

# The Thrive Federation

Part of the Thrive Federation of Special Schools comprising Oak Grove College, Cornfield, Herons Dale and Palatine Schools



## Teachers and School Leaders Pay Policy Sept 2018

The Governing Body has adopted the WSCC Model Policy

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Review Date: Dec 2019

Signed by Chair

# **Model Pay Policy for Teachers and School Leaders in West Sussex Schools – September 2018**

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Pay scales are now separate to this policy and referred to as Appendix 1.

## **Model policy for determining teachers' pay**

The Governing Body of The Thrive Federation adopted this policy on 1<sup>st</sup> September 2018.

## 1. Introduction and Aims

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2018 and has been consulted on with the recognised teaching trade unions and the headteachers consultative groups. It is recommended that maintained schools adopt this document and, in addition, adhere to the DfE guidance as set out in ['Implementing Your School's Approach to Pay 2018'](#).

This policy applies to all teachers and school leaders employed in this school with effect from 1 September 2018. It also applies to West Sussex County Council's centrally employed teachers with effect from 1 September 2017.

For centrally employed teachers the term Headteacher should be read as 'Manager', the term Governing Body should be read as 'Head of Service' and school should be read as 'Service'. The arrangements for the Pay Committee for centrally employed teachers will be made by WSCC.

In adopting this pay policy, the **aim** is to:

- *Maximise the quality of teaching and learning at the school*
- *Support the recruitment and retention of a high quality workforce*
- *Enable the school to recognise and reward teachers appropriately for their contribution to the school*
- *Help to ensure that decisions on pay are managed in a fair, just and transparent way*
- *Comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document.*

**Note:** information about support staff pay can be found in the 'Support Staff Pay and Conditions' policy document.

## 2. Summary of changes to the School Teachers' Pay and Conditions Document (STPCD) 2018

In accordance with the STPCD document which can be found online [here](#), from 1 September 2018, the following uplifts are to be applied to teachers' and school leaders' pay:

- a 3.5% uplift has been applied to the statutory minimum and maximum of the main pay range;
- a 2% uplift to the statutory minima and maxima of the upper pay range, the leading practitioner range and all allowances across all pay ranges;
- a 1.5 % uplift to the leadership pay ranges (including headteacher groups).

## 3. Annual Pay Reviews for Teachers

The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1st September and no later than 31st October and that all

teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable, will give information about the basis on which it was made.

**Where a pay determination leads to, or may lead to, the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.**

#### **4. Pay on Appointment and Pay Progression for Teachers, Lead Practitioners, Unqualified Teachers and the Leadership Group**

##### **Classroom teachers - Pay on Appointment**

The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment, it will determine the starting salary within that range which will be offered to the successful candidate.

In making such determinations, the Governing Body may take into account a range of factors, including:

- nature of the post;
- level of qualifications, skills and experience required;
- market conditions;
- wider school context.

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments.

There is no assumption that a teacher will be paid at the same rate they were being paid in a previous school or Authority.

The only exception to this is where a teacher applies for a post within the same school, without a break in service. In this situation the STPCD document which can be found [here](#) requires the teacher's current salary to be maintained.

##### **Pay Portability**

Whilst there is no longer any statutory requirement in the STPCD for the Governing Body to match teachers' previous salaries when they are appointed to a post, the Governing Body does have discretion to set salaries on appointment. This includes the freedom to pay teachers more or less than their previous salary from the start of their new employment in a school.

Governing bodies will need to be mindful of the following criteria:

- the need to attract, recruit and maintain teachers.

- that decisions about pay do not discriminate against teachers because of a protected characteristic under the Equality Act 2010. Salary determinations made at school level should also be monitored to ensure that decisions in respect of starting salary/pay portability are not discriminatory.

The relevant body must avoid discriminating against teachers returning to the profession following a career break whether they return to the same school or to another school. Blanket policies against pay portability are likely to disadvantage women teachers who have taken a break from teaching to give birth and/or to care for their children.

Schools are advised to ensure that their adverts for vacancies clearly stipulate the pay range that is offered for the post.

### **Unqualified teachers - Pay on Appointment**

The pay committee will pay any unqualified teacher in accordance with paragraph 17 of the STPCD. The Governing Body will determine where a newly appointed unqualified teacher will be placed on the scale, having regard to any qualifications or experience he/she may have, which are considered to be of value. The Governing Body will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22.

### **Headteachers - Pay on Appointment**

The Governing Body will determine the pay range for a vacancy prior to advertising it.

- 1. The pay range for the Headteacher is determined by defining the role and determining the Headteacher Group** – the STPCD document which can be found [here](#) sets out the minimum and maximum salary amounts a Governing Body is able to pay a Headteacher of each school size.
- 2. Setting the indicative pay range** - in determining this, the Governing Body will take into account the following factors:
  - scale and challenge of the role
  - budgetary considerations
  - market conditions
  - scope for progression
  - relationship to other positions within the school.

