



*Believe and achieve*

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

## **Pay Policy**

This is based on the Model Pay Policy which is effective from September 2013 .

Reviewed at Resources Committee: Spring 2016

**Date of next review: 2018**

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## **1. Purpose and Scope**

1.1 The Governing Body of Stroud Green Primary School reviewed this policy on 10th March, 2016

1.2. This policy relates to the whole school, however, it predominantly relates to setting a 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). This policy should be read and implemented in accordance with the STPCD

1.3. The Pay Policy will work in conjunction with the school's appraisal policy and other rules and expected standards of performance, including teacher standards, which are advised and communicated to employees.

1.4. The Policy will be reviewed annually by the Governing Body and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the 'relevant body'.

1.5. Changes in the pay of support staff in community schools will be determined in accordance with the Council's decisions as recommended to Governing Bodies. Consultation with staff and recognised trade union representatives will be undertaken prior to any changes being made to this policy by the Council

## **2. Principles and Objectives**

2.1 The Governing Body aims to ensure that all teaching and support staff are valued; that they receive proper recognition for their work and for their contribution to school life and proper support and encouragement to continue in their work. The Governing Body aims to:

- Maintain and improve the quality of education offered by the school by having a pay policy, which supports the school's overall aims and priorities as stated in the school development plan;
- Balance the competing demands made on the school's limited budget so that all needs are addressed as effectively as possible;
- Apply the school's performance management/ appraisal processes to support teachers' professional development. Performance management/ appraisal objectives will be set in accordance with that intention;
- Manage its pay policy in a fair, reasonable and open manner. Keep its policy in line with the government's initiatives around workforce reform;
- Avoid direct or indirect discrimination on grounds of age, disability, gender, marital status, sexual orientation, race, colour, religion, nationality, ethnic or racial origins;
- The School supports the Council's policy to pay employees an hourly rate no lower than the London Living Wage as defined by the Mayor of London. Contractors are encouraged to commit to paying the London Living Wage to staff they employ to provide services to the School.
- This pay policy complies with The Employment Rights Act 1996, The Employment Relations Act 1999, the Employment Act 2002, The Equality Act 2010, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Equality (Age) Regulations 2006 (sections 6 and 8).

## **2.2 Remit for the pay committee of the governing body**

2.2.1 All Governing Bodies should establish a Pay Committee. The Pay Committee is responsible for reviewing the implementation of the policy annually including assessment of the impact of the policy on progression trends to ensure compliance with equalities legislation, in consultation with the head teacher, staff and trade union representatives; and submitting findings to the Governing Body for approval. The Pay Committee will also review the Head Teachers salary in accordance with this policy.

2.2.2 The Pay Committee will comprise at least three governors. All governors, including those employed at the school, will be eligible for membership of the Pay Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest cannot be called into question in terms of any form of bias to one individual or another on the basis prior, existing or future relationships, professional or personal.

2.2.5 The decision of the pay committee will be placed in the part 2 (confidential section) of the governing body's agenda

## **3. Support Staff**

3.1 The Governing Body will apply the national (the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service -Green Book) and locally agreed conditions of service. The Governing Body will ensure that support staff are paid on scales agreed by the local authority (LA), taking into account LA agreements for specific groups of staff.

3.2. The local authority agreed job evaluation scheme for support staff should be used as a method of reviewing grades when duties change, jobs are created or the governing body reviews salaries for support staff. Grading structures and allowances will reflect those set out in the Equal Pay & Conditions Review – 'Single Status' Agreement (2008)

3.3. Where an employee was previously employed under Local Government service conditions of service immediately prior to his/her taking up a post at the School the employee will be paid a salary at the equivalent spinal point where this is within the overall grade of the post

3.4. Support staff can appeal a job evaluation grading if their grade goes down or they can request a review of their grade evaluation by their HR provider if the job is evaluated at the same grade as previously, or a lower than expected higher grade.

3.5. Advice from the schools HR service will be sought on the specifics of the appeal process.

3.6. For additional time limited tasks, an honorarium may be paid. Where honoraria are proposed a record should be kept of the additional work undertaken by the individual and advice sought from HR on the appropriate size of the honoraria. Where honoraria are being considered consideration should be given to ensuring all staff have equal access to the opportunity. Honoraria shall be reviewed regularly and will not be used as a substitute for updating structures and job descriptions where the change is likely to be permanent.

