

# *Meadowside Community Primary and Nursery School*



## Pay Policy

Consultation Commenced:

Consultation Closed:

Final Policy Adopted:

Signed: (Chair of Governors) \_\_\_\_\_

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## WHOLE SCHOOL PAY POLICY FOR 1 SEPTEMBER 2015+

Please note that from this point forward references to 'The Document' will refer to the School Teachers Pay and Conditions Document 2015.

### 1. BASIC PRINCIPLES

The Governing Body will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decision and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life, objectivity, openness and accountability.

The Governing Body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. The Governing Body will comply with the relevant equalities legislation:

- Equality Act 2010
- Employment Relations Act 1999
- Employment Right Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulation 2010
- Equal Pay Act 1970
- The Employment Act 2002

Adjustments will be made to take account of special circumstances, e.g. an absence related to maternity or long term sick leave.

Where an individual is off for a protracted period (e.g. on maternity/adoption or sick leave) and hasn't had the opportunity to fulfil the requirements of pay progression criteria, the Governing Body may need to adjust their objectives for the remainder of that performance management cycle or judge what the performance would have been had he/she been at work (based on past performance or performance so far in that year).

## **2. INTRODUCTION**

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) and has been consulted on with staff and/or the recognised trade unions.

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 teacher 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.*

Pay decisions at this school are made by the Governing Body.

Recommendations for pay progression will be made by the headteacher and then confirmed by the Pay Committee of the Governing Body. The Governing Body will receive a summary report of all appraisal outcomes.

## **3. THE PAY COMMITTEE**

See Terms of Reference for the Pay Committee as approved by the Full Governing Body. See Appendix D – Pay Committee Terms of Reference

## **4. PAY REVIEWS**

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

## **5. HEAD TEACHERS PAY**

References in brackets relate to the School Teachers' Pay & Conditions Document 2015. This year the Governing Body have determined that a 1% increase should be applied to each point of the Headteacher pay scale to take account of national average public sector pay increases, save for where the Headteacher is paid at the maximum of the group range for our school.

### **GROUPING OF THE SCHOOL**

**[Section 2, Part 2 Para 6-8]**

**[Section 3, Para 8-14]**

The Group to which an ordinary school is assigned is determined by its Unit Total. This has an effect on the salary available to the Headteacher.

The calculation of the unit total shall be carried out:-

- where there is a rise or fall in pupil numbers. This includes when the Headteacher becomes responsible for more than one school on a permanent basis;
- whenever it is proposed to appoint a new Headteacher at the school;

The calculation of the unit total may be carried out:-

- Whenever the Governing Body consider it necessary to reflect a significant change in responsibilities of the post;
- If the Governing Body determine that this is required to maintain consistency with pay arrangements for new appointments on the leadership group, or with a member/members of the leadership group whose responsibilities have significantly changed.

The governing body will review unit totals and school groupings in accordance with the provisions of the School Teachers Pay and Conditions Document, as outlined above.

**DETERMINATION OF LEADERSHIP [Section 2, Part 2 Para 4-11]**  
**GROUP PAY RANGES [Section 3, para 7-28]**

Guidance for governing bodies on how to set the Pay of new Headteachers can be found at Annex E.

- (a) The Governing Body must determine a Pay Range for the Headteacher, deputy headteachers and/or assistant headteachers. This year the Governing Body have determined that a 1% increase should be applied to each point of the leadership pay scale to take account of national average public sector pay increases. Deputy and Assistant Headteachers will continue to progress through the pay scale based on the achievement of their appraisal criteria.
- (b) When determining any Leadership Group Pay Range, the Governing Body must take into account and record all of the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations. In the case of a new appointment, the Governing Body may wish to consider adjusting the starting salary within the agreed pay range to take account of how closely their preferred candidate meets the requirements of the post. The Governing Body must ensure that there is appropriate scope within the Pay Range to allow for performance-related progression over time.
- (c) Pay ranges for headteachers should not normally exceed the maximum of the Headteacher group. However, the Headteacher's pay range (where determined after 1 September 2014) may exceed the maximum where the Governing Body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The Governing Body must ensure that the maximum of the Headteacher's pay range and any additional payments does not exceed 25% of the top of the Headteacher group, in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decisions with a business case.
- (d) In calculating the 25% limit, the Governing Body need to ensure that this is 25% of the maximum of the Group Size of the school. There has been no change in the method by which the Group Size is calculated, which is outlined at paragraph 6.1-8.5 of the School Teachers Pay and Conditions Document 2014.
- (e) For a new appointment to the post of Headteacher, the Governing Body must review the salary range taking account of the responsibilities of the post, the social, economic and cultural background of pupils attending the school, whether the post is difficult to fill and the appropriate positions of other leadership group pay ranges.

