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**Southwark Diocesan  
Board of Education  
Multi-Academy Trust**  
Developing Church of England Education

# HR POLICY HANDBOOK

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## TEACHER PAY POLICY

## 1. INTRODUCTION

- 1.1 This policy sets out our framework for all our academies for making decisions on teachers' pay.
- 1.2 In preparing this policy we have considered the extracts from Ofsted documentation at **Appendix 2**.
- 1.3 For the avoidance of doubt teachers working on a part-time basis shall have the same opportunity to progress through the pay ranges as those working full-time.
- 1.4 As an academy trust we are not bound by the pay ranges in the **School Teachers' Pay and Conditions Document (STPCD)** however it is our intention to mirror or better these.

## 2. OUR OVERRIDING PURPOSE

- 2.1 Our aim is for all teaching in all lessons by all teachers in all our Schools to be good or outstanding to ensure the best possible education for all our pupils. This policy supports that aim by:
- (a) supporting the recruitment and retention of a high quality teacher workforce;
  - (b) recognising and rewarding teachers appropriately for their contribution to the School;
  - (c) ensuring that decisions on pay are managed in a fair, just and transparent way; and
  - (d) focussing on the central importance of high quality teaching and learning, improving standards and making a positive impact on pupil progress and outcomes.
- 2.2 This policy refers to the **Teachers' Standards**. By way of a reminder, Part I of the Standards requires a teacher to:
- (a) set high expectations which inspire, motivate and challenge pupils;
  - (b) promote good progress and outcomes by pupils;
  - (c) demonstrate good subject and curriculum knowledge;
  - (d) plan and teach well-structured lessons;

- (e) adapt teaching to respond to the strengths and needs of all pupils;
  - (f) make accurate and productive use of assessment;
  - (g) manage behaviour effectively to ensure a good and safe learning environment; and
  - (h) fulfil wider professional responsibilities
- 2.3 Part II of the Standards requires a teacher to:
- (a) demonstrate consistently high standards of personal and professional conduct;
  - (b) uphold public trust in the profession and maintaining high standards of ethics and behaviour, within and outside school, by:
    - (i) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
    - (ii) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
    - (iii) showing tolerance of and respect for the rights of others
    - (iv) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
    - (v) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
  - (c) have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality, in accordance with the **Staff Code of Conduct**.
  - (d) have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### 3. DELEGATION OF POWERS FOR PAY DECISIONS

3.1 Decisions relating to pay awards shall be made in accordance with the chart below.

Role	Recommender	Decision Maker/ Reviewer	Appeal
The School's Headteacher	The School's Leadership Appraisal Group	Our Executive Team	Our Board's Pay Appeal Panel
Other staff on Leadership Pay Range	The Appraiser	Leadership Appraisal Group	Our Executive Team
Upper Pay Range (including decision to join Upper Pay Range) and Leading Practitioners	The Appraiser	The School's Headteacher	Our Executive Team
Main Pay Range and Unqualified Pay Range	The Appraiser	The School's Headteacher	Our Executive Team

3.2 The Headteacher may choose to involve members of the School's Leadership team or middle management in assessing evidence before making a decision or recommendation. The Headteacher will assess appropriate evidence before making a decision or recommendation.

3.3 The Leadership Appraisal Group is composed as set out in our **Teacher Appraisal policy**. Our Board shall have a Pay Appeal Panel of no more than three directors.

3.4 A **Pay Decision** means any decision by a Decision Maker listed in the table at 3.1 to award a pay rise or to not award a pay rise in respect of an employee. It does not include a reference to a pay recommendation. In the event that you are dissatisfied with a Pay Decision about you, you may request a review by the decision maker which will involve a personal meeting held within **10 working days** of the original decision to which you may bring a Trade Union representative or workplace colleague.

3.5 If you are still dissatisfied with the Pay Decision after the review you may appeal within **5 working days** of the review decision, in accordance with 3.1 above. An appeal meeting will be heard within **15 working days** of the appeal to which you

may bring a Trade Union representative or workplace colleague. The appeal decision is final.

