

## Pay Guidance Document - Schools and Learning

Pay & Conditions of Service	Criteria	Job Evaluation Pay Level Assessment Method
<p><b>Single Status Pay</b></p> <p><b>Derbyshire Package Conditions of Service</b>  <a href="#">(Working for us booklet (derbyshire.gov.uk))</a></p>	<p>Default, and preferred pay terms if other criteria not met.</p> <ul style="list-style-type: none"> <li>• Not an exclusive requirement to be a qualified Teacher (Teaching may be one of several professional qualifications required) &amp; duties do not meet the definition of 'specified work', see below.</li> <li>• Not a requirement to be a qualified Educational Psychologist or perform duties of an Educational Psychologist, see below.</li> <li>• Does not meet the criteria to be deemed an Education Improvement Professional, see below.</li> </ul>	<ul style="list-style-type: none"> <li>• All roles paid on Derbyshire Pay Scales will be assessed using the Korn Ferry (Hay) methodology</li> <li>• All new roles and roles being reassessed as part of a formal service review will be evaluated at a panel with Korn Ferry trained evaluators.</li> <li>• Changes to existing roles will be assessed internally, if there is a recommendation for a grade to change then this will also be brought to a panel with Korn Ferry trained evaluators.</li> <li>• Approval to implement grades resulting from the Job Evaluation process in line with the Council's constitution and</li> </ul>

		delegated decision making.
<p><b>Teachers Pay and Conditions of Service</b></p> <p><i>(Paid in accordance with the School Teachers Pay and Conditions Document or STPCD - <a href="#">School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions</a> (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>))</i></p>	<ul style="list-style-type: none"> <li>• Post requires post-holder to be a qualified teacher as an essential requirement</li> </ul> <p><b>And/or</b></p> <ul style="list-style-type: none"> <li>• Meets the statutory definition of a teacher, by carrying out 'specified work'* as outlined in The education (Specified Work) (England) Regulations 2012 or other roles as specified in the regulations, below*.</li> </ul> <p>'Specified work' is defined in regulation 5 as:</p> <p><i>*Each of the following activities is specified work for the purposes of these Regulations:</i></p> <p><i>(a)planning and preparing lessons and courses for pupils;</i></p> <p><i>(b)delivering lessons to pupils;</i></p> <p><i>(c)assessing the development,</i></p>	<ul style="list-style-type: none"> <li>• Teacher pay will be determined by School Teachers Pay and Conditions Document and the criteria set out under the Pay Policy for Teachers employed by the Local Authority and not attached to schools (approved at ACOS 8 March 2023).</li> <li>• Once appointed, Teachers pay is reviewed annually effective from 1 September and based on performance, as outlined in the Pay Policy for Teachers employed by the Local Authority and not attached to schools. Salary reviews will be undertaken by the Executive Director, or a Senior Manager nominated by them who will receive pay recommendations</li> </ul>

*progress and attainment of pupils; and*

*(d) reporting on the development,*

*progress and attainment of pupils.*

*(2) In paragraph (1)(b) "delivering" includes delivery via distance learning or computer aided techniques.*

- Other groups under the regulations who may not be traditionally thought of as teachers\*\*:

(a) Existing unqualified teachers in nursery classes and at nursery schools employed immediately before 1st September 1989.

(b) Instructors with special qualifications or experience – This exception is limited to such period of time as no suitable qualified teacher or teacher on the employment-based teacher training scheme

via a report, based on the annual

performance reviews,

undertaken in line with the Council's Appraisal Policy for Teachers.

- The LA will pay a teacher on the Upper Pay Range if they meet criteria set out in the Pay Policy for Teachers employed by the Local Authority and not attached to schools.
- SEN and other allowances will be determined in accordance with criteria set out in the Pay Policy for Teachers employed by the Local Authority and not attached to schools.

is available for appointment or to give instruction unless appointed before 8th April 1982 and the appointment was not temporary or for a specified period.

(c) Overseas trained teachers - for a period of up to four years commencing on the day on which that person first carries out specified work in a school.