Normally, the pay range set for the Headteacher's role will not exceed the maximum of the Group Size. However, the maximum of the Headteacher's pay range and any additional allowances may exceed the maximum of the Group Size by up to 25% if there are specific circumstances that warrant a higher than normal payment.

Additionally, in exceptional circumstances which are supported by a business case, the maximum of the range plus allowances may exceed the 25% limit. Please refer to the guidance document for the process to be followed in such situations.

**3. Deciding the starting salary and individual pay range** - on appointment the Governing Body will determine the starting salary within that range to be offered to the successful candidate. In making such determinations the Governing Body may take into account a range of factors, including:

- nature of the post
- level of qualifications, skills and experience required
- market conditions
- wider school context
- how closely the candidate meets the requirements of the post
- candidate's previous salary.

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments.

In all circumstances the rationale for the setting of the pay range, and determining the starting salary, must be recorded and justified.

### **Assistant/Deputy Headteachers - Pay on Appointment**

The Governing Body will determine the pay range for a vacancy prior to advertising it.

The pay range for Assistant Headteachers / Deputy Headteachers is determined by:

**1. Defining the role and determining the position of the Assistant / Deputy's role** - the Governing Body must ensure there is an appropriate differential maintained between the Headteacher and other leadership roles as necessary. It is not expected that the pay range for the Assistant/Deputy Headteacher will overlap with the range set for the Headteacher, unless there are exceptional circumstances.

**2. Setting the indicative pay range** - establishing the available pay range for the Assistant/Deputy Headteacher role within the minimum and maximum amounts specified. In determining this, the Governing Body will take into account the following factors:

- all permanent responsibilities of the role
- challenges specific to the role
- market conditions
- budgetary considerations
- scope for progression to other school leadership positions. The range set for the post must not exceed the Headteacher's school Group size.

**3. Deciding the starting salary and individual pay range** - on appointment the Governing Body will determine the starting salary within that range to be offered to the successful candidate. In making such determinations, the Governing Body may take into account a range of factors, including:

- nature of the post
- level of qualifications, skills and experience required

- market conditions
- wider school context

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments.

## 5. Appraisal and Pay Progression

In this school 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 the school's appraisal policy, further guidance can be found in the document [Implementing Your School's approach to Pay](#).

**Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.** It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

Teachers and school leaders can expect to progress to the top of their pay range if they demonstrate continued good performance.

A decision not to award pay progression for a teacher will be made where the teacher's performance has been assessed as 'Requires Improvement' and significant progress has not been made against the support plan put in place or is assessed as 'Inadequate'.

In the case of the leadership team, sustained, high quality performance, confirmed by the most recent appraisal, should give the individual an expectation of progression up the pay range.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

In all Thrive Federation schools, judgements of performance will be made against teachers standards and teachers will be eligible for pay progression if they have achieved the objectives and standards of performance set for them at the beginning of the year. Using a combination of absolute and relative criteria, eg whether they have met their objectives and contributed to wider school life, a teacher's overall performance will be assessed using Ofsted terminology. If a teacher's overall performance is assessed as 'good' or 'outstanding' they will progress to the next DRP. The school has discretion in

exceptional circumstances to advance the teacher's pay by more than one DRP dependant on overall performance.

## **Leading Practitioners**

Thrive Federation Schools have determined that they will not employ any teachers in the role of leading practitioner for this school year. The Governing Body will review this decision on an annual basis.

### **Pay Progression**

Leading Practitioner teachers will be awarded pay progression on their pay scale if they meet the required performance standards and following each successful appraisal review.

## **Unqualified Teachers**

### **Pay Progression**

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards their objectives.

## **Leadership Posts**

### **Pay Progression**

The Governing Body must consider annually whether or not to increase the salary of members of the leadership who have completed a year of employment since the previous pay determination, and, if so, to what salary within the relevant pay range.

### **Pay Progression Based on Performance - Teachers**

To be fair and transparent, assessments of performance will be properly rooted in evidence. In all Thrive Federation schools we will ensure fairness by moderation of objectives and assessments by Headteacher

The evidence we will use will include:

- SIP review
- LA reviews
- Training records
- Moderation meetings
- self-assessment
- peer review
- tracking of pupil progress
- lesson observations
- where significant and relevant, the Headteacher may introduce appropriate comments from parents or pupils
- achievement of objectives
- teachers' Standards and

- behaviours and attitudes (including those specified in relation to personal and professional conduct as detailed in the Teachers' Standards).

Judgements of performance and pay progression will be made against the criteria outlined at the end of this appendix.

### **Pay Progression Based on Performance for the Leadership Group**

The Governing Body will consider annually (providing the employee has one or more years' employment since the last pay determination), whether or not to increase the salary of members of the leadership group. This will be determined by an assessment of performance carried out by the appointed Governors responsible for appraising the Headteacher or, in the case of the Assistant/Deputy, the Headteacher.

To be fair and transparent, assessments of performance will be properly rooted in evidence. We will ensure fairness by reference to the School Annual Appraisal Policy as the means of ensuring consistency, quality assurance and moderation.

