

## PAY POLICY

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 Next review: June 2022  
 Co-ordinator: Tracey Savage

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### RATIONALE

This policy sets out the framework for making pay decisions for all employees of this School. This policy does not form part of the terms and conditions of employees' employment with the School and is not intended to have contractual effect. The School reserves the right to amend or vary this policy at any time and will inform employees when the policy is significantly updated or amended.

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### PURPOSE

The primary aims of this policy are to:

- 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; and
- ensure that decisions on pay are managed in a fair and transparent way.

The School will comply with current legislation and the requirements of TUPE. It also intends to broadly comply with the provisions of the KCC pay scheme and current School Teachers' Pay and Conditions Document (STPCD) going forward, but in the case of any conflict between this policy, the KCC pay scheme and the STPCD, this policy will take precedence.

Pay decisions have been delegated to the Pay Committee of the Governing Body and the Headteacher is authorised to administer this policy on its behalf.

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### IMPLEMENTING THE POLICY

#### Confidentiality

All information regarding the pay of individual employees, whether verbal or written, must be treated as strictly confidential and not communicated to anyone who is not involved directly in the process. Breach of confidentiality may be treated as a disciplinary matter.

#### Equal opportunities

This policy will be applied fairly and consistently to all employees regardless of gender, gender reassignment, race, religion or belief, ethnicity, national origin, age, marital status or civil partnership, disability, sexual orientation, pregnancy or maternity, part-time or fixed-term status.

#### Review and monitoring

The School will review this policy on an annual basis.

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<sup>1</sup> Word 'Academy' replaced with 'School'; reference added to the Staff Bonus Policy; Pay Scales updated to current version

<sup>2</sup> Text amended to reflect a change in terminology from 'Newly Qualified Teachers' to 'Early Career Teachers' and an associated extension of the induction period

## Teachers' Pay: Initial Determination

The School will determine the likely pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. In making such determinations, the School may take into account a range of factors, including but not limited to:

- the nature of the post;
- the level of qualifications, skills and experience required;
- the pay of current employees doing the same or a similar job; and
- market conditions and the wider school context.

There is no expectation that an employee should be paid the same salary that they received in a different school or academy.

### Unqualified teachers

The School will pay an unqualified teacher on one of the employment-based routes into teaching on the unqualified teachers' pay scale. The School may pay an additional unqualified teachers' allowance if it considers that the basic salary is not adequate, having regard to the unqualified teacher's responsibilities, qualifications and experience. Such an allowance may be awarded where the teacher has:

- a. taken on a sustained additional responsibility which is
  - focused on teaching and learning; and
  - requires the exercise of a teacher's professional skills and judgement; or
- b. qualifications or experience which bring added value to the role undertaken.

### Leadership pay

The Headteacher and any Deputy Headteachers and Assistant Headteachers in this School will each be assigned a pay scale which falls within the Leadership Group Pay Range set out in the current STPCD.

The Headteacher's pay scale will be set by the Governing Body in accordance with the appropriate headteacher group in the current STPCD and can be changed in order to attract or retain a Headteacher or when there have been significant changes in the responsibilities of the Headteacher.

The pay scale for Deputy and Assistant Headteachers will be set by the School after taking into account the current STPCD and the Headteacher's pay scale and can be changed in order to attract or retain a Deputy or Assistant Headteacher or when there have been significant changes in the responsibilities of a serving Deputy or Assistant Headteacher.

All members of the Leadership Group must demonstrate sustained, high quality performance with particular regard to leadership, management and pupil progress at the School. There will be no automatic pay progression for teachers in the Leadership Group; progression (if any) up the Leadership Group Pay Range will depend on performance in relation to agreed objectives.

Teachers on the Leadership Group Pay Range are not subject to the provisions of the STPCD regarding directed time and may be required to work for more than 195 days and 1265 hours per year in order to fulfil the responsibilities of their position.

### Supply teachers

Teachers employed on a day-to-day or other short notice basis will be paid based on a reference salary on the Main Pay Range in the STPCD. Pay will be calculated on a daily basis using the assumption that a full working year consists of 195 days and periods of employment for less than a day will be calculated on a pro-rata basis.

### Pay deductions

Where a day's pay is to be deducted because of unauthorised absence or approved unpaid leave, this will be calculated as 1/195 annual salary on the basis that there are 195 working days in a year. The calculation will be amended on a pro rata basis for a half day absence or for teachers who work part time hours.