## **4. Teachers**

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document, as updated.

### **4.1 Pay Reviews and Progression**

4.1.1. The governing body (through the relevant committee) will ensure that every teacher's salary is reviewed with effect from 1 September each year and no later than 31 October (31 December for head teachers). Where a teacher is on long term absence at the relevant time consideration will be given to adjusting the timing on a case-by-case basis. By 31<sup>st</sup> October, the governing body will provide the teacher with an individual written statement setting out their salary and any allowances to which they are entitled.

4.1.2 Pay reviews for all teachers, including the head teacher, will be based on performance as recorded through staff appraisal. Every appraisal report will contain a pay recommendation. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body (relevant committee), having regard to evidence provided as part of the Performance Appraisal review and process.

4.1.3 Decisions on pay reviews for head teachers will be made by reference to an external adviser. Although the external adviser can give a professional judgement that, as a result of the appraisal, it might be appropriate for the governors to award performance points, it is the governing body's responsibility to decide on the pay of the head teacher. It is not within the external adviser's remit to advise the governing body on the determination of the Individual School Range, nor to advise on the pay of any other leadership group member.

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

4.1.5 Decisions regarding pay progression will be made annually with reference to the most recent appraisal report

### **4.2 Pay range for head teachers**

4.2.1 The governing body has a statutory duty to assign a seven point individual school range (ISR) for the head teacher whenever it sees fit, e.g. when planning a new appointment, when the pay range for a deputy or assistant head teacher is set which overlaps with the ISR, or when there is a change in the school, such as an increase in pupil numbers or the introduction of additional services, which leads to a change in responsibilities for the head teacher. Advice should be sought from schools HR on this matter, especially when planning a new appointment

4.2.2 The governing body will calculate the head teacher group size each September and determine the appropriate ISR within the parameters of the current STPCD.

*Note: Since 1 September 2011, under no circumstances can the governing body assign a higher group size than that calculated in accordance with the STPCD.*

4.2.4 Where an ISR has been determined prior to 1 September 2011 and is above the calculated group size, it will remain in place until a new determination is made. A new determination must be made should the head teacher post become vacant.

4.2.5 Where the governing body has, prior to 1 September 2011, made a decision to increase the individual school range beyond the maximum of the leadership group pay spine (spine point L43), this will remain in place and the governing body will continue to determine the value of each point above the highest point for so long as that ISR applies.

4.2.6 The governing body will ensure that the process of determining the remuneration of the head teacher is fair and transparent. There will be a proper record made of the reasoning behind the determination of the ISR and the ratification of decisions made in this respect.

**4.2.7 *The individual school range for the academic year 2013-2014 is***

Spine Point	Value
L[number]	£[value]
L	£
L	£
L	£
L	£
L	£
L	£

4.2.8 Decisions regarding pay progression will be made annually with reference to the most recent appraisal report. Annual pay progression within the range for this post is not automatic.

4.2.9 The pay committee will review the head teacher's pay in accordance with paragraph 6.2(b) of the STPCD and award up to two performance points where there has been a sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any recommendation on pay progression in the head teacher's most recent appraisal report.

*Note: where the ISR was determined prior to 1 September 2011 and is partly or wholly above the maximum of the leadership pay spine, the amount of each pay spine point must be specified.*

#### **4.2.10 Determination of discretionary payments to head teachers**

4.2.11 Any discretionary payments in addition to the salary arising from the head teacher's point on the ISR will be made in accordance with paragraph 11.4.1 – 11.6.2 of the STPCD. The total of all discretionary payments made to a head teacher in respect of any school year (with the exclusion of residential payments and/or relocation expenses) will not exceed 25 per cent of the amount which corresponds to their point on the assigned ISR in that year.

4.2.12 In making discretionary payments appropriate account must be taken where a head teacher has additional responsibilities, e.g. executive head teacher roles.