- (f) For a new appointment to the post of Deputy or Assistant Headteacher, the Governing Body must review the salary range taking account of the responsibilities and challenges of the post and whether the post is difficult to fill.
- (g) Once in post, the Headteacher, Deputy or Assistant Headteacher's overall performance must be reviewed by the Appraisal Committee/Headteacher, with particular reference to the quality of the Headteacher, Deputy or Assistant Headteacher's leadership and management and the progress made by pupils at the school, in accordance with the school's policy on appraisal/performance management. The Appraisal Committee and Headteacher/ Headteacher and Deputy/Assistant Headteacher must seek to agree performance objectives. If agreement cannot be reached, the Appraisal Committee/Headteacher have the power to set performance objectives.
- (h) Movement up the pay range can only take place following a review of performance (including performance objectives) (with the advice of an independent external adviser for Headteacher performance review), at the end of the school year, and the review has shown sustained high quality of overall performance. The pay range is not an incremental scale and there is no right of progression following a review of performance.
- (i) Any redetermination of the pay range should be for the reasons specified in the School Teacher Pay and Conditions Document, and outlined in Section I (1) above. Any redetermination should not be for reasons of retention, or associated with the performance of the postholder, and should not take account of the salary of the serving Headteacher, Deputy or Assistant Headteacher.
- (j) There are no longer provisions to extend the pay range of the Headteacher by two groups or to award additional discretionary payments to a limit of 25% of salary.
- (k) The Governing Body may determine that any additional payments be made to a Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case, the Governing Body must not have previously take such reason or circumstance into account when determining the Headteacher's pay range. This does not include discretionary payments for retention purposes.
- (l) Where, in accordance with the provisions of an earlier Document, the Governing Body has determined a pay range, the maximum of which exceeds the highest salary payable under this Document, it must continue to pay any salary determined by reference to that pay range



until such time as it reassesses the pay range for its leadership posts under the provisions of this Document. The new arrangements for Leadership pay do not affect staff already paid on the Leadership Group Pay Range.

The governing body will re-determine the Headteacher, Deputy or Assistant Headteacher pay range in accordance with the School Teachers Pay and Conditions Document 2014, which states that such re-determination should only take place for the reasons outlined in Section I (1).

- The Governing Body's reference points within the Leadership Group Pay Range are:

<b>LGPR Reference point</b>	<b>Annual Salary (£)</b>	<b>LPR Reference point</b>	<b>Annual Salary (£)</b>	<b>LPR Reference point</b>	<b>Annual Salary (£)</b>	<b>LPR Reference point</b>	<b>Annual Salary (£)</b>
<b>LGPR1</b>	£38,598	<b>LGPR16</b>	£55,951	<b>LGPR27</b>	£73,144	<b>LGPR38</b>	£95,766
<b>LGPR2</b>	£39,564	<b>LGPR17</b>	£57,237	<b>LGPR28</b>	£74,958	<b>LGPR39</b>	£97,128
<b>LGPR3</b>	£40,552	<b>LGPR18</b>	£58,096	<b>LGPR29</b>	£83,892	<b>LGPR39</b>	£98,100
<b>LGPR4</b>	£41,562	<b>LGPR18</b>	£58,677	<b>LGPR30</b>	£85,966	<b>LGPR40</b>	£100,548
<b>LGPR5</b>	£42,597	<b>LGPR 19</b>	£60,131	<b>LGPR31</b>	£88,102	<b>LGPR41</b>	£103,060
<b>LGPR6</b>	£43,665	<b>LGPR 20</b>	£61,623	<b>LGPR31</b>	£90,284	<b>LGPR42</b>	£105,642
<b>LGPR7</b>	£44,481	<b>LGPR21</b>	£62,521	<b>LGPR32</b>	£92,529	<b>LGPR43</b>	£107,210
<b>LGPR8</b>	£45,876	<b>LGPR21</b>	£63,147	<b>LGPR33</b>	£94,817		
<b>LGPR9</b>	£47,021	<b>LGPR22</b>	£64,715	<b>LGPR34</b>	£97,128		
<b>LGPR10</b>	£48,228	<b>LGPR23</b>	£66,318	<b>LGPR35</b>	£99,552		
<b>LGPR11</b>	£49,481	<b>LGPR24</b>	£67,290	<b>LGPR35</b>	£102,040		
<b>LGPR12</b>	£50,620	<b>LGPR24</b>	£67,963	<b>LGPR36</b>	£104,596		
<b>LGPR13</b>	£51,886	<b>LGPR25</b>	£69,652	<b>LGPR37</b>	£107,210		
<b>LGPR14</b>	£53,180	<b>LGPR26</b>	£71,375				
<b>LGPR15</b>	£54,503	<b>LGPR27</b>	£72,419				

- The Governing Body will apply any cost of living salary increase to all reference points, and not just the statutory minima and maxima of the group sizes within the Leadership Pay Range.

