives. As appropriate to her/his role, the School Leader makes some positive contribution to strategic planning, leading teaching and learning, the management of people and resources and working with the School community. The Leader may not always have a focus on continuous improvement or on challenging underperformance.

Unsatisfactory Performance (4): means that the School Leader does not regularly meet the Teachers' Standards (and, for Headteachers, the National Standards for Headteachers) and performance regularly falls below that expected of a leader at his/her career level. Where the Leader has a regular teaching commitment, teaching may require significant improvement.

The Leader's progress against targets and objectives is limited. The Leader requires extensive support and his/her contribution to strategic planning, leading teaching and learning, the management of people and resources and working with the School community, as appropriate to his/her role, is limited. The Leader does not focus on continuous improvement or challenging underperformance.

Performance ratings will be linked to a pay recommendation as follows

Unsatisfactory (4)	No pay increase awarded
Developing (3)	
Effective (2)	1 point on the leadership pay range awarded
Exceptional (1)	1 point on the leadership pay range awarded

All pay awards are subject to available headroom within each individual's defined pay range.

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 Headteacher (or the governors responsible for appraisal in respect of the Headteacher). No pay recommendation should be considered final until it has been ratified by the Governing Body.

Review

The Governing Body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers, including members of the leadership group, will be notified of any changes which may affect their future pay progression. 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.



APPENDIX 3

AGENDA FOR PAY APPEAL HEARING

(An appeal against a pay decision by a Headteacher will need to be modified accordingly)

(SCHOOL)

(DATE)

(TIME)

1. Introduction of all those present.
2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence, and calling witnesses* if applicable.
3. The representative of the Pay Committee/Headteacher to ask questions of the appellant and witnesses* if applicable.
4. The Appeals Committee to ask questions of the appellant and witnesses* if applicable.
5. The representative of the Pay Committee/Headteacher to respond to the appellant's appeal, and calling witnesses* if applicable.
6. The appellant and/or his/her representative to ask questions of the representative of the Pay Committee/Headteacher.
7. The Appeals Committee to ask questions of the representative of the Pay Committee/Headteacher.
8. The appellant and/or his/her representative to summarise.
9. The representative of the Pay Committee/Headteacher to summarise.
10. Hearing to be adjourned whilst all parties, except the Appeals Committee, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Appeals Committee has reached a decision this will be confirmed.

*Witnesses will usually be called one at a time and will be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.



APPENDIX 4

SCHOOL STAFFING STRUCTURE

Teaching Staff – Note the below is subject to change in line with FGB recommendations

Headteacher Pay Range L19–L27a (Pay Committee decided June 2023)

Deputy Headteacher Pay Range L12–L19 (Pay Committee decided June 2023)

Assistant Headteacher Pay Range L8-L12

Teachers Main Pay Range – Upper Range / SEN allowance

Upper Range / SEN allowance

Middle Manager / SEN allowance subject to qualifications and experience / TLR2pt1

Unqualified Teacher Pay Range

Surrey Paid Staff

Academic

Classroom TA Surrey Pay S3

Transitional Support TA S4

Pastoral TA Surrey Pay S5

Learning Support TA Surrey Pay S5

Lead TA Surrey Pay S6

Learning Mentor Surrey Pay S7

Non Academic

Site Manager Surrey Pay S6

Assistant Caretaker Surrey Pay S1/2

Domestic Assistant Surrey Pay S1/2

Midday Supervisors Surrey Pay S1/2

School Business Manager Surrey Pay S9-S10

Office Manager Surrey Pay S6-S7

Exam Officer S8

Finance Officer S5

Office Assistant Surrey Pay S4