



BURY CHURCH OF ENGLAND HIGH SCHOOL

PROCEDURES FOR DETERMINING AND ALLOCATING TLR PAYMENTS FOR ROLES WITHIN THE STAFFING STRUCTURE

Teaching and Learning Responsibility Payments (TLRs) - IN BROAD TERMS

The relevant body may award a TLR to a classroom teacher for undertaking a sustained additional responsibility in the context of their staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

Before awarding a TLR the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that-

- Is focused on teaching and learning
- Requires the exercise of the teacher's professional skill 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 pupils other than the teacher's assigned class or groups of pupils
- Involves leading, developing and enhancing the teaching practice of others

In order to qualify for a TLR payment a Teacher must satisfy all of the above criteria.

In addition, before awarding a TLR1, the relevant body must be satisfied that the significant responsibility referred to in paragraph 23.2 includes line management responsibility for a significant number of people.

- Includes significant line management responsibility for a significant number of people

In order to qualify for a TLR1 payment a Teacher must satisfy all of the above criteria.

In accordance with the School Teachers Pay and Conditions document:

"Teachers are expected to contribute, both orally and in writing as appropriate, to curriculum development by sharing their professional expertise with colleagues and advising on effective practice. This does not mean that they can be expected to take on the responsibility of, and accountability for, a subject area or to manage other teachers without appropriate additional payment. Responsibilities of this nature should be part of a post that is in the leadership group or linked to a post which attracts a TLR.

BROAD DEFINITIONS FOR EACH LEVEL (See JD for more detailed definitions)

The overriding principle in all of this is that posts of equal weight should be allocated equal value. Any value attached to a post should be justifiable, consistent and non-discriminatory.

TLR2

To qualify for a payment under TLR2 a teacher must be able to demonstrate the following:

- Impact beyond their own pupils
- Influencing the teaching practice of others positively
- Accountability for subject/curriculum area

For details of the current TLR2 values please refer to the school pay policy

TLR2a

At this level, the teacher would be expected to work across the school in delivering the key aspects of the additional responsibility. They would also lead and develop their particular area of responsibility, including curricular areas. Teachers at this level could have responsibility across a small group of staff (without direct line management responsibility) probably within a small to medium size primary school or, in a secondary school, a small to medium sized department. They would be expected to have an input in to the management team although they would not necessarily be on the team on a permanent basis. Their input would be on an ad hoc invitation only basis.

TLR2b

Teachers at this level would fulfil all the above roles and would be a permanent member of the management team in a primary school or in a department or faculty within a secondary school.

TLR2c

As well as the above, at this level, teachers in primary schools would have a role as a senior manager within the school. They may have line management responsibility for a small number of staff or whilst not directly line managing others would have an input throughout the school in to the development and practice of groups of staff. In a secondary school, this level of payment could apply to an assistant head of faculty or subject.

TLR1

As well as the three criteria for TLR2 outlined above to qualify for a payment under TLR1 a teacher will have to demonstrate that they have:

- Line management responsibility for a significant number of people

The Dictionary definitions of significant are as follows:

- Full of meaning, import, important, notable, signifying something, having a meaning, full of meaning, important, worthy of consideration

Significant could therefore be defined as having professional line management responsibility for a specified number of staff within the school. Obviously, the bigger the school, the more likelihood that there will be a significant number of staff. One suggestion would be to vary the TLR payment based on a percentage of FTE staff directly supervised (Excluding staff employed by an external provider e.g. EDS – cleaners, kitchen staff etc.)

An example of these percentages could be:

TLR1a = 10% of total FTE school staff

TLR1b = 15% of total FTE school staff

TLR1c = 20% of total FTE school staff

TLR1d = 25% of total FTE school staff

For details of the current TLR1 values please refer to the school pay policy

TLR1 can not be given to someone with a major functional rather than a people management responsibility. The additional criterion for a TLR1 is “includes line management responsibility for a significant number of people.” He/she would have to take on responsibilities for a significant number of people as well as a function.

TLR1

At this level, staff would play a major part in the running of the school, they would have significant direct line management responsibility as outlined above.

TLR1a

At this level, as well as the line management responsibilities, the teacher would be expected to work across the school in delivering the key aspects of the additional responsibility. They would also lead and develop their particular area of responsibility, including curricular areas. Teachers at this level would have line management responsibility across a small group of staff probably within a small to medium size primary school or, in a secondary school, a small to medium sized department. They would be expected to have an input in to the management team although they would not necessarily be on the team on a permanent basis. Their input would be on an ad hoc invitation only basis.

TLR1b

Teachers at this level would fulfil all the above roles, including direct line management responsibility, and would be a permanent member of the management team in a primary school or in a department or faculty within a secondary school.

TLR1c

As well as the above, at this level, teachers in primary schools would have a role as a senior manager within the school. They may have direct line management responsibility for a number of staff or whilst not directly line managing others would have an input throughout the school in to the development and practice of groups of staff. In a secondary school, the Teacher would have input to the management team of the school.

TLR1d

Teachers at this level would have a role across the whole school and would take responsibility for issues cutting across the curriculum. They would directly line manage a large number of staff and would take the day to day responsibility of issues away from the Head Teacher.

One possible way in determining the relative size of departments across the school would be to look at the numbers of pupils on whose educational progress the teacher has impact, and/or the numbers of teachers/staff whose teaching practice the teacher is enhancing.

Schools could also consider using Assistant Head Teachers and Excellent Teachers. Assistant Head Teachers are already commonly in use in many schools and the duties of such a post are outlined in the School Teachers Pay and Conditions Document. .

Temporary TLR posts

TLR3

The relevant body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 must be no less than £505 and no greater than £2,525. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher it must be paid on a pro-rata basis.

For details of the current TLR3 values please refer to the school pay policy

TLR3a

At this level, Teachers would be expected to be responsible for taking on an additional responsibility over and above that normally expected of a classroom teacher. The impact would be largely within the teachers own area of work but would be retained and used by the school for other staff to use as appropriate.

TLR3b

At this level, Teachers would be expected to develop and be responsible for taking on an additional responsibility over and above that normally expected of a classroom teacher. The impact would be largely within the teachers own area of work but the teacher would be expected to assist other colleagues as appropriate with the development of similar projects in their own areas.

TLR3c

At this level, the teacher would be expected to work across the department or key stage in delivering the key aspects of the additional responsibility. They would also lead and develop their particular area of responsibility. They would be expected to have an input in to the management team of the department of key stage although they would not necessarily be on the team on a permanent basis. Their input would be on an ad hoc invitation only basis.

Pastoral Roles

TLRs are clearly appropriate to posts of responsibility within a schools curricular structure. The provision of pastoral support to pupils and their families does not fall easily within the criteria for TLRs. However, TLRs can be appropriate to posts which are responsible for leadership and management of pupil development and educational progress across the curriculum of for example, a year group or key stage. Bury CE High School acknowledges the importance of such roles in the Teaching and Learning of its pupils and ensures that all the duties on the job descriptions for teachers are related to teaching and learning.

Approved by the Governing Body October 2014