- For new appointments, to set an 8 point pay range within the Leadership Range for Headteacher posts, and a 6 point pay range within the Leadership Range for other members of the Leadership Group.
- Up to two points movement up the pay range is possible as a result of the annual appraisal for the Headteacher/Deputy or Assistant Headteacher.
- There shall not be any movement up the pay range unless (i) there has first been a review of the performance of the Headteacher/Deputy or Assistant Headteacher taking account of the performance objectives agreed or set and (ii) there has been a sustained high quality of performance by the Headteacher/Deputy or Assistant Headteacher taking account of the performance objectives agreed or set.
- A new head teacher is normally placed at any of the four bottom points of the ISR.

## **DIFFERENTIALS/RELATIVITIES [Section 2, Part 2, Para 9.4]**

The School Teachers' Pay and Conditions Document no longer sets out mandatory minimum differentials between Headteachers, Deputy Headteachers, Assistant Headteachers and the highest paid other teacher (excluding posts of Leading Practitioner and protected salaries).

- Within this School, there shall be no overlap between the pay ranges of the Headteacher and any Deputy or Assistant Headteacher.
- The pay ranges of Deputy and Assistant Headteachers can overlap, dependent upon the level of responsibilities of the postholders.
- Any differentials will be based on substantive and protected salaries.

## **SERVING HEADTEACHERS**

The Governing Body will determine the salary of a serving head teacher in accordance with this Document.

The head teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school.

Annual pay progression within the range for this post is not automatic. The Governing body will consider whether to award one or two pay progression points.

The circumstances in which two points may be awarded are:

Governors may award two increments if there is sustained, significant and substantial improvement to the school.

## **6. DEPUTY AND ASSISTANT HEAD PAY**

The Governing Body, when setting the pay range for a new deputy or assistant head will determine the pay range to be advertised and agree on a pay point. It should take into account the responsibilities of the post, the background of the pupils and whether the post is difficult to fill.

A new deputy or assistant head teacher is normally paid on any one of the bottom three points of their pay range.

Details of how decisions will be made and what will be taken into account in setting or amending pay ranges are as follows:

The pay range may be determined as of 1 September 2014, or at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay.

### ***Example: When the head becomes responsible for more than one school***

In all cases, consideration needs to be given to the remuneration of deputy and assistant heads who as a result of the head teacher's role are taking on additional responsibilities. An increase in remuneration should only be agreed where the post accrues additional extra responsibilities as a result of the head teacher's enlarged role, it is not automatic.

### ***Example: Extended Services***

Where the headteacher takes on responsibility for extended services the relevant body has discretion to take account of the additional responsibility and accountability associated with the provision of extended services on their site when determining the deputy or assistant head's remuneration. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the head teacher's enlarged role, it is not automatic.

### ***Serving Deputy/Assistant Head Teachers***

The pay committee will review pay in accordance with the terms and conditions/policy and award up to two points where there has been sustained high quality of performance having regard to the results of the recent appraisal.

Deputies and assistant heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded.

Annual pay progression within the range for these posts is not automatic. The Governing Body will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows:

Governors may award two points if there is sustained, significant and substantial improvements to the school attributable to the Deputy Headteacher or Assistant Headteacher.

## 7. TEACHERS PAY

The pay range for main and upper pay scale teachers in this school is in line with the Pay and Conditions Document. This year the Governing Body have determined that a 1% increase should be applied to every point of the teacher pay scales to take account of national average public sector pay increases

The Pay Committee will use reference points on a 9-point scale. There will be three Bands within which there will be three fixed points linked to national guidance pay scales.

Each Band will have Professional Skills Level Descriptors. Teachers will be able to progress sequentially within and between the bands based on performance and as allowed within this Pay Policy. Movement up the pay spine will only be one point at a time.