4.2.13 It will be wholly exceptional to make discretionary payments which exceed the limit of 25 per cent. If it is considered that there are wholly exceptional circumstances that warrant a payment in excess of this limit, the governing body will make a business case, and will seek external independent advice from the Local Authority as to whether the provisions of the document have been properly applied to the head teacher's pay. The governing body will keep a full and accurate record of advice received and all decisions made by the governing body and the reasoning behind them.

4.2.14 In making any decision to exercise its discretion in this respect, the governing body will ensure that to action such an increase will offer the school value for money in the services it is able to provide in relation to the costs incurred and will require evidence to support any such case.

#### **4.3 Pay range for deputy and assistant head teachers**

4.3.1 The governing body has determined that [number] deputy head teacher posts and [number] assistant head teacher posts are to be included in the school's staffing structure. Where there is more than one deputy head teacher or more than one assistant head teacher, the governing body have the discretion to determine different pay ranges for each post.

4.3.2 The pay committee will determine a five point pay range for deputy and assistant head teachers. The pay range for deputy and assistant head teachers is determined in accordance with the STPCD with due regard to pay rates for other teaching posts and the head teacher. The pay committee will record its reasons for the determination of the deputy/assistant head pay range.

4.3.3 The pay committee will review pay in accordance with the SPTCD and award one point where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the deputy/assistant head's most recent appraisal report. Where their appraisal outcome confirms the Deputy or Assistant Head ... has made a specific exceptional contribution to school life which exceeded their individual objectives and has had a demonstrable impact on pupil progress outcomes there is discretion to award a further point. The pay range for deputy head teachers is as follows:

Spine Point	Value
L[number]	£[value]

L	£
L	£
L	£
L	£

The pay range for assistant head teachers is as follows:

Spine Point	Value
L[number]	£[value]
L	£
L	£
L	£
L	£

4.3.4 The pay committee will review and, if necessary, re-determine the deputy/assistant head pay range where there has been a significant change in the responsibilities of the serving deputy/assistant head teacher.

#### **4.4 Pay ranges for other classroom teachers**

4.4.1 Annual pay progression within the range for other classroom teachers will result from a successful performance appraisal

##### **4.4.2 Pay on appointment**

Although governing bodies are no longer compelled to match a teacher's existing salary on either the main, upper or the unqualified pay scales, governors shall seek to ensure that the existing pay point of teachers applying for posts in the school is matched where the salary reflects an appropriate reference point in this policy.

##### **4.4.3 Main pay range**

4.4.4 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. Decisions regarding pay progression will be made annually with reference to the most recent appraisal report. Movement up the pay range will be made where there has been sustained high quality of performance as evidenced by the Performance Appraisal outcomes.

4.4.5 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.

4.4.6 Judgments to award or withhold pay will be properly rooted in evidence provided as part of the Performance Appraisal review. Decisions not to progress up the pay spine will be made in circumstances where concerns about standards of performance have been raised in writing as part of the performance management/appraisal process.

4.4.7 The evidence used will be only that available through the performance management/appraisal process, meeting the relevant teachers' standards taking into account their role in the school.

4.4.8 Further information, including sources of evidence is contained in the school's Performance Appraisal policy.

4.4.9 The pay committee will be advised by the head teacher in making all such decisions. Any increase will be clearly attributable to the performance of the teacher in question. The pay committee must be able to objectively justify its decisions.

4.4.9 The proposed main-scale for 2013-14 is as follows:

Reference scale point	Value
1	£27,000
2	£28,408
3	£29,889
4	£31,446
5	£33,865
6	£36,387

#### **4.5 Newly qualified teachers**

4.5.1 Decisions on pay progression for newly qualified teachers subject to statutory induction arrangements will be taken by 31<sup>st</sup> October each year to take effect from 1 September of that year and will be based on a recommendation from the head teacher which takes account of the teacher's assessment under the induction arrangements and against the Teachers' Standards.

#### **4.6 Upper Pay Range**

4.6.1 Qualified teachers who have been assessed by this school as meeting the standards for payment on the Upper Pay Range will be paid in accordance with the school's upper pay range:

Reference Scale Point	£
Minimum	£41,497
U2	£43,536
Maximum	£45,000

4.6.2 Annual pay progression within the range for this post is not automatic. Decisions regarding pay progression will be made annually with reference to the most recent appraisal report and UPR teachers will be eligible to progress to the next point on the school's upper pay range where their appraisal outcome confirms that their performance over at least two academic years in this school has been highly competent in all elements of the career stage standards and that their achievements and contribution to the school are substantial and sustained.