The evidence we will use will include:

- Objectives that have been set for the leadership group.
- Peer reviews.
- Statistical measures.
- Performance of tasks delivered over and above the objectives achieved.
- Impact on school improvement priorities.
- Student outcomes and progress.
- Teachers' Standards.
- Behaviours and attitudes (including those specified in relation to personal and professional conduct as detailed in the Teachers' Standards)
- Advice of the independent advisor for the Headteacher, or other external reports on the moderation of the school's progress).

### **Assessment Criteria for Performance and Pay Progression all Teachers**

A teacher's overall performance will be assessed as:

We will provide an overall best fit judgement; the limiting exception is student outcomes. If an overall judgement of requires improvement/inadequate is given in this section pay progression will not be recommended. Similarly for an Outstanding overall judgement to be awarded student outcomes must be outstanding.

Overall performance judgement	Appraisal Objectives	Teacher Standards	Student Outcomes	Quality of Teaching	Professional Conduct	Assessment	Multi-agency working	Social and Emotional Wellbeing
<b>Outstanding</b>	<i>Where the teacher has exceeded most objectives and made a significant contribution to whole school priorities, for example through the school improvement plan. They have also consistently role modelled positive behaviours.</i>							
	Meets or typically exceeds appraisal objectives.	All standards at career expectation are embedded and many go beyond	The majority of students taught are typically making good progress where there are exceptional circumstances / underachievement the evidence demonstrates that monitoring and interventions were personalised, focused on learning and thorough although the impact was not as expected.	The quality of lessons enables students to make at least excellent progress and in some cases accelerated progress with a high quality learning experience	All ARR deadlines in the year have been met. Attendance & punctuality to duties is good. Relationships with parents and students are strong. Fully engaged in developing their professional learning	All assessment is accurate and carried out in accordance with school policy. Moderation undertaken and significant TA and pupil involvement in appropriate next steps planning.	Full involvement with internal and external multi-agency teams, including strong and constructive relationships with parents	Completion of individualised planning sheets e.g. behaviour plans, risk assessments, health care plans, are always accurate and on time. Registers are taken accurately and on time.

<b>Good</b>	<i>Where the teacher has met all objectives and consistently demonstrated positive behaviours.</i>							
	Met all objectives	All standards at career expectation are embedded	All students are making expected progress, with some making good progress. Monitoring and interventions have been personalised and thorough. where there are exceptional circumstances / underachievement the evidence demonstrates that monitoring and interventions were personalised, focused on learning and thorough although the impact was not as expected	Lesson observation demonstrated that pupils make at least sustained progress and learning outcomes are increasing	All ARR deadlines in the year have been met. Attendance & punctuality to duties is good. Relationships with parents and students are strong. Fully engaged in developing their professional learning	All assessment is accurate and carried out in accordance with school policy. Moderation undertaken and TA and pupils involved in appropriate next steps planning.	Involvement with internal and external multi-agency teams, including strong and constructive relationships with parents	Completion of individualised planning sheets e.g. behaviour plans, risk assessments, health care plans, are always accurate and on time. Registers are taken accurately and on time.
<b>Requires Improvement</b>	<i>Where the teacher has met or partially met only some of the objectives and demonstrated some positive behaviours. Overall performance does not meet the required standard in some aspects.</i>							
	Met some of the objectives (or partially achieved all)	The majority of the standards at the appropriate career stage are met although some performance is under expectation	Most students are making expected progress but some are not. Monitoring and interventions have not been as thorough and	Students make inconsistent learning progress and outcomes within lessons	An ARR deadline has been missed (without mitigating circumstances). There have been some concerns about attendance	School assessment policy and procedures are not adhered to.	Irregular liaison with parents and assessment information is not effectively shared with other professionals. Ineffective	Individualised plans incomplete and not adhered to too Registers are not always taken on time and/or there

			robust as they could have been.		and punctuality to duties.		incorporation of multi-agency advice in curriculum planning.	have been inaccuracies. Tutor activities and school expectations are not implemented consistently
<b>Inadequate</b>	<i>Where the teacher has failed to meet key objectives and demonstrated some negative or inconsistent behaviour. Overall performance is s below required standard and is inadequate</i>							
	Significant failure to meet objectives	The majority of standards at the appropriate career expectation are underdeveloped.	The majority of students are not making expected progress. Monitoring and interventions have been weak.	Poor quality or inconsistent learning results. Pupils making inadequate progress within lessons.	Deadlines consistently missed. Numerous episodes of lateness or non attendance to duties.	Inadequate implementation of school's afl policy.	Relationships with parents and other professionals are poor. Contact is irregular. Inadequate reporting to outside agencies. Outside agency advice is not followed.	Relationships with pupils are poor. Tutor programme is not followed. Mentoring is poor and shows little impact. Registers are inaccurate and incomplete.