The Bands and Points will be as follows from 1 September 2015 (inclusive of 1% uplift)

Band 1 (New teacher)	Point 1	£22,244
	Point 2	£24,002
	Point 3	£25,932
Band 2 (Accomplished Teacher)	Point 4	£27,927
	Point 5	£30,128
	Point 6	£32,831
Band 3 (Expert Teacher – UPS)	Point 7	£35,218
	Point 8	£36,523
	Point 9	£37,871

### Career Stage expectations:

#### **Band 1 Teacher M1-M3 (DfE Newly Qualified)**

The Career Stage Expectation for this band is that performance against the Teacher Standards is moving positively towards an overall judgement of good.

#### **Band 2 Accomplished Teacher M4-M6 (DfE Mid-Career)**

The Career Stage Expectation for this band is that performance against the Teacher Standards is ***GOOD for most or all of the time.***

#### **Band 3 Expert Teacher UPS1-UPS3 (DfE Experienced Teacher)**

The Career Stage Expectation for this band is that performance against the Teacher Standards is judged 'highly competent', 'substantial' and sustained' and where teaching over time is ***consistently good with outstanding features moving to outstanding.***

Appraisal objectives will become more challenging as the teacher progresses within and between the band structures.

## **8. BASIC PAY DETERMINATION ON APPOINTMENT - TEACHERS**

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 to be offered to the successful candidate.

In making such determinations, the Governing Body may take into account a range of factors, including (these are not an exhaustive list):

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context

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

## **9. PAY PROGRESSION BASED ON PERFORMANCE**

### **Pay determinations for existing main pay range teachers, effective from 1 September 2015 (based on performance including 1<sup>st</sup> September 2014 onwards)**

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 with reference to the teacher's appraisal reports and 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.

To move up the main pay range, one annual point at a time, teachers will need to have made good progress, as described during the appraisal process, towards their objectives and have shown that they are competent in all elements of the Teachers' Standards (See Appendix C). Teaching should be 'good', as defined by Ofsted. In addition to this teachers will also have to have met the Professional Skills Level Descriptors for each band (Appendix B).

Each Band will contain a level descriptor which will outline the criteria for expected performance moving from a New Teacher to Accomplished Teacher to Expert Teacher. (See Appendix B)

Judgments will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, eg behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

The pay committee will be advised by the head teacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

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.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by all appraisers being trained.

### **Sources of evidence**

The sources of evidence to be used in the review of a teacher's performance for the purpose of performance related pay will need to be drawn from one or more of the following:

- Marks and grades in any relevant national tests or examinations, or school based assessment of pupils where national tests are not taken.
- Assessment data
- Subject reviews
- Work scrutiny
- Review outcomes on pupil progress
- Review outcomes on continuing professional development
- Performance management monitoring arrangements, e.g. classroom observations
- Line management records

- Threshold assessment professional development outcomes
- School improvement plan monitoring arrangements
- Ofsted reports and actions
- LA intervention arrangements agreed with school
- Annual review meeting records
- Personnel records – capability, conduct and attendance
- Meeting of objectives set during the appraisal process.

## **Quality Assurance and Moderation**

The head teacher will ensure all appraisal statements are reviewed and moderated and ensure that the appraisers have had the appropriate development/training. The head teacher will ensure a limit on the number of teachers being appraised by each appraiser, to ensure that there is appropriate time given to each appraisal.

Teachers' appraisal reports will contain a separate section for pay recommendations which will be completed by the headteacher / appraiser in consultation with the headteacher. 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.

## **10. MOVEMENT TO THE UPPER PAY RANGE**

### **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.

Application must be in writing in the form of a letter and supporting statement, structured in sub-headings according to the Band 3 Criteria and Teacher Standards. Evidence must be presented according to the structure of the statement and Band 3 criteria and Teacher Standards.

### **Applications to be paid on the Upper Pay Range**

From 1<sup>st</sup> September 2013, any qualified teacher can apply to be paid on the Upper Pay Range. 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 UPR in that school(s). This school will not be bound by any pay decision made by another school.



All applications should include the results of appraisals under the Appraisal Regulations 2012, including any recommendation on pay. Where such information is not applicable or available, 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. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. 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, from this school and other schools, in support of their application.

### **Process:**

One application may be submitted annually. The closing date for applications is normally the 31<sup>st</sup> 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 a letter of application;
- Submit the application form and supporting evidence to the head teacher between the 1<sup>st</sup> September and 31<sup>st</sup> October;
- You will normally receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the Pay Committee of the Governing 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 by 31<sup>st</sup> December. 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 within 10 school working days of 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 from the 1<sup>st</sup> September in the current academic year.
- Unsuccessful applicants can appeal the decision. Any appeal against a decision not to move the teacher to the UPR will be heard under the school's general appeal arrangements.