(d) Trainee Teachers

(e) Persons under supervision – The staff member assists a qualified teacher or persons b), c), and d).above or is subject t the supervision and direction to the same or the Headteacher is satisfied that the individual has the necessary skills, expertise and experience

	<p>required to carry out specified work.</p> <p><i>**Consideration would need to be given to whether those identified in a)-e) above would be individuals in scope.</i></p>	
<p><b>Soulbury Pay</b></p> <p><b>Derbyshire Package Conditions of Service</b>  <a href="#">(Working for us booklet (derbyshire.gov.uk))</a>  Appendix G outlines the areas where Soulbury terms vary slightly from others covered by the Derbyshire Package)</p>	<ul style="list-style-type: none"> <li>• Post requires post-holder to be a qualified teacher as an essential requirement and will have substantial educational experience to be employed in accordance with the Educational Improvement Professionals Soulbury pay scale.</li> </ul> <p>The Soulbury Committee determines the salaries and service conditions of the following categories of officers:</p> <ul style="list-style-type: none"> <li>• <b>Educational Improvement Professionals</b></li> </ul> <p><i>3.2 Postholders will give advice on</i></p>	<ul style="list-style-type: none"> <li>• Roles paid on Soulbury pay scales will be assessed in line with Blue Book guidance</li> <li>• Pay level will be determined locally through process of pay benchmarking held by a Council officer Soulbury pay panel.</li> <li>• The Soulbury pay panel will be led by the Service Director, supported by the appropriate Service Manager, Departmental HR Business Partner and the Pay and Reward Manager/Head of Reward and Resourcing.</li> <li>• Pay will be considered against relative Derbyshire Pay</li> </ul>

*educational, organisational, management and related children's service's issues in connection with the role of the local authority. Particular duties may include:*

- advice to the local authority, schools and other bodies on design and implementation of development plans;*
- developing and implementing the role of the local authority in raising standards by challenging and supporting schools;*
- contributing to the development of pupils in and out of schools and working collaboratively with related children's services to that end;*
- taking part in formal inspections;*
- assisting schools with their own self-evaluation;*
- working with schools of concern to bring about sustained improvement; and*
- undertaking the role of school improvement partner.*

*Senior Educational Improvement Professionals*

Scale roles, along with an assessment of comparable roles paid nationally (pay benchmarking will be based on geographical and comparable size wherever possible) to ensure that pay is competitive to enable recruitment and retention of Soulbury employees.

- Pay benchmarking must be against relative size roles considering the following elements:
  1. Knowledge and experience outlined within the Job Profile
  2. Breadth of the role and the area in which the role operates
  3. Size of the function/service area they are responsible for
- The Soulbury Pay Panel will recommend a Soulbury pay scale and pay range determined by benchmarking assessment

*3.4 These are posts carrying substantial managerial and/or professional responsibility over and above posts for educational improvement professionals within the local authority. Postholders may in particular direct the work of a group of educational improvement professionals.*

*Leading Educational Improvement Professionals*

*3.6 These are posts which carry managerial and professional responsibilities at whole service level for educational improvement services within a local authority as determined by the Director of Education/Children's Services.*

*Educational Improvement Consultants*

*3.8 Educational improvement consultants usually assist schools in relation to specific initiatives or areas of specialism.*

undertaken of relative roles. The pay level should not exceed the mean pay level of comparator roles identified through benchmarking.

- Agreement to establish changes to organisation structures will follow existing Council approvals processes
- Approval to implement grades resulting from the Job Evaluation process in line with the Council's constitution and delegated decision making

*Postholders undertaking the role of an educational improvement consultant will not have a minimum lower than point 1 of their pay spine.*

*3.9 Where educational improvement consultants provide advice and support relating to local education systems, the raising of educational standards and the improvement of outcomes for children and young people (CYP) and are paid on the Soulbury spine, their pay and grading arrangements should relate appropriately to the arrangements for others paid on that spine*

- **Educational Psychologists**

**4.1 A fully qualified educational psychologist has:**

- (a) an Honours Degree in Psychology or recognised equivalent qualification;*
- (b) substantial relevant experience working with children in education or*

*children's services or both; and has (c) successfully followed a course of specific post graduate professional training as an educational psychologist (doctoral level since 2008).*

*In addition, an educational psychologist is required to be registered to practise with the Health & Care Professions Council (HCPC).*

*4.2 Within the framework of their particular service's organisational structure **educational psychologists paid on Scale A** usually work in defined locations, groups of schools or other settings within local authority areas. They may be expected to undertake:*