#### Notes and guidance

- All judgements will be evidence based.
- An outstanding or good judgement overall will result in pay progression.
- A requires improvement judgement will not necessarily result in a pay progression but will initiate a support plan being put in place.
- An inadequate judgement will result in that person moving to capability procedures.

## Leadership Performance

Leaders at all levels in the federation schools will fulfil the requirements set out below.

Shaping the future	Leading Teaching and Learning	Professional Conduct	Developing self and working with others	Managing the organisation	Securing accountability	Strengthening community
<p>Think strategically, build and communicate a coherent vision value and ethos in a range of compelling ways that enables school improvement to take place in an effective way. Inspire, challenge, motivate and empower others to carry the vision forward</p> <p>Model the values and vision of the school.</p> <p>Is aware of trends in educational thinking, theory, policy and practice including SEN, and applies these to school improvement</p>	<p>Demonstrate personal enthusiasm for and commitment to the learning process</p> <p>Demonstrate the principles and practice of effective teaching and learning</p> <p>Access, analyse and interpret information</p> <p>Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement</p> <p>Acknowledge excellence and challenge poor performance across the school</p>	<p>Is fully engaged in promoting shared corporate responsibility.</p> <p>Achieves very high attendance levels.</p> <p>Always communicates effectively using a range of methods and style appropriate to the situation or audience. Is fully engaged in developing their professional learning.</p> <p>Relationships with parents, carers and students are very strong.</p>	<p>Foster an open, fair, equitable culture and manage conflict</p> <p>Develop, empower and sustain individuals and teams</p> <p>Collaborate and network with others within and beyond the school</p> <p>Challenge, influence and motivate others to attain high goals</p> <p>Give and receive effective feedback and act to improve personal performance</p> <p>Accept support from others including colleagues, Committee Members and the LA</p>	<p>Establish and sustain appropriate structures and systems</p> <p>Manage the school efficiently and effectively on a day-to-day basis</p> <p>Delegate management tasks and monitor their implementation</p> <p>Prioritise, plan and organise themselves and others</p> <p>Make professional, managerial and organisational decisions based on informed judgements</p> <p>Think creatively to anticipate and solve problems</p>	<p>Demonstrate political insight and anticipate trends</p> <p>Engage the school community in the systematic and rigorous self-evaluation of the work of the school</p> <p>Collect and use a rich set of data to understand the strengths and weaknesses of the school</p> <p>Combine the outcomes of regular school self-review with external evaluations in order to develop the school</p>	<p>Recognise and take account of the richness and diversity of the school's communities</p> <p>Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities</p> <p>Listen to, reflect and act on community feedback</p> <p>Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils</p>

**Judgements about the extent to which the work of leaders at all levels meets the following criteria.**

Outstanding	Where the school leader has exceeded most objectives and made a significant contribution to whole school priorities, for example through the school improvement plan. They have also consistently role-modelled positive behaviours and continued to meet performance levels of good or outstanding for teaching staff. They ALWAYS demonstrate high performance in relation to national standards in their areas of responsibility. They meet or typically exceed challenging appraisal objectives linked to whole school improvement. They actively and successfully lead the creation and implementation of a vision for school improvement. They focus relentlessly on improving teaching and learning. They maintain the highest standards of personal behaviour, motivation and performance. They contribute significantly to the development of the school as a whole and to each member of the school community. They hold themselves and others to account rigorously for the achievement of required performance.
Good	Where the leader has met all objectives and consistently demonstrated positive behaviours. They have also consistently role-modelled positive behaviours and continued to meet performance levels of good or outstanding for teaching staff. Leaders CONSISTENTLY demonstrate high performance in relation to the national standards in their areas of responsibility. They have met all appraisal objectives linked to whole school improvement. They play an active and successful role in securing the vision for the school and contribute well to the improvement of the standards achieved by pupils and the quality of education provided by the school.
Requires improvement	Where the leader has met or partially met only some of their objectives and demonstrated some positive behaviours. Overall performance does not meet the required standards in some aspects. Leaders only SOMETIMES demonstrate high performance in relation to the national standards. They meet some of their appraisal objectives or have achieved all only partially. Their contribution to the development and improvement of the school is inconsistent; work in their area of responsibility does not contribute sufficiently to the realisation of whole school priorities.
Inadequate	Where the leader has failed to meet key objectives and has demonstrated some negative or inconsistent behaviour. Overall performance is below the required standard and is inadequate. They only OCCASIONALLY demonstrate performance in line with the national standards in their areas of responsibility. There is significant failure to meet objectives or standards expected in a leadership role. Their contribution to realisation of the school vision is minimal and they make only limited contribution to school improvement.

**The National Standards of Excellence for Headteachers are set out in four domains:**

Excellent headteachers: qualities and knowledge	Excellent headteachers: pupils and staff	Excellent headteachers: systems and process	Excellent headteachers: the self-improving school system
<p>1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</p> <p>2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</p> <p>3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</p> <p>4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</p> <p>5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.</p> <p>6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.</p>	<p>1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</p> <p>2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</p> <p>3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</p> <p>4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p> <p>5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.</p> <p>6. Hold all staff to account for their professional conduct and practice.</p>	<p>1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</p> <p>2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</p> <p>3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.</p> <p>4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.</p> <p>5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.</p> <p>6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.</p>	<p>1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</p> <p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</p> <p>3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self improving schools.</p> <p>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p> <p>5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.</p> <p>6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.</p>

Pay progression will be recommended where a teacher has been assessed as 'Outstanding' or 'Good'.