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 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 designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from up to 3 years.

Where an individual is off for a protracted period (e.g. on maternity/adoption or sick leave) and hasn't had the opportunity to fulfil the requirements of pay progression criteria, the Governing Body will need to adjust their objectives for the remainder of that performance management cycle or judge what the performance would have been had he/she been at work (based on past performance or performance so far in that year).

## **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 to the school are substantial and sustained.**

For the purpose of this pay policy:

**“highly competent”**: the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working. Teaching will be outstanding so that it is good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

**“substantial”**: 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 significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues. They must have shown outstanding teaching.

**“sustained”**: the teacher must have maintained four consecutive fully successful appraisal reviews; over a period of four years and have achieved their objectives during this period unless a valid reason has prevented them from doing so (see exceptions in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

**Band 3 / UPR Pay determinations with Band 3 / UPR (effective from 1<sup>st</sup> September 2014)**

The Pay Committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- the criteria set out in Teachers Terms and Conditions Document;
- the evidence base, which should show that the teacher has had four successful appraisals and has made good progress, as described during the appraisal process, towards objectives;
- evidence that the teacher has maintained the criteria set out in Band 3, namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher’s achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in the appropriate section of this policy.

In reaching its decision, the Pay Committee shall have regard to the results of the teacher’s four most recent appraisal reports, including any pay recommendation, when exercising its discretion

Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out above, and have achieved their objectives, the teacher will move to the next point on the scale on the Upper Pay Range; or if already on the mid-point, will move to the top of the Upper Pay Range.

The pay committee will be advised by the head teacher in making all such decisions.

Any appeal against a decision not to move the teacher to the Upper Pay Range, or within the Upper Pay Range, will be heard under the school’s general appeals arrangements.

## 11. LEADING PRACTITIONER POSTS

It is not the intention of the Governing Body to create a leading practitioner post at this time, but the Governing Body will review its position annually.

When determining the salary range of a Leading Practitioner, the Governing Body should take into account the challenge and demands of an individual post and be mindful of internal pay relativities. If more than one such post is established, the salary ranges should be determined separately for each post and need not be identical. Salaries should be for specific posts, and will not be portable between different schools or different posts within the same school.

Teachers on the pay range for Leading Practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a Headteacher, including those responsibilities delegated by the Headteacher.

A Teacher on the pay range for Leading Practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- (a) coaching, mentoring and induction of teachers, including trainees and NQTs
- (b) disseminating materials and advising on practice, research and continuing professional development provision
- (c) assessment and impact evaluation, including through demonstration lessons and classroom observation
- (d) helping teachers who are experiencing difficulties within their role.

They may also take on this role in other schools or in relation to teachers from other schools, with the agreement of the Governing Body.

To be eligible for appointment to these posts, the individual must have QTS. A successful candidate will normally be expected to have a sustained track record of successful performance as a teacher on the Upper Pay Range, to demonstrate excellence in teaching and to have contributed to leading the improvement of teaching skills.

Schools will normally be expected to advertise any vacancies and appoint candidates in a similar manner to other vacancies. It may not be necessary to advertise such a vacancy if the school requires a post of Leading Practitioner and already has a teacher in School who undertakes similar responsibilities (e.g. AST/Excellent Teacher), who can be assimilated to the Leading Practitioner Pay

Range, providing the Governing Body is satisfied that the teacher has the skills and experience necessary to carry out the new role.

### **Pay progression within the Leading Practitioner Pay Range**

The Headteacher will agree appraisal objectives for the Leading Practitioner. If no agreement can be reached, the Headteacher can set the objectives.

The Pay Committee shall have regard to the results of the Leading Practitioner's appraisal, including any pay recommendation. The Pay Committee will also take account of other evidence. The evidence should show the Leading Practitioner:

- has made good progress towards their objectives;
- is an exemplar of outstanding teaching skills, which impact significantly on pupil progress, within school and within the wider school community;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

The Pay Committee will be advised by the Headteacher in making all such decisions. Pay progression decisions must be clearly attributable to the performance of the teacher in question. The Pay Committee must be able to justify its decisions.

If the evidence shows that a teacher has exceptional performance, the Pay Committee may consider the use of its flexibilities to award enhanced pay progression, up to the maximum of the Range.