*(i) direct casework (including statutory duties in the terms of the Children and Families Act 2014), working in close liaison and collaboration with parents and colleagues from education, health and social services;*

*(ii) a variety of multi-service based, multi-disciplinary team-work on behalf of CYP and their families;*  
*(iii) a range of more generalised advisory and consultative work in schools, especially relating to CYP developmental and learning needs;*  
*(iv) some in-service training for teachers and others;*  
*(v) some research and evaluation responsibilities;*  
*(vi) regular personal post-experience training;*  
*(vii) supporting and working with specialist local authority functions and agencies (e.g. behaviour support, learning support, sensory support, Portage etc).*

**Senior Educational Psychologists – Scale B**

*4.7 Senior educational psychologists have duties and responsibilities above those of officers on scale A. They may have*  
*(i) specific line management responsibilities for two*

*or more officers on Scale A; or  
(ii) specialised responsibilities of a broadly equivalent level; or  
(iii) duties as deputy to the principal educational psychologist.*

***Principal Educational Psychologists – Scale B***

*4.8 Principal educational psychologists are the officers to whom has been assigned the responsibility for organising and managing the educational psychology service and accountability for the professional work of the local authority's other educational psychologists.*

*4.9 In addition to their core role, principal educational psychologists often assume additional responsibility for managing other areas of local authorities' services relating to work with vulnerable children.*

*4.10 Local authorities have to select a scale*

*of up to four consecutive points (subject to any additional points needed to accommodate discretionary scale extensions and/or structured professional assessment points), selected from Scale B. The scale for the principal educational psychologist undertaking the full range of duties at this level should not normally have a minimum lower than point three of Scale B.*

***Educational Psychologists (Pre-Final Qualification)***

*4.11 The Soulbury Committee recognises two groups of professionals whom it considers as Educational Psychologists (Pre-Final Qualification): Assistant Educational Psychologists and Trainee Educational Psychologists.*

***Assistant Educational Psychologists***

*4.12 Assistant Educational Psychologists are not*

*qualified to carry out the full range of duties and responsibilities of fully qualified officers on Scale A and should therefore be paid on the Assistant Educational Psychologists scale.*

*4.13 Those local authorities who employ Assistant Educational Psychologists should take positive action to ensure that these employees achieve qualified status as soon as possible. It is the aim that no officer should remain on the Assistant Educational Psychologists' scale for more than 4 years*

***Trainee Educational Psychologists (TEPs)***

*Where TEPs are employed by Derbyshire County Council, the following will apply:*

*4.14 Trainee Educational Psychologists in the second year and third years of their training should be paid on a point selected from the six-point Trainee Educational Psychologists pay*

*range. They should be employed by local authorities on contracts of employment under the terms of the Soulbury Report and with the same contractual entitlements as other Soulbury-paid officers of the local authority, and not engaged on any other basis.*

*4.15 Individuals' placement within the trainee educational psychologists pay range in the second year and third year of training should be determined by employing authorities on the basis of local assessments. Such assessments should appropriately recognise the work undertaken by the individual and reflect the individual's range of duties and responsibilities. They may also reflect other relevant factors such as recruitment and retention.*

*4.16 While trainee educational psychologists will be employed on the basis that they will be available for work for three days per week in the second year*

	<p><i>and four days per week in the third year of training, it is not intended that their pay rates should be applied on any pro rata basis</i></p> <p><b>SPA points for employees on Soulbury Pay:</b></p> <p>The application of SPA point and the process and conditions around the award of SPA points has not changed. The criteria and the application and assessment process are detailed below:</p> <p><a href="#">Structured professional assessments application and assessment process - Our Derbyshire</a></p> <p><a href="#">Soulbury - Our Derbyshire</a></p>	
<p><b>NJC FE Lecturer Pay</b></p>	<p>Pay Scale currently used for Adult Tutors within Derbyshire Adult Community Education Services (DACES).</p>	<ul style="list-style-type: none"> <li>• Adult tutors are currently paid on Tutor pay points 3,4 or 5 pending qualification</li> <li>• Pay for this group is currently negotiated locally by the Council with the joint trade unions.</li> <li>• Approval to implement grades</li> </ul>

		resulting from the Job Evaluation process in line with the Council's constitution and delegated decision making.
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