### Teaching and Learning Responsibility payments (TLRs)

Teaching and Learning Responsibility payments (TLRs) will be 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:

- a. is focused on teaching and learning or improving standards;
- b. requires the exercise of a teacher's professional skills and judgement;
- c. requires the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum;
- d. has an impact on the educational progress of other than the teacher assigned classes or groups of pupils; and
- e. involves leading, developing, and enhancing the teaching practice of other staff.

A teacher cannot hold a TLR1 and a 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 external responsibilities.

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. TLRs awarded to part-time teachers must be paid on a pro rata basis.

### Special Educational Needs (SEN) allowances

The School may award an SEN allowance to a classroom teacher who would qualify for such an allowance under the relevant provisions of the STPCD. Where an SEN allowance is to be paid, the School will determine the value of the allowance, taking into account the structure of the School's SEN provision, the qualifications or expertise of the teacher relevant to the post, and the relative demands of the post.

### Staff Bonus Policy

The Staff Bonus Policy is an entirely separate reward mechanism and does not affect the normal pay of staff. For further information, please view the Staff Bonus Policy.

### **Teachers' Pay: Annual Reviews and Progression**

The School will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year. All teachers will be provided with an annual statement setting out their salary and any other financial benefits to which they are entitled.

Pay reviews may take place at other times of the year following changes in circumstances or job description that affect the basis for calculating an individual's pay. A written statement will be provided if pay is changed following such a review.

### Safeguarding

Where a pay decision leads to a period of pay safeguarding for a teacher, the School will give the required notification as soon as possible and no later than one month after the date of the determination, in accordance with the STPCD.

### Inflationary pay increases

The School Teachers' Review Body (STRB) produces an annual report recommending whether the pay scales in the STPCD should be uplifted. In recent years increases have been recommended to the minima and maxima of each pay scale, but schools and academies have total discretion as to whether to apply an increase to any intermediary points, while bearing in mind that pay increases for individual teachers must always be justified by good performance.

This School will consider the STRB recommendations and the new STPCD each year before deciding whether to uplift the teacher pay scales (current version provided in Appendix B). The minima of each pay range will usually be uplifted in line with the STPCD, but other increases will be at the discretion of the

Resources Team which will take into account affordability, overall school performance and market conditions. STRB recommendations and the Governors' decision around these will be finalised in the Autumn Term and pay will be backdated accordingly.

### Pay progression based on performance

Teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice. The School's appraisal procedure contains further information about the appraisal process.

Subject to the School's appraisal procedure, teachers will be eligible for pay progression if they are fully meeting the relevant standards, as shown in the Career Stage Expectations document (Appendix C). The rate of progression may be differentiated according to individual teacher performance. The appraisal report will indicate whether a teacher should be considered for pay progression.

Decisions regarding pay progression for each teacher will be made with reference to their appraisal report and the pay recommendation it contains. Early Career Teachers will usually be appointed at the minima of the Main Pay Scale and recommended for pay progression if they successfully complete their first year of their induction, and then the second and final year of induction.

Where a teacher is absent due to long term sickness absence during the academic year or at the time of a salary review, decisions will be contingent upon individual circumstances and based on the employee's performance during relevant periods of attendance. Where a teacher is absent due to pregnancy or maternity or adoption or shared parental leave, decisions will be no less favourable than if the employee had not been absent due to such reasons.

Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee, having regard to the appraisal report and taking into account advice from the Headteacher. The School will ensure that appropriate funding is allocated for performance based pay progression at all levels.

### Progression to Upper Pay Range

Any qualified teacher may apply to be paid on the Upper Pay Range and applications will be assessed in line 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 five 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.

Applications to be paid on the Upper Pay Range may be made once a 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. An application will be successful where the Headteacher is satisfied that:

- the teacher is highly competent in all elements of the relevant standards as shown on the Career Stage Expectations document; and
- the teacher's achievements and contribution to the School are substantial and sustained.

For the purposes of this pay policy:

- 'highly competent' means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the School, in order to help them meet the relevant standards and develop their teaching practice;
- 'substantial' means of real importance, validity or value to the school; playing a critical role in the life of the school; providing a role model for teaching and learning; making a distinctive contribution to the

raising of pupil standards; taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning; and

- 'sustained' means maintained continuously over two academic years.

The application will be assessed by the Headteacher, who may seek supporting evidence from the teacher's line manager. The decision will be communicated in writing.

If successful, the teacher will move to the Upper Pay Scale with effect from 1 September in the year following that in which the application is approved, unless the Headteacher agrees to an earlier effective date. The teacher will be placed on the minimum point of the Upper Pay Range.