- The Governing Body's reference points within the Leading Practitioner Pay Range are minimum £38,598 to maximum £58,677
- The Governing Body will apply any cost of living salary increase to all reference points, and not just the statutory minimum and maximum of the LPR.
- To establish posts of Leading Practitioner as required, consisting of 5-points on the pay range.
- A teacher appointed as a Leading Practitioner for the first time will be placed on the lowest point on their 5-point salary range.

- Progression on the Leading Practitioner Pay Range will normally be one point on an annual basis, providing the teacher has met the criteria. In exceptional circumstances, a maximum of two points' progression may be applied.

## **12. PART-TIME TEACHERS**

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 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.

## **13. 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; periods of employment for less than a day being calculated pro-rata.

## **14. DISCRETIONARY ALLOWANCES AND PAYMENTS**

### **• Teaching and Learning Responsibility Payments (TLRs)**

The Governing Body may award a teaching and learning responsibility (TLR) payment.

A Teaching and Learning Responsibility payment ("TLR") may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which he is made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.

The Governing Body must be satisfied that the teacher's duties include a sustained additional 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;
- (e) involves leading, developing and enhancing the teaching practice of other staff.
- (f) Involves line management responsibility for a significant number of people (for a TLR1).

NB. Sub-paragraphs (c) and (e) do not have to apply to the award of TLR3s.

- i) the annual value of a TLR1 must be no less than £7,546 and no greater than £12,770;
- ii) the annual value of a TLR2 must be no less than £2,613 and no greater than £6,386;
- iii) the annual value of a TLR3 must be no less than £517 and no greater than £2,577. The Governing Body will determine the spot value of the allowance. A TLR3 may be awarded to a classroom-teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The duties and duration of the fixed-term must be clearly established at the outset and payment should be made on a monthly basis for the duration of the fixed-term.

There is no longer a requirement for a £1,500 differential between TLR values.

Before awarding a TLR1, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Any TLR awarded to a part-time teacher must be paid on a pro-rata basis, as defined in STPCD Section 3, para 65.

If the duties for which a TLR1 or TLR2 were awarded are no longer to include the significant responsibility for which it was awarded, or the responsibility for which the teacher was awarded a TLR1 or TLR2 merits a lower annual value of TLR, the teacher will be paid a safeguarded sum in accordance with Section 2, Part 5 of the School Teachers Pay and Conditions Document 2014. TLR3s are not subject to salary safeguarding.

A TLR3 may be awarded for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 25.1. The Governing Body will set out in writing to the teacher the duration of the fixed term and the amount of the award to be paid. A TLR3 award can be between £517 and £2577 per annum and will be paid in monthly instalments. Safeguarding does not apply to a TLR3.

Any TLR will be paid in accordance with Section 2, paragraphs 23-35 and Section 3, paragraphs 31 to 37 of the Document. 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.

TLRs awarded under a fixed term contract or whilst a teacher occupies another post in the absence of the substantive post-holder are not safeguarded after the fixed-term contract expires or after the date or the circumstance (if occurring earlier than that date) notified to the teacher that it will come to an end.

The Governing Body awards Teaching and Learning Responsibility payments as necessary to reflect defined teaching and learning responsibilities.

The levels of TLRs payable shall be as follows:

	<b>1.9.15</b>		<b>1.9.15</b>		<b>1.9.15</b>
<b>TLR 1.1</b>	£7546	<b>TLR 2.1</b>	£2613	<b>TLR 3.1</b>	£517
<b>TLR 1.2</b>	£9285	<b>TLR 2.2</b>	£4353	<b>TLR 3.2</b>	
<b>TLR 1.3</b>	£11,027	<b>TLR 2.3</b>	£6386	<b>TLR 3.3</b>	
<b>TLR 1.4</b>	£12,770			<b>TLR 3.4</b>	
				<b>TLR 3.5</b>	£2,577



The Governing Body will apply any cost of living salary increase to all TLR points, and not just the statutory minimum and maximum.

TLRs are awarded to the holders of the posts indicated in the attached staffing structure (Appendix G)

## **15. SPECIAL EDUCATIONAL NEEDS (SEN) ALLOWANCES**

SEN allowance of no less than £2,064 and no more than £4,075 per annum must be awarded to a classroom teacher:

in any SEN post that requires a mandatory SEN allowance

In any special school;

Who teaches pupils in one or more designated special classes or units in a school or, in a case of an unattached teacher, in a local authority unit or service.

Where an SEN allowance is to be paid, the Governing Body will 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.