### 4. LEADERSHIP PAY RANGE

4.1 The Leadership Pay Range is set out at **Appendix 1**.

4.2 Neither a new post on the Leadership Pay Range nor any vacant post on the Leadership Pay Range will be advertised without prior approval of our Executive Team who shall set the appropriate range for the relevant role which shall ordinarily be a 7 point range for Headteachers and a 5 point range for other employees on the Range. There is no right of appeal against the salary level to which a person is appointed.

4.3 There will be progression on the Leadership Pay Range unless there has not been sustained high quality of performance judged against performance objectives, specific job description and the Teachers' Standards.

4.4 Under no circumstances may more than two points be awarded and it is envisaged that an award of two points will be exceptional and will require detailed justification.

4.5 The provisions of the current and relevant paragraph of the **STPCD** capping temporary payments to Headteachers shall apply.

4.6 TLRs and Project Bonuses cannot be paid to employees on the Leadership Pay Range.

### 5. BASIC PAY DETERMINATION ON APPOINTMENT – CLASSROOM TEACHERS

5.1 Any vacant posts for classroom teachers will be advertised as being between the minimum of the Main Pay Range and the maximum of the Upper Pay Range set out in the appropriate table at **Appendix 1**.

5.2 On appointment the Assessment Panel will determine the starting salary to be offered to the successful candidate within those Ranges.

5.3 In making such determinations, a range of factors may be considered including the following:



- (a) the current salary earned by the candidate;
  - (b) the requirements of the post;
  - (c) any specialist knowledge required for the post;
  - (d) the experience required to undertake the specific duties of the post;
  - (e) the wider School context;
  - (f) the local labour market for teachers of particular subjects;
  - (g) the candidate's academic qualifications;
  - (h) the candidate's experience of teaching; and
  - (i) any verified evidence of the candidate's responsibility for improvement in pupil progress achievement or attainment or in modelling school improvement.
- 5.4 We are committed to honouring the principle of pay portability.
- 5.5 There is no right of appeal against the salary level to which a person is appointed.
- 5.6 Teachers employed on an ongoing basis who work less than a full working week are deemed to be part-time. We will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. We shall follow the current and relevant paragraph of the **STPCD Guidance**.
- 5.7 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of **195 days**; periods of employment for less than a day being calculated pro-rata.

## 6. PAY REVIEW PROCESS

- 6.1 All 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 arrangements for teacher appraisal are set out in our **Teacher Appraisal policy**.

Each School will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than **31 October** each year, and that all teachers (including those on the Leadership Pay Range) are given a written statement setting out their salary and any other financial benefits to which they are entitled.

- 6.2 Our appraisal process will include an appropriate mechanism to ensure that performance objectives and pay recommendations are moderated and that assessments of performance are fair and consistent.
- 6.3 Each School shall ensure that those making pay recommendations and decisions are trained or experienced in such matters and have sufficient time to undertake the process.
- 6.4 We shall budget on the basis that all staff will progress one increment.
- 6.5 Teachers who do not meet the requirements to progress a point on their pay band, because they are at the top of their scale, shall move to the relevant value of their current pay point.
- 6.6 Teacher's who have not been successful at the end of the appraisal cycle will not be eligible for progression.
- 6.7 There will be meetings throughout the appraisal process so that all teachers are aware of their progress towards meeting the criteria for pay progression. In the event that a teacher is unlikely to meet the criteria for pay progression they can expect to be alerted to this and given support to improve their performance as outlined in the Appraisal Policy.
- 6.8 For all these teaching staff reviews will be deemed to be successful unless significant concerns about standards of performance have been raised with the teacher during the annual performance management/appraisal cycle. When they are raised, the teacher concerned will be informed that the non-award of progression is a possibility if the concerns are not sufficiently addressed. The school will allow reasonable amount of time for a teacher to address concerns where raised.

## 7. THE MAIN PAY RANGE

The Main Pay Range is set out at [Appendix 1](#).