4.6.3 Any points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another post in this school.

4.6.4 For new appointees the teacher's performance appraisal reports from previous schools can be considered by the Head Teacher and/ governing body where it assists with pay progression decisions.

**4.6.6 Progression to the Upper Pay Range can be found in Appendix A.**

**4.7 Pay range for leading practitioners**

*Note: Decisions regarding assimilation of Advanced Skills Teachers and Exceptional Teachers onto the LP range will be made following advice from schools HR*

4.7.1 The governing body will take account of paragraph 56 of the Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching within school *[and within the wider school community]* which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as *[insert]*

4.7.2 The governing body has determined that [number] leading practitioner posts are to be included in the school's staffing structure. These posts have the primary purpose of modelling and leading improvement of teaching skills.

4.7.3 The governing body will determine a pay range for each leading practitioner post on appointment within the following range for the academic year 2013-2014:

<b>Minimum</b>	<b>Maximum</b>
£	£

*Note: For any such post, the governing body may determine an individual post range within the overall pay range in this paragraph. The relevant body may determine that different posts in the same school may be paid on different individual post ranges within the overall pay range and objectively justify this determination. The relevant body shall determine where, within the individual post range for that particular post, each teacher covered by this paragraph shall be paid on appointment.*

4.7.4 Annual pay progression within the range for this post is not automatic. Decisions regarding pay progression will be made annually with reference to the most recent appraisal report.

4.7.5 The governing body will consider awarding one pay point on the individual range for the post having regard to evidence provided as part of the Performance Appraisal review, the appraisal report, the relevant teachers' standards and taking into account advice from senior leaders.

4.7.6 A Leading Practitioner is not eligible for a teaching and learning responsibility payment or a special educational needs allowance.

#### **4.8 Pay range for unqualified teachers**

4.8.1 An unqualified teacher is either a trainee working towards qualified teacher status, an overseas trained teacher who has not exceeded the four years they are allowed without obtaining qualified teacher status, or an instructor with a particular skill.

4.8.2 The school's pay range for an unqualified teacher is:

<b>Reference Scale Point</b>	<b>£</b>
1	£19,893
2	£21,731
3	£23,571
4	£25,410
5	£27,249
6	£29,088

*Note: The pay range for unqualified teachers is determined in accordance with the STPCD.*

4.8.3 Decisions regarding pay progression will be made annually with reference to the most recent appraisal report. Decisions not to progress up the pay spine will be made in

circumstances where concerns about standards of performance have been raised in writing as part of the performance management/appraisal process.

4.8.4 Any pay points awarded to unqualified teachers are permanent, while the teacher remains in the same post or takes up a new one at this school.

4.8.5 Unqualified teachers are not eligible for teaching and learning or special educational needs allowances. The governing body will not under any circumstances determine a salary for an unqualified teacher outside of the unqualified teacher pay spine

#### **4.9 Unqualified Teachers' allowance**

4.9.1 The governing body has the discretion to award an additional allowance to an unqualified teacher where it considers that, in the context of its staffing structure the teacher has taken on a sustained additional responsibility which is focussed on teaching and learning and requires the exercise of a teachers' professional skills and judgement, or where the teacher holds qualifications or experience which bring added value to the role being undertaken.

4.9.10 The governing body will pay an unqualified teacher on one of the employment based routes into teaching on the appropriate classroom teacher/unqualified teacher pay scale. The governing body may choose which pay scale will be applied to such teachers and in what circumstances. It is recommended that a graduate teacher be paid as a qualified teacher and a registered teacher as an unqualified teacher.

### **Allowances for classroom teachers**

#### **4.10 Teaching and Learning Responsibility Payments**

[Note: TLRs can only be awarded to posts held by qualified teachers paid on the main or upper pay scale. They cannot be awarded to unqualified teachers, Leading Practitioners or members of the Leadership Group]

4.10.1 The pay committee may award a TLR to a classroom teacher in accordance with the STPCD and paragraphs 31 to 37 of the section 3 guidance. TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out –in the STPCD.