Where the Governing Body makes a change in its pay policy or to the school's staffing structure, such that the criteria and factors cease to be met or now merit the payment of a lower allowance, this could result in the value of the allowance being reduced or withdrawn. In these cases, the general safeguarding rules under paragraph 35 (and subject to paragraph 4) of the Document will apply.

The Governing Body will apply any cost of living salary increase to all SEN points, and not just the statutory minimum and maximum.

## **16. UNQUALIFIED TEACHERS**

The following categories of unqualified teacher are covered by the School Teachers Pay and Conditions Document 2015, if they provide primary or secondary education under a contract of employment with a local authority or a governing body requiring them to carry out specified work in a school:

- overseas trained teachers;
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS;
- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989;
- persons giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) who have special qualifications and/or experience;

Unqualified teachers may not hold TLRs or SEN allowances, but may hold additional allowances as the Governing Body determines appropriate. Such allowances are awarded where the Governing Body determines that the unqualified teacher has:

- i. taken on a sustained additional responsibility which is focused on teaching and learning, and requires the exercise of a teachers' professional skills and judgement, or
- ii. qualifications or experience which bring added value to the role being undertaken.

The Governing Body will determine where a newly appointed unqualified teacher will enter the Pay Range, having regard to any qualifications or experience s/he may have, which they consider to be of value.

### **Pay progression within the Unqualified Teacher Pay Range (UTR)**

The Governing Body will consider annually whether or not to increase the salary of unqualified teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the Pay Range.

To move up the Pay Range, unqualified teachers must have made good progress towards their objectives and must demonstrate competence in their role.

Continued effective performance as defined in i) - iv) below, should give an unqualified teacher an expectation of progression to the top of the Pay Range.

Judgments must be properly rooted in evidence and linked to the appraisal/performance management process. As a teacher progresses through the Unqualified Teacher Pay Range, this evidence should show:

- i). an increasing positive impact on pupil progress
- ii). an increasing impact on wider outcomes for pupils
- iii). improvements in specific elements of practice e.g. teaching skills, behaviour management or lesson planning
- iv). an increasing contribution to the work of the school

Assessment may be based on evidence obtained through the appraisal process from a range of sources, including:

- Self-assessment by the Unqualified Teacher;
- Outcomes of peer coaching/review;
- Reviewing pupil progress and attainment targets;
- Outcomes of teaching and learning audits;
- Classroom/other observations;
- Work scrutiny;
- Implementation of school policies;
- Contribution to school at a wider level;

A decision may be made not to award progression, whether or not the Unqualified Teacher is subject to capability proceedings.

If the evidence shows that an Unqualified Teacher has exceptional performance, the Pay Committee may consider the use of its flexibilities to award enhanced pay progression, up to the maximum of the Range.

The Pay Committee will be advised by the Headteacher in making all such decisions. Pay progression decisions must be clearly attributable to the performance of the unqualified teacher in question. The Pay Committee must be able to justify its decisions.

Any pay increase awarded to an Unqualified Teacher must be permanent for as long as the Unqualified Teacher remains employed on the UTR within the same school.

The Governing Body's reference points within the Unqualified Teacher Pay Range are:

UTR Reference point	Annual Salary (£)	UTR Reference point	Annual Salary (£)
UTR1	16,298	UTR4	21,984
UTR2	18,194	UTR5	23,881
UTR3	20,088	UTR6	25,776

The Governing Body will apply any cost of living salary increase to all reference points, and not just the statutory minimum and maximum of the UTR.

The Governing Body's practice is that teachers will move up the UTR one point at a time, to the top of the range, with no accelerated progression, subject to teachers making good progress towards their objectives and demonstrating competence in their role. Teaching over the period of review should be at least 'good'.

Allowances are only awarded for defined additional responsibilities

## **17. ACTING AND TEMPORARY POSTS OF RESPONSIBILITY**

The Governing Body will consider, within four weeks of the first date of absence, the payment of an appropriate acting allowance to teachers temporarily carrying out the duties of headteachers, deputy headteachers or assistant headteachers. Where an allowance is paid the corresponding conditions of employment will apply.

In accordance with the School Teachers' Pay and Conditions Document, the teacher must be assigned and carry out the duties of a Head, Deputy, Assistant Head or higher paid teacher for a prolonged period in order to receive an acting allowance.

### Leadership Spine

If the Governing Body determines that a teacher who, for any prolonged period, is assigned and carries out the duties of a Headteacher, Deputy Headteacher, or Assistant Headteacher should be paid an acting allowance, it must be of such amount as is necessary to ensure that the teacher receives remuneration equivalent to such point on the leadership pay spine as the Governing Body considers to be appropriate. The remuneration of a teacher who is assigned and carries out the duties of a Headteacher must not be lower than the minimum of the pay range, and in the case of an acting Deputy/Assistant Headteacher, it must not be lower than the minimum of the relevant pay range.