If unsuccessful, feedback will be provided by the Headteacher which includes an explanation of where the teacher was assessed to be falling short of the progression criteria. Any appeal against a decision not to move the teacher to the Upper Pay Scale will be heard under the Appeal arrangements set out in Appendix A.

#### Progression on Upper Pay Range

A teacher will need to show that they are continuing to meet the criteria for progression to the Upper Pay Range, as well as their performance objectives and the relevant standards, in order to achieve pay progression whilst on the Upper Pay Range. Teachers on the Upper Pay Range will usually need to achieve two consecutive successful appraisals in order to achieve pay progression.

#### Stepping down from Upper Pay Range

A teacher may request to be moved down the pay scales (for example from the Upper Pay Scale to Main Pay Scale). 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 he/she prefers 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 scale as an alternative to formal capability action or during the course of capability 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.

Where downward movement is requested or agreed by the teacher, pay safeguarding will not apply.

#### **Support Staff Pay: Initial Determination**

All support staff at the School are paid at the appropriate grade on the same pay spine (see Appendix D). The School's support staff includes employees performing the following roles:

- classroom support staff, such as teaching assistants;
- cover supervisors;
- clerical, administrative, financial, bursars and business managers;
- technical staff supporting science, design and technology, food, IT, art, etc;
- pastoral staff including learning mentors;
- site staff including cleaning staff; and
- restaurant staff.

The School may also employ casual staff on an hourly paid basis where the requirement for certain types of work is not predictable: for example, bank staff covering support staff absences, exam invigilators, music or sports instructors. Hourly rates for casual staff will depend on the qualifications required for the post and include an allowance for holiday pay.

The School has full discretion to determine the grades of newly appointed support staff and the point of entry onto the grade; however, the School must have regard to the responsibilities of the post and to the pay scales, terms and grading applicable for similar roles of work when deciding the grade for a post. The point of entry on the grade will usually be at the minimum point but the School may pay at a higher incremental point if this is justified by a new employee's skills or experience.

The School has discretion to temporarily re-grade staff who are covering for absent colleagues at a higher grade. Consideration can be given to the payment of an acting allowance once a member of the support staff has been covering the duties of an absent colleague for more than four weeks and may be backdated to the start of the acting up period. If the relevant duties and responsibilities are being shared then consideration may be given to paying an honorarium.

The School may consider payment of an honorarium in other situations, with the amount depending on the circumstances of each case. In general this is likely to be considered when an employee performs duties beyond his/her normal role for a specific task or over an extended period or where the additional duties and responsibilities are exceptionally onerous and required by the Headteacher.

### **Support Staff Pay: Annual Reviews and Progression**

#### Inflationary pay increases

The School will consider applying an inflationary increase to its pay scale for support staff each year, to become effective on 1 April. It is currently anticipated that the School will continue to do this in line with the KCC pay scheme, however a higher or lower amount may be considered depending on affordability.

#### Pay progression

All members of support staff can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths and supports their future development. The School's appraisal procedure contains further information about the appraisal process.

Progression to the top of the relevant pay grade will depend on good performance as assessed in the annual appraisal. Support staff will be eligible for pay progression if they meet the required standards as evidenced by their performance management review. The School will ensure that appropriate funding is allocated for performance based pay progression at all levels.

Where an employee is absent due to long term sickness during the academic year or at the time of a salary review, pay and appraisal decisions will take into account individual circumstances and will be based on the employee's performance during relevant periods of attendance. Where an employee is absent due to pregnancy or maternity or adoption or shared parental leave, decisions will be no less favourable than if the employee had not been absent due to such reasons.

### **Links to other policies/documents**

Governors' Delegation of Functions (Function 67)  
 Performance Management Policy  
 Staff Bonus Policy  
 Staff Code of Conduct

**APPENDIX A****APPEALS PROCEDURE****1 Principles**

- 1.1 An employee who wishes to appeal a decision in relation to his/her pay must comply with this procedure. The matter should not be raised or dealt with under the School's Grievance Policy and Procedure. The reasons for seeking a review may include the person or Committee who made the decision having:
- (a) incorrectly applied any provision of the Pay Policy;
  - (b) failed to have proper regard for statutory guidance;
  - (c) failed to take proper account of relevant evidence;
  - (d) took account of irrelevant or inaccurate evidence;
  - (e) being biased; or
  - (f) unlawfully discriminated against the employee.
- 1.2 The employee will receive written confirmation of the pay determination and, where applicable, the basis on which the decision was made. If the employee is not satisfied, he/she should seek to resolve this by raising the matter informally with the Headteacher within ten working days of the decision. The Headteacher will arrange a meeting without unreasonable delay.
- 1.3 If the employee is not satisfied with the outcome of the informal discussion with the Headteacher then he/she may follow the formal appeal process.