- Where an assessment of '**Outstanding**' has been awarded the school has the discretion to advance by more than a single DRP.
- Where an assessment of '**Good**' has been given, progression to the next DRP will be recommended.
- Where an assessment of '**Requires Improvement**' has been given and significant progress has been made against the support/improvement plan put in place (such that the appraiser is confident that the relevant performance improvement will be achieved) progression to the next pay point will be recommended.
- Where an assessment of 'Requires improvement' has been given and significant progress against the support plan has **not** been made, progression to the next pay point will **not** be recommended. The support plan should continue to be followed (with additional interventions if necessary) **and** the school will consider managing the teacher's performance under the capability procedure. **However**, if there are **sufficient mitigating circumstances** the school may decide not to manage the teacher's performance under the capability procedure at this stage.
- Where an assessment of '**Inadequate**' has been given, progression to the next pay point will **not** be recommended. The expectation is that supportive interventions will have failed and that the teacher's performance will be managed under the capability procedure.

### **Pay Progression – Main Pay Range**

Teachers, who are not recommended to go up a Discretionary reference point (DRP), will receive the 3.5% increase. We are reverting to a 6 point scale and removing M6B, therefore pay point M6 will be the maxima of the main pay scale as prescribed in the STPCD, therefore all those on M6 will increase to the top of the scale, any employees that were on M6B they can choose to apply for UPS or remain at the top of the Main pay scale and will still receive a 3.5% increase, and the pay point will be renamed M6.

### **Process – Classroom Teachers, Unqualified teachers and Leading Practitioners**

Recommendations about pay will be made in the first instance by the teacher's appraiser. The recommendation will then be put forward to the Headteacher (or leadership group), who will decide whether or not to endorse the appraiser's recommendation.

A reason for the endorsement or otherwise must be given by the Headteacher and supplied to the Pay Committee.

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 advice from the leadership group. The Governing Body will ensure that adequate funding is allocated for pay progression at all levels.

### **Process – Leadership Group**

Recommendations about pay will be made in the first instance by the appraiser. A reason for the endorsement or otherwise must be given by the appraiser and supplied to the Pay Committee.

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 advice from the Headteacher or external advisor. The Governing Body will ensure that adequate funding is allocated for pay progression at all levels.

### **Process – All Teachers**

Once the Pay Committee has decided on the pay recommendations, each teacher will be notified in writing, without undue delay, what their approved pay determination is.

## **MOVEMENT TO THE UPPER PAY RANGE (UPR)**

### **Applications and Evidence**

Any qualified teacher may apply to be paid on the upper pay range and **any such application must 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.

Applications may be made at least once a year.

The teacher must apply in writing to the headteacher by the 30<sup>th</sup> September indicating their wish to be considered for admittance to the upper pay range.

An application from a qualified teacher will be successful where the Governing Body is satisfied that the:

- teacher is highly competent in all elements of the relevant standards and
- teacher's achievements and contribution to the school are substantial and sustained.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

All applications from newly appointed teachers to the Federation should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria) from previous schools.

Where the headteacher does not have evidence to hand to support some aspects

of the above, it is the responsibility of the teacher to provide the headteacher following a request, in a timely manner, that evidence. This evidence should be clearly labelled and meet the criteria of being substantial and sustained. Colleagues who have concern about evidence required would be expected to discuss this significantly in advance of the September 30<sup>th</sup> deadline

### **The Assessment**

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution are substantial and sustained.

For the purposes of this pay policy:

- **'Highly competent'** means that we would expect the teacher to demonstrate competence in the areas of:
  - pupil progression
  - teacher effectiveness
  - wider contribution /effectiveness and
  - personal and professional development.
- **'Substantial'** means that the teacher has at least four years' experience within a classroom setting or has other relevant subject matter or other relevant transferable experience.
- **'Sustained'** means that a teacher will be able to supply evidence of at least two consecutive appraisals where the overall assessment of performance has been 'Good' or 'Outstanding'. These will usually be obtained within the school in which they have applied to admission to the UPR. However in exceptional circumstances evidence from another source may be considered.

The application will be assessed by the Headteacher (and other member(s) of the leadership group, as relevant), with due regard to all the evidence submitted.

### **Processes and procedures**

The assessment will be made and confirmed within 10 days of the meeting of the pay panel.

If successful, applicants will move to the upper pay range from the September of that academic year.

If unsuccessful, feedback will be provided by the manager/Headteacher within 10 days of the meeting of the pay panel.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's general appeals arrangements.