## 8. MAIN PAY RANGE PROGRESSION

### Evidential expectation

- 8.1 As a teacher progresses through the Main Pay Range their objectives and judgements will need to be based on evidence of
- (a) quality of teaching and learning;
  - (b) a positive impact on student progress;
  - (c) an impact on wider outcomes for pupils;
  - (d) improvements in specific elements of practice identified in the appraisal process to the teacher;
  - (e) an increasing contribution to the work of the School;
  - (f) an impact on the effectiveness of colleagues and staff;
  - (g) good behaviour management; and
  - (h) positive use of assessment for learning and differentiation

### Standard progression

- 8.2 A teacher will progress one point on the Main Pay Range if all of the following conditions are met in relation to the appraisal cycle:
- (a) the teacher has met all the **Teachers' Standards** as part of their role
  - (b) the teacher has made good progress towards meeting objectives set for the appraisal cycle;
  - (c) the teacher has made every effort to bring about expected levels of pupil progress as set out in the teacher's performance objectives;

- (d) the teacher has delivered teaching which enables every child to achieve their potential; and

### Exceptional progression

- 8.3 A teacher may **exceptionally** be progressed two points on the Main Pay Range if:
- (a) the teacher has met all the **Teachers' Standards** as part of their role, for two consecutive years;
  - (b) the teacher has met objectives set for two appraisal cycles;
  - (c) the teacher has brought about better than expected levels of pupil progress as set out in the teacher's performance objective, for two consecutive years;
  - (d) the teacher has delivered consistently outstanding teaching for two years;

## 9. THE UPPER PAY RANGE

9.1 The Upper Pay Range is set out in [Appendix 1](#).

9.2 Any qualified teacher within the School (even if not yet at M6) may apply to be promoted to the Upper Pay Range. Only one such application may be made in an academic year and should be made by 31 October of that academic year. Teachers returning from Maternity Leave will have a period of 8 weeks following their return to apply for assessment.

9.3 If a person is successful in their application to the Upper Pay range, the payment will be backdated to 1<sup>st</sup> September, the beginning of the academic year.

9.4 Applications should be made to the Headteacher in writing with whatever supporting evidence the teacher considers appropriate. The Headteacher should assess the application within **20 working days**.

9.5 The Headteacher may **only** allow a teacher to join the Upper Pay Range if the Headteacher is satisfied that:

- (a) the teacher is highly competent in all elements of the **Teachers' Standards**; and
- (b) the teacher's achievements and contribution to the School are substantial and sustained.



9.6 To pass these two tests, the appraisal process must demonstrate clear and secure evidence covering a continuous period of at least 2 years of:

- (a) their teaching being at a consistently high standard;
- (b) excellent depth and breadth of knowledge, skills and understanding of the **Teachers' Standards** and of developing adherence to those Standards by colleagues;
- (c) consistently positive impact on pupil progress to achieve or exceed expected outcomes;
- (d) consistently positive impact on raising standards across the School, not just in the teacher's own classroom;
- (e) effectively demonstrating to colleagues good teaching and learning practice and how to make a contribution to the work of the School;
- (f) effectively working collaboratively across the School;
- (g) effectively collaborating with colleagues; and
- (h) effective or innovative use of CPD opportunities.

## 10. PROGRESSION THROUGH THE UPPER PAY RANGE

### Evidential expectation

10.1 A teacher's objectives will become more challenging as they progress through the Upper Pay Range and judgements will need to be based on evidence of:

- (a) sustained high quality of teaching and learning;
- (b) a sustained and consistently positive impact on pupil progress;
- (c) a sustained and consistent impact on wider outcomes for pupils;
- (d) improvements in specific elements of practice identified to the teacher;
- (e) a sustained and consistent contribution to the work of the School;

(f) a sustained and consistent impact on the effectiveness of colleagues and staff.

### Standard Progression

10.2 A teacher will be recommended for a one point rise on the Upper Pay Range if:

- (a) they have remained highly competent and their contribution to the School has remained substantial and sustained for at least two consecutive years;
- (b) the teacher has been assessed under the appraisal process as having fully and consistently met the **Teachers' Standards** for two consecutive years;
- (c) the pupils taught by the teacher have made expected progress over two consecutive years;
- (d) the teacher's objectives have been met for two consecutive years; and

### No exceptional progression

10.3 A teacher may not progress more than one point on the Upper Pay Range every two years.

## 11. LEADING PRACTITIONERS

11.1 The Leading Practitioner Range will have the same 18 points as L1-L18 on the Leadership Pay Range set out in the appropriate table in **Appendix 1**.

11.2 Leading Practitioner roles which must the primary purpose of modelling and leading improvement of teaching skills may only be advertised with the approval of the School's Local Governing Body.

11.3 TLRs and Project Bonuses may not be paid to Leading Practitioners.

## 12. PROGRESSION THROUGH THE LEADING PRACTITIONER RANGE

### Evidential expectation

12.1 A teacher's objectives will become more challenging as they progress through the Leading Practitioner Range and judgements will need to be based on evidence of:



- (a) a sustained high quality of teaching and learning;
- (b) a sustained and consistently positive impact on pupil progress;
- (c) a sustained and consistent impact on wider outcomes for pupils;
- (d) improvements in specific elements of practice identified to the teacher;
- (e) a sustained and consistent contribution to the work of the School; and
- (f) a sustained and consistent impact on the effectiveness of colleagues and staff.

#### Standard progression

12.2 A Leading Practitioner may be progressed one point within their range if:

- (a) the teacher has met all the **Teachers' Standards** for two consecutive years;
- (b) the teacher has met objectives set for two consecutive appraisal cycles;
- (c) the teacher has brought about better than expected levels of pupil progress as set out in the teacher's performance objectives, for two years;

#### No exceptional progression

12.3 A Leading Practitioner may not progress more than one point on their range each year.

### 13. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS

13.1 TLR1 and 2 payments are allowed only for a post of significant responsibility which:

- (a) focused on teaching and learning;
- (b) requires exercise of professional skills and judgement;
- (c) requires leading managing or developing a subject or curriculum area or pupil development across the curriculum; and

(d) impacts on the educational progress of pupils other than the teacher's own class involves leading developing and enhancing the teaching practice of other staff.

13.2 A TLR 1 post may also involve management responsibility for a significant number of people.

13.3 Teachers will not be expected to undertake such additional responsibilities on a permanent basis without payment of a permanent TLR1 or TLR2 payment.

13.4 TLR1 and 2s may only be awarded on a temporary basis to a teacher occupying the post temporarily for secondments, maternity cover, sick leave or vacancies pending permanent appointment. The teacher must be notified at the start of a temporary TLR1 and 2 of either the date or circumstances in which the temporary TLR 1 or 2 will end.

13.5 The minimum and maximum values for TLR 1, TLR 2 and TLR 3 are set out in **Appendix 1**.

13.6 TLR1 and TLR2s may only be created as part of the staffing structure by the School's Local Governing Body. There shall be at least a £1,500 gap between each TLR1 sub-point and between each TLR2 sub-point (TLRs paid to part-time teachers will be pro-rata, with the exception of TLR3s).

13.7 The values of TLR1s and TLR2s are set by each School within the ranges specified in the current and relevant paragraphs of the **STPCD**.

13.8 We may make a TLR3 payment between the minimum and maximum set out in the appropriate table in **Appendix 1** to classroom teachers for clearly time-limited school improvement projects, or one off externally driven responsibilities. 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. Each such TLR3 must be advertised internally and requires prior approval of the Local Governing Body. A TLR3 is not subject to safeguarding.

13.9 A TLR3 may be paid to the holder of a TLR1 or a TLR2.

13.10 No TLR is payable to a member of the Leadership Pay Range or the Leading Practitioner Range.

13.11 All TLR payments are pensionable under the Teachers' Pension Scheme.



## 14. UNQUALIFIED TEACHERS

- 14.1 The Unqualified Teachers' Pay Range is set out at [Appendix 1](#).
- 14.2 Pay reviews for unqualified teachers shall follow the same process as for teachers on the Main Pay Range but taking into account the lack of Qualified Teacher Status and the need to evidence substantial progress to achieving the Teachers' Standards. The Trust may exercise its discretion to pay an unqualified teacher on an employment-based route to Qualified Teacher Status as a qualified teacher.