**2 Formal appeal process**

- 2.1 The employee will provide in writing the specific grounds for questioning the pay decision together with evidence which s/he considers should be taken into account. The appeal letter must be sent to the person or committee who made the decision within ten working days of the pay determination or the informal discussion with the Headteacher.
- 2.2 Three Governors who were not party to the original decision will form a panel to hear the appeal.
- 2.3 The appeal hearing should be held without unreasonable delay following receipt of the letter of appeal.
- 2.4 The panel may invite the Headteacher to the hearing and he/she will provide the meeting with any relevant information required by the Governors. No specific information concerning the 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 conveyed confidentially to them alone. The employee may ask questions of the Headteacher.
- 2.5 The employee will be given the opportunity to make representations in person and may be accompanied by a work colleague or union representative.
- 2.6 The panel will carefully consider all of the evidence that is presented before making a decision. The outcome of the appeal will be communicated to the employee in writing without unreasonable delay and will include reasons for the decision.
- 2.7 The decision of the panel at the appeal hearing is final.

**APPENDIX B**

**TEACHERS' PAY SCALES – SEPTEMBER 2020**

<b>STS1</b>	£ 25,714		<b>UNQ 1</b>	£ 18,169
<b>STS2</b>	£ 27,600		<b>UNQ 2</b>	£ 20,282
<b>STS3</b>	£ 29,664		<b>UNQ 3</b>	£ 22,394
<b>STS4</b>	£ 31,778		<b>UNQ 4</b>	£ 24,507
<b>STS5</b>	£ 34,100		<b>UNQ 5</b>	£ 26,622
<b>STS6</b>	£ 36,961		<b>UNQ 6</b>	£ 28,735
<b>STS7</b>	£ 38,690		<b>TLR2a</b>	£ 2,873
<b>STS8</b>	£ 40,124		<b>TLR2b</b>	£ 4,777
<b>STS9</b>	£ 41,604		<b>TLR2c</b>	£ 7,017
			<b>TLR1a</b>	£ 8,291
<b>L4</b>	£ 45,434		<b>TLR1b</b>	£ 10,193
<b>L5</b>	£ 46,566		<b>TLR1c</b>	£ 12,103
<b>L6</b>	£ 47,735		<b>TLR1d</b>	£ 14,030
<b>L7</b>	£ 49,019			
<b>L8</b>	£ 50,151			
<b>L12</b>	£ 55,338		<b>1 R&amp;R</b>	-
<b>L13</b>	£ 56,721		<b>2 R&amp;R</b>	-
<b>L14</b>	£ 58,135		<b>3 R&amp;R</b>	-
<b>L15</b>	£ 59,581		<b>4 R&amp;R</b>	-
<b>L16</b>	£ 61,166			
<b>L17</b>	£ 62,570			
<b>L18</b>	£ 64,143		<b>L34</b>	£ 94,914
<b>L19</b>	£ 65,735		<b>L35</b>	£ 97,273
<b>L20</b>	£ 67,364		<b>L36</b>	£ 99,681
<b>L21</b>	£ 69,031		<b>L37</b>	£ 102,159
<b>L22</b>	£ 70,745		<b>L38</b>	£ 104,687
			<b>L39</b>	£ 107,239
<b>L23</b>	£ 72,497			
<b>L24</b>	£ 74,295		<b>L40</b>	£ 109,914
<b>L25</b>	£ 76,141		<b>L41</b>	£ 112,660
<b>L26</b>	£ 78,025		<b>L42</b>	£ 115,483
			<b>L43</b>	£ 117,197