4.10.2 The pay committee may award a TLR3 of between £500 to £2500 for clearly identifiable time-limited school improvement projects, or one-off externally driven responsibilities as set out in of the STPCD. The governing body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

4.10.3 TLRs are awarded at the discretion of the governing body. TLR1's and 2's will only be awarded if the governing body is satisfied that the duties of the post include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning,
- 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 pupils other than the teacher's assigned classes or groups of pupils, and
- e) involves leading, developing and enhancing the teaching practice of other staff.

4.10.4 In addition, before awarding a TLR2, the governing body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

<b>TLR 1</b>	<b>Range £7232 - £12,393</b>
1a	Insert
1b	Insert
<b>TLR 2</b>	<b>Range £2535 - £6,197</b>
2a	Insert
<b>2b</b>	Insert
<b>TLR 3</b>	<b>£500 - £2,500</b>

#### **4.11 Special Educational Needs Allowance (paragraph 27, STPCD 2013)**

4.11.1 The governing body will award a Special Educational Needs (SEN) Allowance to a classroom teacher or SEN support teacher:

- a) In any SEN post that requires a mandatory SEN qualification (not including the mandatory SENCO qualification leading to the achievement of the National Award for Special Educational Needs Co-Ordination),
- b) In a special school,
- c) 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,
- d) In any non-designated setting (including any pupil referral unit) that is analogous to a designate special class or unit, where the post;
  - i. Involves a substantial element of working directly with children with special educational needs,
  - ii. Requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs, and
  - iii. Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the schools or unit within the school or, in the case of an unattached teacher, the unit or service.

4.11.2 The SEN allowance is determined as a spot value, taking into account the structure of the school's SEN provision and:

- a) whether any mandatory qualifications are required,
- b) the qualifications and expertise of the teacher relevant to the post, and
- c) the relative demands of the post.

4.11.3 The values of the SEN allowances to be awarded are set out below:

SEN1 £[amount *note: must be no less than £2,001 and no more than £3,954 per annum*] to the holder of [list posts attracting this allowance]

SEN2 £[amount *note: must be no less than £2,001 and no more than £3,954 per annum*] to the holder of [list posts attracting this allowance]

*[Note: The Local Government Association offers the following advice "Our firm view (and, we believe, the view of the teacher and head teacher unions) is that the role of SENCO, as a managerial responsibility, is not one that meets the criteria for a SEN allowance but rather it is more appropriately rewarded by a TLR payment. If, in addition to their SENCO role, a teacher meets the criteria set out in the STPCD, then they should be eligible for both a TLR payment and a SEN allowance. However, they are distinct payments – one payable for additional responsibility, the other for the demands of the teaching role they are carrying out".]*

## **4.12 Acting allowance**

4.12.1 Where a teacher is assigned and carries out duties of a head teacher, deputy head teacher, or assistant head teacher, but has not been appointed as an acting head teacher, deputy head teacher or assistant head teacher, the governing body will, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an 'acting allowance' must be paid in accordance with the following provisions.

4.12.2 Where the governing body determines that an acting allowance will not be paid but the relevant duties continue, then the governing body may review this decision and make a further determination at a future date as to whether or not an acting allowance may be paid.

4.12.3 If paid, the acting allowance will be of such value as to ensure that the teacher receives remuneration of equivalent value to such point on the leadership pay spine as the governing body has determined applies to the head teacher, deputy head teacher or assistant head teacher (as set out in this policy).

5.12.4 For as long as an acting allowance is being paid, the teacher will be expected to undertake the professional responsibilities applicable to a head teacher, deputy head teacher or assistant head teacher and work to the relevant teachers' standards.

4.12.5 Where a member of staff covers the full duties of a higher graded role on a temporary basis, for example to cover a vacancy or in the absence of the substantive post holder (other than to cover for annual leave), for a period of at least 12 weeks, they may be paid an acting allowance equivalent to the grade of the post they are covering. Acting arrangements are time limited and will be subject to regular review.

4.12.6 Where an employee is undertaking partial duties of a higher graded role, a special recognition payment may instead be considered.