### **Progression through the UPR**

Progression through the UPR will be determined every other year. A teacher can expect to progress through the upper pay range if s/he has had two consecutive annual appraisals where the overall assessment of performance has been 'Good' or 'Outstanding' whilst in the UPR and can fully demonstrate the indicators set out below.

The process for assessment for progression will be the same as for other classroom teachers (except that it would not be on an annual basis).

## **6. Appeals Procedure**

### **Stage 1 - Informal Stage**

Any teacher, including the Headteacher, who is dissatisfied with the pay recommendation that has been made by their appraiser or decision not to admit them to the UPR, should first discuss this informally with the Headteacher (or their Appraiser in the case of the Leadership Group) BEFORE the recommendation is put forward to the Pay Committee.

The Headteacher should meet with the employee and the decision-maker to discuss the employee's concerns and understand the appraiser's rationale for their decision, as well as considering the employee's representations.

In the case of the Leadership Group, they should meet with their Appraiser to discuss the recommendation and put forward their representations as to why they disagree with their Appraisers' decision.

This should be done within 5 working days of being advised of their Appraiser's initial decision.

### **Stage 2 - Formal Stage A formal representation to the person or Governors committee making the pay determination.**

If following informal discussion with the Headteacher, the teacher (or Headteacher) feels an incorrect recommendation about their pay will be made to the Pay Committee, or they will not be admitted to the UPR they may make a formal appeal to the Pay Committee.

The Appeal must be submitted no later than 5 working days BEFORE the Pay Committee sits to ratify the pay decisions.

The teacher must submit their appeal in writing and state the grounds on which they believe their pay recommendation is incorrect. This may be because they believe:

- the Pay Policy has been incorrectly applied
- a provision of the STCPD has been incorrectly applied

- proper regard has not been given to the statutory guidance
- proper account of the relevant evidence has not been taken
- the appraiser has taken account of irrelevant or inaccurate evidence
- the appraiser was biased
- they have been unlawfully discriminated against.

This list is indicative rather than exhaustive. Any additional evidence the employee wishes to be considered by the panel must be submitted with their appeal letter.

The Pay Committee should be convened within 5 working days of receipt of the employee's appeal to hear the appeal, if no pre-arranged date for the consideration of appeals has been specified.

The employee should attend the meeting and have the opportunity to make representations, present evidence and call witnesses in support of their case.

The Pay Committee will, having considered all the evidence, make a pay determination for that employee and will confirm this in writing to the employee within 5 working days of the meeting.

This means that the employee's case is dealt separately from the other pay recommendations.

### **Stage 3A - Formal appeal hearing with an appeals panel of governors**

If the employee is dissatisfied with the decision of the Pay Committee, the teacher may appeal to the Chair of Governors.

The teacher (Headteacher) must submit their appeal in writing and state the grounds on which they believe their pay recommendation is incorrect (as described in Stage 2).

Any additional evidence the employee wishes to be considered by the panel must be submitted with their appeal letter.

The appeal must be lodged within 5 working days of receiving confirmation of the pay determination from the Pay Committee.

The Chair of Governors will arrange for a separate panel of three governors to consider the appeal. The panel must not consist of any governors who were involved in the original decision-making process.

The panel may be advised by a representative of the Authority. Where there is no pre-arranged appeal date, the appeal must be arranged to be held within 5 working days of receipt of the employee's notice of appeal. This timescale may be extended to allow the Authority representative to attend.

The employee has the right to be accompanied to the appeal by a work colleague or their Trade Union Representative.

The outcome should be notified in writing within 5 working days of the meeting. If the appeal is rejected, then a summary of the evidence considered and the reason for the decision should be given in writing to the individual, as part of the outcome letter.

If the appeal is upheld, then a summary of the evidence considered and reason for the decision should also be given in writing in the outcome letter. The Headteacher is then responsible for ensuring that the relevant adjustment to the teacher's pay is made (or Chair of Governors in the case of the Headteacher). If the appeal is not upheld, the relevant adjustment/or non-adjustment to the teacher's pay will be made.

The pay hearings and appeals procedure perform the function of the grievance procedure on pay matters and as the decision is final, there is no recourse to the grievance procedure.

### **Format of Formal Appeals Meeting**

Appeals should be heard by a panel of no less than three governors, one of whom will be appointed to act as the Appeal Chair.

The Appeal Chair will open the meeting by welcoming the attendees and making introductions. The Appeal Chair should also confirm which documents are to be used in the meeting. If there are additional documents to be added, or there are any discrepancies, the meeting will be adjourned to enable the documents to be copied and read.

The employee may bring a Trade Union Representative or work colleague to the Appeal.

The Appeal Chair will ask the employee to explain their reason for the appeal – they may do this in person or ask their companion to assist them. The employee cannot introduce new grounds for raising an appeal.

The employee may invite witnesses to the meeting, having provided prior notice to the Chair. The witnesses will be asked questions by the employee, and then the Appeal Chair and other panel members, if applicable.

The Appeal Chair will invite the Appraising manager to the Appeal, as a witness, in order to understand the rationale for their decision.