## 15. RECRUITMENT AND RETENTION ALLOWANCES AND INCENTIVES

- 15.1 We will follow the requirements of the current and relevant paragraphs of the [STPCD](#) in relation to the use of such allowances and incentives and the School will review the use of existing and future allowances annually.
- 15.2 Upon the award of a Recruitment and Retention allowance a determination will be made for how long this will be paid for and the date of review.
- 15.3 Recruitment and Retention Allowances and Incentives require the prior approval of the Chair and Head of Finance Committee of the Local Governing Body up to a limit of £5,000 and the Executive Team for amounts above £5,000 and will not be paid to persons on the Leadership Pay Range other than as reimbursement for housing or relocation costs.
- 15.4 Recruitment and Retention Allowances are pensionable under the Teachers' Pension Scheme.

## 16. SPECIAL NEEDS ALLOWANCE

Special Needs Allowances may be awarded in accordance with the current and relevant paragraphs of [STPCD](#). The minimum and maximum values are set out in [Appendix 1](#).

## 17. ADDITIONAL PAYMENTS

- 17.1 The School may make additional payments to staff:
- (a) for CPD outside of the school day;
  - (b) activities relating to the provision of initial teacher training as part of ordinary conduct of the School;

- (c) participation in out-of-school hours learning activity agreed by the Headteacher;
- (d) additional responsibilities and activities due to or in respect of the provision of service relating to the raising of educational standards to one or more additional schools, provided:
  - the Headteacher shall have given prior approval; and
  - the total of such payments are reported termly to the Local Governing Body and to the Executive Team.

17.2 Participation in any such activities is entirely voluntary for classroom teachers.

17.3 All additional payments are pensionable under the Teachers' Pension Scheme.

## 18. ACTING ALLOWANCES

We will follow the current and relevant paragraphs of the [STPCD](#) which governs the use of acting allowances for persons temporarily filling roles on the Leadership Pay Range.

## 19. SALARY SACRIFICE ARRANGEMENTS

19.1 Where such arrangements are in place the current and relevant paragraphs of the [STPCD](#) shall apply to the relevant teacher.

## 20. BONUSSES AND HONORARIA

- 20.1 Save as described below a School may not make any payment in the form of a bonus or honorarium.
- 20.2 The Local Governing Body may approve the creation of time limited Project Bonuses worth no more than £2500. A person may receive no more than one Project Bonus in an academic year.
- 20.3 A Project Bonus is only payable on the successful completion of a project. The availability of the project must be internally advertised to teaching staff.
- 20.4 A Project Bonus may not be paid to a member of teaching staff on the leadership spine. A Project Bonus may not be paid alongside a TLR3 for the same work.





20.5 As a matter of policy we will treat a Project Bonus as pensionable under the Teachers’ Pension Scheme even though the rules of the Pension Scheme are not absolutely certain on this point.

**21. RETENTION OF RECORDS**

Given the ongoing need to ensure equal pay the School shall retain all paperwork relating to any decision whether or not to make a pay rise and shall not destroy any records until at least 7 years after the relevant employee has ceased to be employed by us.

**22. MATERNITY & SICKNESS ABSENCE**

22.1 A teacher who is absent from work on maternity leave or due to sickness absence, at the time of the annual pay review in September/October, shall have a pay decision made on the basis of all available evidence for the previous appraisal year.

22.2 In the unlikely event of there being no evidence at all on which to base a pay decision because of a teacher’s absence the School may make a pay decision based on the previous two years’ performance and appraisals.

22.3 The purpose of these provisions is to ensure that a teacher on maternity leave is not unfairly prejudiced in her career progression..