#### **4.13 Participation in out of school hours learning**

4.13.1 The school acknowledge that some teachers supervise out of school activities i.e. sports club, drama and music productions, revision classes and other events purely on a voluntary basis. The school is extremely grateful to teachers who support pupils in this way. The school acknowledges that these activities are entirely voluntary and that teachers should not feel under any obligation (moral or contractual) to provide these services. The school also acknowledge that many other teachers support pupils in other ways.

4.13.2 There may be times where the governors feel that it is in the best interest of the school to provide certain out of school learning activities on a more formal basis. In these cases the school may offer a payment to a teacher who undertakes such activities. No teacher will be compelled to offer such an activity but, where they do, the governors will expect a more formal commitment from the teacher and that the head teacher may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the school will offer a payment to the teacher equating to an appropriate value [For example at a flat rate hourly rate].

4.13.3 In order to ensure effective work life balance and also value for money in the delivery of the services provided the governing body should consider carefully who is best placed to undertake these activities. It may not necessarily be a teacher and the use of support staff might be more appropriate. Activities should be offered to staff following a fair and transparent process.

4.13.4 One-to-One Tutors will be paid in accordance with the national framework.

#### **4.14 Recruitment and retention incentives and benefits**

4.14.1 Payments will not be made under the 'recruitment and retention' criteria for additional work undertaken, for specific responsibilities or to supplement pay for other reasons. Nor will any recruitment and retention payment be made to a head teacher if the governing body has already taken into account recruitment and/or retention difficulties in determining the appropriate ISR.

4.14.2 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified. Any use of such payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined by the Governing Body from time to time.

4.14.3 Where it is determined to pay such an incentive/benefit, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the teacher concerned.

4.14.4 Where the Governing Body makes one or more such payments, or provides such financial assistance, support or benefits in one or more cases, the Governing Body will conduct a regular formal review of all such awards. The expected duration of any such

incentives and benefits will be made clear at the outset, including the review date after which they may be withdrawn

#### **4.15 Part-time teachers**

4.15.1 Teachers employed on an ongoing basis at the school who work less than a full working week are deemed to be part time. The governing body will ensure that part time teachers are given a written statement detailing their working time obligations (within and beyond the school day) and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and by comparison to the school's timetabled teaching week for a full time teacher in an equivalent post.

4.15.2 Part time teachers will be paid a pro-rata percentage of the appropriate full time equivalent salary against the timetable week and the same percentages will be applied to any allowances awarded to a part time teacher as set out in paragraphs 43 and 68.5 of the STPCD 2013.

#### **4.16 Short notice/supply teachers**

4.16.1 Governors need to determine the policy of pay to short notice/supply teachers. Options include (but are not limited to) matching the pay point of a teacher, determining the level of experience needed within the school staff structure and recruiting a supply teacher with that level of experience or always appointing to a particular point on the Main Pay Range.

4.16.2 Teachers employed on a day to day or other short notice basis must be paid in accordance with the STPCD on a daily rate calculated by dividing the annual amount by 195.

4.16.3 Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual amount by 1,265 to give an hourly rate.

4.16.4 A short notice teacher who is employed by the school or another school in the authority throughout a period of 12 months (beginning August or September) will not be paid more in respect of that period than s/he would have if s/he had been in regular employment throughout the period.

#### **4.17 Salary Safeguarding**

4.17.1 Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

### **5. Pay Appeals**

5.1 A member of staff may seek a review of any determination in relation to his or her pay or any other decision taken by the governing body (or committee or individual acting with delegated authority) that affects his or her pay.

5.2 Appeals may be made on the grounds that the person or committee by whom the decision was made has:

- a) incorrectly applied any statutory provision;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;



- d) otherwise unlawfully discriminated against the individual concerned.

This list is not exhaustive.

5.3 The procedure for considering appeals is as follows:

Where incremental progression is not awarded, the member of staff will receive written confirmation of their pay determination and the basis upon which the decision was made.

*Informal stage*

1. If the member of staff is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision maker within ten working days of receipt of written notification of the pay determination.
2. Where the staff member continues to be dissatisfied with the decision, he/she may follow a formal appeal process.