**APPENDIX C**

<b>SANDWICH TECHNOLOGY SCHOOL CAREER STAGE EXPECTATIONS</b>					
<b>Career Stage</b>	<b>Professional Area</b>				
	<b>Professional Practice</b>	<b>Professional Outcomes (Student Progress)</b>	<b>Professional Relationships</b>	<b>Professional Development</b>	<b>Professional Conduct</b>
<b>STS 1-2</b>	All observed lessons are good	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Positive working relationships with students, colleagues and parents	Able, with support, to identify key professional development needs and respond to advice and feedback. Participate in CPD. Can produce student resources with guidance Makes good progress towards PM objectives.	Meets all Teachers' Standards.
<b>STS 3-4</b>	All observed lessons are good with outstanding features	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Positive working relationships with students, colleagues and parents which are securely focused on improving student outcomes	Take a proactive role in accessing relevant support and CPD from colleagues, able to keep up to date with current pedagogy. Actively participates in CPD. Can produce student resources. Meets most PM targets and makes good progress towards PM objectives	
<b>STS 5-6</b>	All observed lessons are good, with many outstanding features	Almost all students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention.	Positive working relationships with students, colleagues and parents lead to outstanding class provision	Fully competent practitioner, able to keep up to date with current pedagogy and adapt practice accordingly. Actively participates in CPD and can support other colleagues Can produce student resources. Meets all PM targets.	
<b>STS 7-8</b>	All observed lessons are at least good with outstanding features, some are outstanding.	All students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention.	Plays a proactive role in improving key stage or departmental teams, enhancing provision and student outcomes	Plays a proactive role in leading CPD of pastoral or departmental colleagues. Can lead colleagues in producing effective resources for students. Meets most PM targets or makes good progress towards PM targets for two years	Meets all teachers' standards. Acts as a role model for colleagues in department and/or pastoral teams.
<b>STS 9</b>	All observed lessons are at least good with outstanding features, majority are outstanding	All students progress in line with school expectations; a significant proportion exceed them with evidence of monitoring, tracking and intervention.	Plays a proactive role in building whole school ethos through initiatives/projects to improve provision and student outcomes	Plays a proactive role in leading CPD of pastoral or departmental colleagues. Where appropriate takes part in whole school developments. Can lead colleagues to produce high quality resources to further enhance learning. Meets all PM targets for two years.	Meets all teachers' standards. Acts as a role model for colleagues across the school.

**APPENDIX D**

SANDWICH TECHNOLOGY RANGE APRIL 2020	Pay Point	Salary	Hourly Rate
In line with Kent scheme ranges 2020  <i>Employees Aged 18 - 20 National Living Wage</i> <i>Employees Aged 21 - 24 National Living Wage</i>  <i>Employees Aged 25 and over National Living Wage</i>	1		
	2		
	3		
	4		£ 6.45
	5		£ 8.20
	6		
	7	£ 16,777	£ 8.72
3	11	£ 18,039	£ 9.35
4	13	£ 18,379	£ 9.53
	14	£ 18,946	£ 9.82
	15	£ 19,041	£ 9.87
5	16	£ 19,761	£ 10.24
	17	£ 20,483	£ 10.62
	18	£ 20,761	£ 10.76
6	19	£ 21,615	£ 11.20
	20	£ 22,469	£ 11.65
	21	£ 22,677	£ 11.75
7	22	£ 23,639	£ 12.25
	23	£ 24,601	£ 12.75
	24	£ 25,564	£ 13.25
	25	£ 25,815	£ 13.38
8	26	£ 26,895	£ 13.94
	27	£ 28,097	£ 14.56
	28	£ 29,299	£ 15.19
	29	£ 29,482	£ 15.28
9	30	£ 30,489	£ 15.80
	31	£ 31,488	£ 16.32
	32	£ 32,495	£ 16.84
	33	£ 33,510	£ 17.37
	34	£ 33,682	£ 17.46
10	35	£ 34,868	£ 18.07
	36	£ 36,053	£ 18.69
	37	£ 37,261	£ 19.31
	38	£ 38,437	£ 19.92
	39	£ 39,613	£ 20.53
	40	£ 39,812	£ 20.64
11	41	£ 41,044	£ 21.27
	42	£ 42,123	£ 21.83
	43	£ 43,278	£ 22.43
	44	£ 44,434	£ 23.03
	45	£ 45,589	£ 23.63
	46	£ 45,817	£ 23.75

	12	47	£ 47,333	£ 24.53
		48	£ 48,848	£ 25.32
		49	£ 50,364	£ 26.10
		50	£ 51,879	£ 26.89
		51	£ 53,395	£ 27.68
		52	£ 53,662	£ 27.81
	13	53	£ 55,204	£ 28.61
		54	£ 56,746	£ 29.41
		55	£ 58,289	£ 30.21
		56	£ 59,832	£ 31.01
		57	£ 60,131	£ 31.17
		58	£ 62,032	£ 32.15
	14	59	£ 63,932	£ 33.14
		60	£ 65,833	£ 34.12
		61	£ 67,735	£ 35.11
		62	£ 68,074	£ 35.28
		63	£ 70,307	£ 36.44
		64	£ 72,541	£ 37.60
		65	£ 74,774	£ 38.76
		66	£ 77,009	£ 39.92