**23. MONITORING**

23.1 Each school will complete an Equalities Impact Assessment each year and submit this to the Executive Team.

23.2 Our Board will monitor the implementation of this policy in particular in relation to any equality or diversity issues

	Inner London	Outer London	Fringe Area	England & Wales		Inner London	Outer London	Fringe Area	England & Wales
UNQ 1	22,849	21,582	19,362	18,168	L19	75,742	70,986	68,739	67,542
UNQ 2	24,961	23,695	21,473	20,282	L20	77,416	72,657	70,420	69,216
UNQ 3	27,075	25,809	23,586	22,393	L21	79,128	74,373	72,135	70,929
UNQ 4	29,186	27,925	25,699	24,507	L22	80,890	76,127	73,891	72,690
UNQ 5	31,298	30,037	27,811	26,621	L23	82,685	77,927	75,686	74,490
UNQ 6	33,409	32,150	29,924	28,734	L24	84,539	79,777	77,541	76,338
M1	32,157	29,915	26,948	25,714	L25	86,432	81,674	79,432	78,235
M2	33,658	31,604	28,828	27,600	L26	88,366	83,610	81,372	80,170
M3	35,226	33,383	30,883	29,664	L27	90,351	85,595	83,354	82,157
M4	36,866	35,264	32,999	31,778	L28	92,391	87,635	85,390	84,194
M5	39,492	38,052	35,307	34,100	L29	94,481	89,717	87,480	86,280
M6	42,624	41,136	38,174	36,961	L30	96,625	91,865	89,619	88,427
U1	46,971	42,559	39,864	38,690	L31	98,812	94,056	91,814	90,611
U2	49,279	44,133	41,295	40,124	L32	101,059	96,301	94,066	92,864
U3	50,935	45,766	42,780	41,604	L33	103,370	98,614	96,374	95,171
L1/LP1	50,167	45,542	43,355	42,194	L34	105,723	100,965	98,725	97,523
L2/LP2	51,228	46,600	44,415	43,251	L35	108,147	103,387	101,150	99,947
L3/LP3	52,312	47,676	45,495	44,330	L36	110,618	105,859	103,620	102,422
L4/LP4	53,414	48,785	46,603	45,434	L37	113,171	108,410	106,168	104,968
L5/LP5	54,551	49,918	47,737	46,565	L38	115,762	111,007	108,765	107,566
L6/LP6	55,714	51,081	48,901	47,735	L39	118,383	113,625	111,382	110,187
L7/LP7	57,003	52,371	50,189	49,019	L40	121,140	116,380	114,140	112,936
L8/LP8	58,132	53,499	51,313	50,150	L41	123,963	119,200	116,958	115,757
L9/LP9	59,379	54,749	52,568	51,402	L42	126,855	122,095	119,860	118,659
L10/LP10	60,701	56,072	53,887	52,722	L43	128,537	123,826	121,610	120,420
L11/LP11	62,065	57,435	55,254	54,091					
L12/LP12	63,319	58,688	56,505	55,337	TLR 1	TLR 2	TLR 3	SENA	
L13/LP13	64,700	60,073	57,889	56,720	MIN	8,291	2,873	571	2,270
L14/LP14	66,113	61,478	59,301	58,135	MAX	14,030	7,017	2,833	4,479
L15/LP15	67,555	62,925	60,744	59,581					
L16/LP16	69,146	64,514	62,332	61,165	UNQ	Unqualified	Pay Range		
L17/LP17	70,551	65,920	63,745	62,570	M	Main Pay	Range		
L18/LP18	72,124	67,495	65,310	64,143	U	Upper Pay	Range		
					LP	Learning Practitioner	Range		
					L	Leadership	Pay Range		

**Inner London:** Barking and Dagenham, Brent, Camden, City of London, Ealing, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Islington, Kensington, Chelsea, Lambeth, Lewisham, Merton, Newham, Southwark, Tower Hamlets, Wandsworth, Westminster.

**Outer London:** Barnet, Bexley, Bromley, Croydon, Enfield, Harrow, Havering, Hillingdon, Hounslow, Kingston-upon-Thames, Redbridge, Richmond-upon-Thames, Sutton and Waltham Forest.

**Fringe Area:** Basildon, Bracknell Forest, Brentwood, Broxbourne, Chiltern, Crawley, Dacorum, Dartford, East Hertfordshire, Epping Forest, Harlow, Hertsmere, St Albans, Sevenoaks Slough, South Buckinghamshire, Surrey, Three Rivers, Thurrock, Watford, Welwyn Hatfield, and Windsor and Maidenhead