*Formal stages*

3. The staff member should set down in writing the grounds for questioning the pay decision and send it to the person or committee who made the determination, within ten working days of the notification of the decision being appealed against or the outcome of the informal discussion referred to above.
4. The committee or person who made the determination will arrange a meeting, as soon as is reasonably practical to give the staff member the opportunity to make representations in person. Following the meeting the employee should be informed in writing of the decision and the right to appeal. The deadline for any appeal will be ten working days from receipt of written confirmation of the decision.
5. Any further appeal should be considered by a panel of three (or in exceptional circumstances two) governors who were not involved in the original determination. A meeting should be arranged as soon as is reasonably practical for the member of staff to be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision. The decision of this governor panel will be final. The decision of the panel should be based on a simple majority in cases where there is a disagreement.

5.4 At all meetings under the formal stages the staff member is entitled to be accompanied by a colleague or trade union representative.

5.5 This process performs the function of the grievance procedure on pay matters and decisions cannot therefore be reopened under the general grievance procedures.

## **Appendix A: Progression to the Upper Pay Range**

*Note: Where teachers are subject to the 2011 regulations and the 2012 regulations the governing body shall have regard to the assessments and recommendations in the teachers' appraisal reports under those regulations. Teachers eligible to make a Threshold Application in September 2013 may do so under the arrangements set out in the 2012 Document*

It is the responsibility of teachers to decide whether they wish to apply to be paid on Upper Pay Range. Determinations as to whether a teacher progresses to the upper pay range will be made in accordance with the STPCD and the process set out in this pay policy.

An application from a qualified teacher will be successful where the Governing Body is satisfied that the teacher has evidence of high performance in this school in the previous two years which shows that the teacher is highly competent in all elements of the teachers standards and that their achievements and contribution to the school are substantial and sustained and they are able to demonstrate that they have developed professionally in their teaching expertise.

In this school teachers will be eligible to apply for progression where the teacher has progressed to the top of the school's main pay range.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Further evidence can be produced as appropriate at the discretion of the head teacher. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

### **Process:**

One application may be submitted annually. The closing date for applications is normally before 31 October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's UPR application form [Appendix B]; Submit the application form and any supporting evidence the teacher wants to present to the head teacher.
- An assessor – head teacher or nominated senior leader - will be appointed and you will receive notification of the name;
- The assessor will assess the application, which will include a recommendation to the pay committee of the relevant body;
- The application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the head teacher is not the assessor;
- The pay committee will make the final decision, advised by the head teacher;
- Teachers will receive written notification of the outcome of their application. Where the application is unsuccessful, the written notification will include the areas where it was felt

that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).

- If requested, oral feedback will be provided by the assessor. Oral feedback will be given as soon as is reasonably practical after the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR backdated to 1 September of the year of application.
- Unsuccessful applicants can appeal the decision. The appeals process is outlined in section 5 of this pay policy.

### **Assessment:**

The teacher will be required to meet the criteria set out in para 17 of Document, namely that:

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

In this school, this means:

"highly competent": the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and application of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

"substantial": the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a positive contribution to the wider life and ethos of the school, which impacts on pupil progress and the effectiveness of staff and colleagues.

"sustained": the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the school's appraisal policy.

Further information, including information on sources of evidence is contained within the school's appraisal policy.

Teachers may apply to be considered for progression to upper pay range once per year. Applications should be submitted to HT between 1 September and 31 October in any year.

*Note: Where teachers are subject to the 2011 regulations and the 2012 regulations the governing body shall have regard to the assessments and recommendations in the teachers' appraisal reports under those regulations. Teachers eligible to make a Threshold Application in September 2013 may do so under the arrangements set out in the 2012 Document*

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 will not be bound by any pay decisions made by another school.

Progression to the upper pay range is permanent, while the teacher remains in the same post or takes up another post in this school.

**APPENDIX B: Application to be paid on the Upper Pay Range**

**Personal Information:**

Name:	Job Title:
School:	Date of application:
Date of last application:	Current salary:

**Written Statement:**

**Details of Performance Management/Appraisal:**

**Years covered by planning/review statements**

**Schools covered by planning/review statements**

**Summary of application.**

(Continue on additional sheets if needed)

**Declaration**

I confirm that at the date of this request for assessment I meet the eligibility criteria and I submit the performance management/appraisal (and brief supporting evidence as appropriate).

Signed (applicant):

Date: