

The NEU Pay Toolkit

This National Education Union guidance document is part of a toolkit for NEU members and representatives on teachers' pay progression issues.

Other documents include guidance on the rules of the pay progression system and on pursuing appeals against denial of pay progression.

The full NEU toolkit can be found at <https://neu.org.uk/pay-toolkit> Links to other key documents are at the end of this briefing.

Note: All the documents in this NEU pay progression toolkit focus on the provisions of the School Teachers Pay and Conditions Document (STPCD) in England and the now separate though very similar School Teachers Pay and Conditions (Wales) Document. These provisions apply to teachers employed by local authority maintained schools. In England, they also apply to teachers employed by academies and multi-academy trusts which have adopted the provisions of the STPCD. The position of other teachers will depend on the provisions of their employment contracts.

Using this toolkit

This National Education Union checklist should be used alongside the NEU model policy to help you negotiate a policy acceptable to the NEU. Non-negotiable points (i.e those required by law or Union policy) are highlighted in red.

You may not be able to secure everything on this checklist – if so, you will need to consult members on whether the proposed policy is sufficiently positive to be acceptable.

Use it in conjunction with the rest of the NEU toolkit, which includes the NEU model policy and guidance documents on assessing and challenging school policies, on the rules of the pay progression system and on pursuing appeals.

Web Links

See the full NEU toolkit on pay progression at <https://neu.org.uk/pay-toolkit>. The 2019 School Teachers' Pay and Conditions Document is at www.gov.uk/government/publications/school-teachers-pay-and-conditions
The School Teachers' Pay and Conditions (Wales) Document 2019 is at

<https://gov.wales/school-teachers-pay-and-conditions-wales-document-2019>

whilst the DfE's pay advice to schools can be found at www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay

NEU Pay Policy Checklist

Pay award for 2019-20

- Does the policy maintain the pay structure of previous STPCD pay scales, i.e. a 6-point main scale, 3-point upper pay scale, 43-point leadership pay scale and a 6-point unqualified teacher scale as set out in the England [Joint union advice on school teachers' pay 2019-20](#)?
- Is there a clear commitment to award a minimum 2.75% pay uplift to all pay scale points on all the pay ranges (England)?
- In Wales, will there be 5% uplift to the minima of the main pay range and 2.75% to all other points and ranges be applied?

Pay determination

- Is it stated that teachers' salaries will be determined on an annual basis and that teachers will be notified in writing of the salary determination by 31 October each year with effect from 1 September of that year?
- Does the school make a clear commitment to pay portability and give an undertaking to apply this policy for all new appointments?

Pay progression – Main Pay Range

- Is the school's appraisal policy in accordance with the NEU appraisal policy checklist?
- Is the policy clear that teachers will be awarded pay progression on the Main Pay Range following a successful appraisal review?
- Is it made clear that a review will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process?
- Is it made explicit that all teachers can expect progression to the top of their pay range as a result of successful appraisal reviews?
- Is there a clear statement that teachers in their induction year will be awarded pay progression on the successful completion of their induction?

- Does the policy indicate that teachers should not be assessed against the Teachers' Standards in a tick-list fashion?
- Does it say that failure to meet all objectives will not automatically result in a denial of pay progression if significant progress has been made and/or the failure to meet objectives was due to reasons beyond the teacher's control?
- Does the policy make it clear that funding issues cannot be used as a criterion to determine pay progression?
- Is there a commitment in the policy that only evidence from appraisal reviews will be considered in making a decision about pay progression?
- Does the policy indicate that teachers should not be assessed against the Teachers' Standards in a tick-list fashion?
- Does it say that failure to meet all objectives will not automatically result in a denial of pay progression if significant progress has been made and/or the failure to meet objectives was due to reasons beyond the teacher's control?
- Is it made clear that funding issues cannot be used as a criterion to determine pay progression?

Moving from Main to Upper Pay Range

- Does the policy confirm that applications will be assessed according to the most recent appraisal review, or, at most, the two most recent appraisal reviews?
- Will a review be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process?

Pay progression - Upper Pay Range, Leading Practitioners, Unqualified Teachers & Leadership Teachers

- Does the policy confirm that teachers will be awarded pay progression on the Upper Pay Range following each successful appraisal review?

- [] Is it made clear that reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process?
- [] For leadership teachers, is it clear that decisions will be subject to a whole school approach to pay policy?

TLR payments

- [] Does the policy set out the level of TLR1 and TLR2 payments?
- [] Is it clear that teachers will not be expected to undertake permanent additional responsibilities without a permanent TLR1 or TLR2 payment?
- [] Does the policy make a commitment to allocate TLR1 and TLR2 payments according to the criteria set out in the 2019 STPCD?
- [] Does the policy set out clear criteria for the award, level and duration of time-limited TLR3 payments?
- [] Will union representatives be fully consulted before any decision is made to make any such payment?

SEN allowances

- [] Does the policy commit to awarding SEN allowances in accordance with the criteria and provisions set out in the 2019 STPCD?
- [] Does the policy set out the criteria for the award of SEN allowances and the value of the allowances payable to those who meet those criteria?

Acting allowances

- [] Is it stated that where any teacher is required to act as head teacher, deputy head or assistant head for a period exceeding 4 weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder?
- [] Does the policy specify that payments will be backdated to the day on which the teacher assumed those duties, and that no pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part?

Other payments: Continuing Professional Development (CPD) outside directed time; Initial Teacher Training (ITT) activities: and Out of School Learning Activities

- [] Is it recognised and accepted that such activities are entirely voluntary?
- [] Is it clear that the governing body will make additional payments to all teachers (including the head teacher) who agree to undertake such activities?
- [] Will these payments be calculated at a daily or hourly rate calculated pro rata to each teacher's annual salary or, where appropriate, at a higher level reflecting the responsibility and size of commitment?
- [] Where teachers cannot attend CPD organised outside the school day, will the school promote equal opportunities by endeavouring to offer suitable alternative training provisions within directed time?

Recruitment and retention incentives and benefits

- [] Does the policy specify the level, duration and criteria for such payments, and that they will be subject to annual review?
- [] Is it made clear that union representatives will be fully consulted on the criteria for such awards?

Part-time teachers

- [] Is there a clear statement in the policy that part-time teachers' pay and working time will be calculated in accordance with the provisions of STPCD and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post?
- [] Will any additional hours worked by agreement from time to time be paid at the same rate?

Supply teachers

- [] Does the policy set out that supply teachers employed for a full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract?
- [] Similarly, will teachers engaged to work for less than one day be hourly paid, their pay being calculated as above before being divided again by the proportion of the full pupil day which they teach in order to arrive at the hourly rate?

Salary safeguarding

- [] Does the pay policy set out the circumstances in which, and for how long, salary safeguarding may take place?
- [] Does the policy define 'additional duties' and under what circumstances a teacher with a safeguarded salary might be required to undertake them?

Appeals procedures

- [] Does the policy include a clear appeals procedure within the policy which meets, as a minimum, the statutory requirements on disputes resolution?

Monitoring and review of the policy

- [] Will the policy will be reviewed by the relevant body and union representatives on an annual basis?
- [] Does the policy confirm that an annual report on the operation of the pay policy will be published, recording pay decisions taken and equality impact, and that this will be shared with union representatives?
- [] Does the policy unequivocally commit to ensuring that all decisions relating to this policy will ensure transparency, objectivity, accountability and equality of opportunity, including compliance with equality legislation?