
Head Teachers Pay

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Session Overview

- Head pay:
 - School Teachers Pay and Conditions Document (STPCD)
 - Group size and going above
 - SLT pay
 - Performance Management:
 - Role of LGB
 - Process
 - Objectives
 - Evidence
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Legislative Context

- The Education (School Teachers' Appraisal) (England) Regulations 2012
- School Teachers Pay and Conditions Document
- Implementing your school's approach to pay Advice for maintained schools, academies and local authorities September 2018, revised in March 2019

STPCD - pay ranges

Leadership Group Pay Range 2020 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	42,195	50,167	45,542	43,356
Maximum	117,197	125,098	120,513	118,356

5. Determination of the school's headteacher group

- 5.1. The relevant body must assign its school to a headteacher group for the purposes of paragraphs 9 and 11 in accordance with this paragraph and paragraphs 6, 7, 8 and 9.

STPCD - Groups

Annual pay ranges for headteachers 2020

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Group 1	47,735 – 63,508	55,715 – 71,411	51,082 – 66,827	48,901 – 64,663
Group 2	50,151 – 68,347	58,132 – 76,249	53,499 – 71,666	51,314 – 69,509
Group 3	54,091 – 73,559	62,066 – 81,461	57,436 – 76,874	55,254 – 74,718
Group 4	58,135 – 79,167	66,114 – 87,062	61,479 – 82,480	59,302 – 80,320
Group 5	64,143 – 87,313	72,125 – 95,216	67,496 – 90,632	65,310 – 88,472
Group 6	69,031 – 96,310	77,011 – 104,211	72,383 – 99,624	70,204 – 97,468
Group 7	74,295 – 106,176	82,277 – 114,074	77,643 – 109,489	75,466 – 107,328
Group 8	81,942 – 117,197	89,919 – 125,098	85,290 – 120,513	83,105 – 118,356

STPCD - ISR

Total unit score	Group
Up to 1,000	1
1,001 to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

Key Stage	Units per pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	7
For each pupil in the third key stage	9
For each pupil in the fourth key stage	11
For each pupil in the fifth key stage	13

Pupil Numbers and SEN

- 6.3. The number of pupils on the school register, and the number of pupils at each key stage, must be determined by the numbers as shown on the most recent return of the Department for Education (DfE) **School Census submitted to the DfE** on behalf of the school.
- 6.4. Each pupil with a statement of special educational needs (SEN) or from September 2014 an Education, Health and Care (EHC) plan must, if in a special class consisting wholly or mainly of such pupils, **be counted as three units more than the pupil would otherwise be counted as by virtue of paragraph 6.2**, and, if not in such a special class, be counted as three such units only where the relevant body so determines.

Case Study - what Group size?

- Pupils in KS3 = 420
- Pupils in KS4 = 440
- Pupils in KS5 = 220

SEN

- Pupils in KS3 = 45
- Pupils in KS4 = 30
- Pupils in KS5 = 25

Pupils in KS3 = 420 = $420 \times 9 = 3,780$
Pupils in KS4 = 440 = $440 \times 11 = 4,840$
Pupils in KS5 = 220 = $220 \times 13 = 2,860$

Total: 11,480

SEN

Pupils in KS3 = 45 = $45 \times 12 = 540$
Pupils in KS4 = 30 = $30 \times 14 = 420$
Pupils in KS5 = 25 = $25 \times 16 = 400$

Total: 1,360

Grand Total: 12,840 Group size 7

Special Schools

7. Unit totals and headteacher groups – special schools

- 7.1. Subject to paragraph 8, a special school must be assigned to a headteacher group in accordance with the following table by reference to its modified total unit score calculated in accordance with paragraphs 7.2 to 7.8:

Modified total unit score	Group
Up to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

- 7.2. The relevant body must calculate the proportion of staff to pupils at the school expressed as a percentage ("the staff-pupil ratio") in accordance with the following formula:

$$\frac{A}{B} \times 100$$

where A is the number of teachers and support staff weighted as provided in paragraph 7.3, and B is the number of pupils at the school weighted as provided in paragraph 7.4.

- 7.3. The weighting for a teacher is two units for each full-time equivalent teacher, and the weighting for each support staff member is one unit for each full-time equivalent individual.
- 7.4. The weighting for a full-time pupil is one unit and the weighting for a part-time pupil is half a unit.
- 7.5. The relevant body must calculate the staff-pupil ratio modifier in accordance with the following table by reference to the staff-pupil ratio determined in accordance with paragraphs 7.2 to 7.4:

Special Schools

Staff-pupil ratio	Staff-pupil ratio modifier
1 - 20%	1
21 - 35%	2
36 - 50%	3
51 - 65%	4
66 - 80%	5
81% or more	6

- 7.6. The relevant body must determine the school's total unit score in accordance with the number of pupils on the school register calculated as follows:

Key Stage (KS)	Units per pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	10
For each pupil in the third key stage	12
For each pupil in the fourth key stage	14
For each pupil in the fifth key stage	16

- 7.7. The relevant body must determine the school's modified total unit score by multiplying the school's total unit score determined under paragraph 7.6 by the staff-pupil ratio modifier calculated under paragraph 7.5.

Paying above maximum

- 9.3. Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the headteacher's pay range and any additional payments made under paragraph 10 does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case.

Additional Pay for Heads

- 10.1. Subject to paragraphs 10.2 to 10.4, the relevant body may determine that 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. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the headteacher's pay range.
- 10.2. Subject to paragraph 10.3, the total sum of the temporary payments made to a headteacher in accordance with paragraph 10.1 in any school year must not exceed 25% of the annual salary which is otherwise payable to the headteacher, and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group, except as set out in paragraph 10.4.

Additional Pay for Heads cont....

- 10.3. Paragraph 10.2 does not apply to payments made in accordance with: a) paragraph 25 where those residential duties are a requirement of the post; or 18 b) paragraph 27 to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of that headteacher.

R&R for Heads

- 27.3 Headteachers, deputy headteachers and assistant headteachers may not be awarded payments under paragraphs 27.1 to 27.2 other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher - including non-monetary benefits - must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit awarded to a headteacher, deputy headteacher or assistant headteacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Document.

Business Case

- No guidance under STPCD
- Can we look at expectations for MATs:

Guidance

Setting executive salaries: guidance for academy trusts

Published 9 July 2019

Business Case

- Nolan Principles
- Academic Performance
- Financial Performance
- Wider factors re degree of challenge in role
- Experience of individual
- Extra responsibilities
- Total cost of package

Business Case - example

- 60% of pupils are entitled to the Pupil Premium
- More than half of the pupils speak English as an additional language.
- OFSTED inspector
- Member of Independent State School's Partnership
- Receiving an OBE for services to Education
- Budget of 11 million
- Supporting other schools/convertng to academy

Head/DH Range

- 9.4. The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school, calculated in accordance with paragraphs 6 to 8. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances

SLT Pay

Implementing your school's approach to pay

Advice for maintained schools,
academies and local authorities

September 2018, revised in March 2019

SLT Range

- STPCD used to state 5 point range for AH and DH, and a 7 point range for Heads
- No longer stated but most still follow this when setting ranges
- Should specify in pay policy

Performance Management

Who Is The Head Teacher?

- Lots of cases straight forward butcan be complex in MAT structure. Could have Exec Head and Heads of School, etc

For trust to determine who the Head Teacher (HT) is, but broadly:

- Responsible as the Accounting Officer
- Person who you put forward to Ofsted as being responsible

If Exec Head is determined to be Head Teacher then the Exec Head can appraise the Heads of Schools and the Exec Head be appraised by Governors and external advisor

Role of GB in PM for the Head Teacher

- Review the Head Teacher's performance
- Set new objectives for the Head Teacher
- Agree and implement arrangements for evaluation of performance against objectives
- Make recommendations on HT pay

Head Teacher's Role In Their Own PM

- Need to be actively engaged so have ownership of outcomes.
- Supportive process designed to promote open, challenging and professional dialogue that encourages HT to:
 1. Reflect on their performance and achievements over the past year
 2. Assess their needs for personal development
 3. Suggest key priorities for moving forward that are clearly linked to the School Development/Improvement plan

Organising Governors

Will need a maximum of 8 Governors as follows:

- Two separate Governors to ensure the HT planning statement is consistent with school's improvement priorities and complies with the schools performance management policy and regulations.
- Minimum of two Governors for performance review panel , but three are recommended
- Minimum of two Governors for potential appeal, but three are recommended

Who Should Be on the HT Performance Review Panel?

- Cannot be members of school staff
- Seek balanced representation of GB relating to gender, ethnicity, age, etc
- Ideally have knowledge and experience to carry out role
- No personal or pecuniary interest

What if

- The Head Teacher feels a member / members of the panel are unsuitable for professional reasons?
- May submit a written request to the GB for that Governor/s to be replaced, stating the reasons

Three Stage Process

1. **PLANNING** - when objectives are set and a personal planning and review statement is produced.
2. **MONITORING & SUPPORT** - on going throughout the cycle, including a mid term review
3. **REVIEW** - when an overall assessment is made of the HT's progress taking into account objectives set at beginning of cycle

PLANNING STAGE

- Start of PM cycle

Setting of objectives in drafting should consider:

- Latest annual reports
- Schools own evaluation
- School Improvement Plan
- Latest Ofsted Report

MONITORING & SUPPORT STAGE

- Throughout the year

School Generated Key Documents to Access:

- School Self Evaluation
- School Improvement Plan
- Schools own data analysis
- HT reports to GB
- School Handbook

MONITORING & SUPPORT CONT'D....

External Data Sources:

- Fischer Family Trust Data
- Raiseonline report
- Ofsted report
- Anything from LA

REVIEW STAGE

- ‘NO SURPRISES’ at meeting if effective
- Positive atmosphere, conducive to open, frank and challenging discussion
- Evaluate impact against each of success criteria
- Not just limited to whether actions have been completed

External Advisor

- Can be School Improvement Officer
- If have multiple Head Teachers in a MAT may be worth using same external advisor across MAT to ensure consistency and moderation in place.

What Will The External Advisor Help Governors To Do?

Answer the following questions:

- Has the HT met their current performance objectives?
- How well has the HT performed overall?
- What should form the focus for the HT's future objectives?
- What personal and professional development opportunities might benefit the HT?

Pre Review Meetings with External Advisor

- Meet separately with HT and Governors
- Explore how advisor can help
- Identify HT successes
- Discuss previous objectives and evidence
- Discuss ways to monitor, evaluate and measure progress
- Discuss setting new objectives
- Consider how to review overall performance of HT
- Discuss potential areas for HT CPD
- Clarify an areas of uncertainty
- Clarify how formal review meeting will proceed and role of advisor

Questions:

- Which of the above will be particularly relevant for the pre-review meeting with the HT and External Advisor?
- Which of the above will be particularly relevant for the pre-review meeting with the Governors and External Advisor?

Objectives

- Policy- States number of objectives!?
- Not all staff will have same number of objectives
- All will have one whole school objective
- Should reflect reviewee's professional aspirations

Objectives Cont'd

Usually 1 objective will relate to leadership, 1 will relate to pupil progress - primary schools pupil progress all stages EY, KS 1 & KS2

Other potential areas:

- Improving quality of teaching (using assessment)
- Improving the use of data to inform planning
- Securing effective subject leadership
- Improving provision at particular age / stage
- Enriching the curriculum to meet the needs of all pupils
- Attendance
- Behaviour & Exclusions
- Improving partnership with parents / carers
- Promoting community cohesion

Objective Examples

- Improve Key Stage 2 SAT's results in Mathematics
- Improve the Management of Pupil Behaviour
- To raise awareness about substance misuse

Have the Objectives Been Met?

- Was the objective clear enough to judge whether the outcome was successful?
- Was success criteria required? What might that have been?
- Did the objective take into account the fact that pupil cohorts vary? If not how could this have been included?
- Can you tell if appropriate action was taken by the Head Teacher to bring about the desired change? If not, how could you include this?
- Was the objective too challenging or too easy?

PM and Pay

- Agreed ISR range - check where HT currently is
- Progression through ISR is not automatic and is related to performance
- Must meet objectives and demonstrate 'high quality performance' with particular regard to leadership, management and pupil progress at the school.
- Can be awarded up to two points (in exceptional circumstances) on their pay range (ISR) per year, up to top of ISR

Who Decides About HT Pay?

- The Performance Review Panel decide whether to recommend if the H/T receives a pay award.
- The External Advisor can provide appropriate advice but will leave the panel to discuss and reach their decision

WHAT IF

- The Head Teacher Disagrees With the Decision?
- They have a right of appeal

OTHER POSSIBILITIES.....

Governors have questions about the HT capability?

- Duty to discuss with HT
- If concerns, should have been raised prior to performance meeting

OTHER POSSIBILITIES.....

HT joins school part way through school's PM cycle?

- HT can ask for previous reviewers to forward their documentation and evidence to GB of new school
- Still meet to agree objectives with external advisor and HT
- Timescales will reflect the period left before the end of the schools PM cycle.

OTHER POSSIBILITIES.....

HT leaves during the schools PM cycle?

- No legal requirement to conclude HT's PM
- HT can request a review meeting with panel before leaving the post

ANY QUESTIONS????

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