When the Appeal Chair has heard all the information in respect of the Appeal, and the rationale for the original decision, they will invite the employee to sum up their reasons, before adjourning.

During the adjournment, the Appeal Chair and panel will consider all the information that they have heard and reach a balanced decision. The rationale for their decision must be recorded in the notes of the meeting. The Appraising manager will not play any part in the Appeal deliberation and decision-making

process and must leave the room. The employee and their companion will then be asked to re-join the meeting and be given the outcome verbally, which will be confirmed in writing. If the Appeal Panel/Chair cannot reach a decision on the day, the employee will be told of this, and advised of the outcome of the meeting within 5 working days.

All appeals held under the formal part of the Appeals Procedure must be properly clerked and notes of the meeting must be taken.

## **7. General Provisions**

### **Equality**

The Governing Body will ensure that its processes are objective, open, and fair and that all decisions can be objectively justified. Adjustments will be made to take account of special circumstances, e.g. absence on maternity or long-term sick leave. The exact adjustments will be made on a case by case basis, depending on all the circumstances.

Schools and local authorities must stay within the legal framework set out in the Document and the procedures for determining pay, comply with all the requirements of discrimination legislation, for example, the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

### **Job Descriptions**

The Headteacher will ensure that all members of staff have an up-to-date job description. Job descriptions may be amended from time to time, in discussion with the employee concerned, to reflect the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed at least annually as part of the appraisal process.

### **Monitoring the Impact of the Policy**

The Governing Body will monitor the outcomes of this policy on a regular basis. The monitoring will take place annually, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with Equalities legislation.

### **Progression at the End of Induction**

Teachers who have successfully completed their induction year can expect to progress to the next DRP in accordance with this Pay Policy.

### **Pay Differentials**

Appropriate pay differentials will be created and maintained between posts within the school. These differentials will recognise accountability, job weight and the Governing Body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

### **Pay Increases for Teachers Arising from Changes to the Document**

All teachers are paid in accordance with the statutory provisions of the STPCD document which can be found [here](#) as updated from time to time.

The Governing Body has the discretion to apply the teachers' pay award (if agreed) to its pay scales, apart from those elements that are specified within the STPCD document which can be found [here](#), such as minimum and maximum points of the scale which must be uplifted in accordance with the agreed pay award.

The school will annually review its position in regard to the teachers' pay award.

### **Pay Recommendations for Teachers**

Pay recommendations are made by the teacher's appraiser. The school's leadership group may moderate all recommendations made to ensure consistency amongst appraisers and refer the final recommendations to the Pay Committee for approval.

In the case of the Headteacher's pay, the governors appointed to appraise the Headteacher's performance will make a recommendation for pay progression to the Pay Committee. The relevant governors and Pay Committee should have regard to advice or comments of an externally appointed advisor.

The Pay Committee has fully delegated powers to implement all aspects of the Pay Policy. In exercising these powers, the Pay Committee will take account of the Headteacher's advice, except in relation to the Headteacher's own pay.

The Pay Committee will consist of members of the Governing Body but will not include the staff governor representatives who work at the school.

The Pay Committee will report its decisions to the Governing Body at its next meeting. The Headteacher will inform the relevant teacher of decisions made by the Pay Committee.

The timing of the appraisals process, pay recommendations, and dates of the Pay Committee should be published with this Pay Policy, so employees know when decisions about their pay will be made and the timescale for appealing against the decision should they wish to do so.

### **Pay Scales**

The pay scales for teachers and school leaders are set out within Appendix 1 of this policy.

### **Salary Safeguarding**

Where a pay decision for a teacher results in a reduction in salary, the Governing Body will comply with the salary safeguarding provisions of the STPCD document which can be found [here](#). The teacher concerned will be notified as soon as possible and no later than one month after the decision is taken.

### **Transition to Qualified Teacher Status**

When an unqualified teacher gains qualified teacher status (QTS) they will transfer to a salary within the main pay range (MPR) for teachers. If, immediately prior to gaining QTS, the teacher was an unqualified teacher in this school, their new salary will be the same as, or higher than, the salary originally paid and will be in accordance with this Pay Policy.

## **Vacancies**

All vacancies will be advertised with an indication of the salary range that the school is prepared to pay for the role. This will reflect the tasks/level of responsibility of the post. Tasks carrying additional payments, whether permanent or temporary, will be made known to staff and applicants.

## **8. Part-Time and Short Notice / Supply Teachers**

### **Short Notice / Supply Teachers**

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, with periods of employment of less than a day being calculated pro rata based on 1265 hours.

Existing supply teachers will continue on their current salary point, and this should be guaranteed all the time they continue within the same school.

Newly appointed supply teachers, or supply teachers taking on a new supply contract in a different school, will have their salary determined in accordance with this policy.

### **Part-Time Teachers**

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time.

The Governing Body 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.

## **9. Allowances and Other Provisions**

### **Acting Allowances**

Teachers who are assigned and carry out the duties of the Headteacher, Deputy Headteacher, or Assistant Headteacher can receive an acting allowance.

The Governing Body will, within a four-week period of the teacher starting acting duties, decide whether or not the acting post holder will be paid an allowance.

In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and will be paid from the first day of absence.

The amount payable should be decided by the Governing Body and must:

- Not be lower than the minimum of the pay range set for the post the teacher is covering;
- Be a reasonable and appropriate amount;

- Be paid only for as long as the teacher occupies the position on an acting basis. If the teacher is appointed permanently to the post, then they will be appointed in accordance with Appendix 1 of this policy.

### **Additional Payments for Classroom Teachers**

The Governing Body may award additional payments to classroom teachers for:

- **Continued Professional Development** undertaken outside the school day;
- **Initial Teacher Training activities** as part of the ordinary conduct of the school;
- **Out-Of-Hours learning activities** agreed between the teacher and Headteacher.

No other payments such as bonuses or honoraria will be made to teachers.

### **Recruitment and Retention Allowance**

The Governing Body can award lump sum payments, periodic payments or other financial assistance, support or benefits as a recruitment or retention initiative as set out in the relevant paragraph of the STPCD document which can be found [here](#) to teachers, other than to the Leadership Group (see below). It will make clear at the outset, in writing, the expected duration of the award and the review date after which it may be withdrawn.

The Governing Body will review all recruitment and retention allowances annually.

Headteachers, Deputy and Assistant Headteachers may not be awarded payments for recruitment and retention other than for reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations must be taken into account when determining the salary range.

### **Special Educational Needs Allowance (SEN)**

A SEN allowance of no less than £2,149 and no more than £4,242 per annum is payable to a classroom teacher in accordance with this paragraph.

The Governing Body will award a SEN allowance to a classroom teacher:

- in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- in a special school;
- who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- in any non-designated setting that is analogous to a designated special class or unit, where the post:

- involves a substantial element of working directly with children with SEN;
- requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
- has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

Where a SEN allowance is to be paid, the Governing Body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- whether any mandatory qualifications are required for the post;
- the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post.

The Governing Body must set out in its pay policy the arrangements for rewarding classroom teachers with SEN responsibilities.

### **Teaching and Learning Responsibility Payments (TLR)**

The Governing Body may award a TLR to a classroom teacher (except unqualified teachers) as follows:

TLR 1 or 2 will be paid for clearly defined and sustainable additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning.

The Governing Body has determined that the following post(s) will be awarded a TLR:

- Senco; key phase leader; Individual school posts for example Lead Teachers and Pastoral Leaders.

The value of the TLR is subject to a minimum and maximum amount as set out in the STPCD document which can be found [here](#). TLRs within this school will be paid on one of the Discretionary Reference Points (DRPs) listed in Appendix 1, which will be determined according to the size and complexity of the duties for which they are being awarded. Please find below an illustration of the types of responsibility which will attract TLRs of specified reference points:

- staff with school wide responsibility areas eg: Data, Senco, Teaching and Learning, EVC, Key phase.

A TLR 1 and 2 may not be held at the same time and cannot be awarded to unqualified teachers.

Posts to which TLRs have been attached will be reviewed regularly by the Governing Body, who will ensure that the posts meet the criteria for the payment of TLRs.

The Governing Body may award a TLR3 of between £540 and £2,683 for a clearly time limited period. The Governing Body will set out in writing to the teacher the period of time the TLR3 will be awarded for and the amount of the award. The TLR3 will be paid in monthly instalments. No safeguarding will apply in relation to the ending of an award of a TLR3.

### **Temporary Payments to Headteachers**

Any additional payment made to the Headteacher must be for clearly temporary duties and responsibilities that are in addition to the post for which their salary has been determined. The Governing Body will not take into account factors which were considered when determining the pay range for the post.

The total sum of temporary payments made to the Headteacher in any school year must not exceed 25% of their annual salary or, when combined with their annual salary, exceed 25% above the maximum of their Headteacher Group.

Only in wholly exceptional circumstances will the Governing Body consider awarding an additional temporary payment to the Headteacher that exceeds the 25% limit. Where this is proposed the approvals process set out in the guidance of the STPCD document which can be found [here](#) will be followed.

The limit does not apply to payments that are made:

- for residential duties; and/or
- for relocation expenses that relate solely to the personal circumstances of the Headteacher.

Salary safeguarding does not apply to the ending of temporary payments that are made to Headteachers.

### **Unqualified Teachers' Allowance**

The Governing Body may award an additional allowance to an unqualified teacher, where the teacher has taken on a sustained additional responsibility which: is focused on teaching and learning or requires the exercise of a teacher's professional skills and judgement; or where he/she has qualifications or experience which bring added value to the role being undertaken.

### **Salary Sacrifice Arrangements**

Where the school operates a salary sacrifice arrangement, such as the Child Care vouchers scheme. A member of staff may participate in the arrangement and their gross salary will be reduced accordingly.