### Teaching and Learning Responsibility payments

The Governing Body may determine that a TLR shall be paid to a teacher other than a Headteacher, Deputy Headteacher, or Assistant Headteacher during any prolonged period for which that teacher is temporarily assigned responsibilities arising out of the absence of a permanent post holder.

TLRs awarded under a fixed term contract or whilst a teacher occupies another post in the absence of the substantive post-holder must not be safeguarded after the fixed-term contract expires or after the date or the circumstance (if occurring earlier than that date) notified to the teacher that it will come to an end.

The governing body will pay acting allowances after a teacher has been acting up for 2 consecutive months, backdated to the date when additional responsibilities were assumed. In the case of a teacher acting as Headteacher, Deputy Headteacher or Assistant Headteacher, the acting allowance is paid after 4 weeks.

One acting allowance per absence only is normally paid and is at the substantive grade for the post, rather than any protected salary.

## **18. OTHER PAYMENTS**

### **• Continuing professional development**

Teachers (including the head teacher) who undertake voluntary continuing professional development outside the school day will not be entitled to an additional payment.

### **• Initial teacher training activities** (Document S2, para 49.1(b))

Teachers (including the headteacher) who undertake voluntarily school-based initial teacher training activities will not be entitled to a payment.

### **• Out-of-school learning activities**

Teachers (including the headteacher) who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will not be entitled to a payment.

### **• Provision of services by the Senior Leadership Team**

The Governing Body has discretion to make payments to head teachers or senior leaders who provide an external service to one or more additional schools and also to any of the school's teachers whose post acquires additional responsibility as a result of the headteacher's activities.

The Governing Body will determine the amount and make a payment to a Headteacher, subject to the 25% limit, in respect of additional responsibilities and activities due to, or in respect of, the provision of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

Payments are not automatic. These will be determined by the Governing Body as needs arise.

### **• Recruitment and retention incentives and benefits**

The Governing Body will not pay recruitment awards at this time.

### **• Honoraria**

The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

There is no provision within the School Teachers' Pay and Conditions Document for the payment of bonuses or honoraria in any circumstances.

## **19. PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT**

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

## **20. APPEALS**

The arrangements for considering appeals are as follows:

A teacher may seek a review of any determination in relation to his/her pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects his/her pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination;

That the person or committee by whom the decision was made:

- a) Incorrectly applied any provision of the Document;
- b) Failed to have proper regard for statutory guidance;
- c) Failed to take proper account of relevant evidence;
- d) Took account of irrelevant or inaccurate evidence;
- e) Was biased; or
- f) Otherwise unlawfully discriminated against the teacher.

A teacher may appeal against any determination in relation to his/her pay or any other decision taken by the Governing Body that affects his/her pay. For any formal hearing or appeal, the Teacher is entitled to be accompanied by a representative of a trade union or work colleague.

Whilst there is no right to representation by a work colleague/trade union representative prior to the formal hearing or appeal, the Headteacher/Chair of Governors may decide to offer that right. At the very least, the Teacher/Headteacher should consult their trade union representative.

The order of proceedings is as follows:

- i). The teacher receives written confirmation of the pay determination and where applicable, the basis on which the decision was made.
- ii). If the teacher is not satisfied, s/he should try to resolve this by discussing the matter informally with the Headteacher within ten working days.
- iii). Where this is not possible or where the teacher continues to be dissatisfied, s/he may follow a formal appeal process.
- iv). The teacher should set down in writing the grounds for questioning the pay decision and send it to the Pay/Staffing Committee who agreed the determination, within ten working days notification of the decision being

- appealed against or of the outcome of the of the discussion referred to at 2. above.
- v). The grounds for questioning the pay decision should be sent to the Clerk to the Governors. On receipt of such notification, the Clerk to the Governors will notify the Headteacher that the notification has been received and will invite the Headteacher to provide details of the basis on which the decision was made, if this has not already been done so, as required under 1. above. The teachers' grounds for questioning and the Headteacher's written reasons for the pay decision will be sent to both parties, as well as members of the Pay Committee, at the same time and in advance of the meeting referred to in 6. below.
  - vi). The Pay Committee who agreed the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the hearing, the teacher should be informed in writing of the hearing's decision and the right of appeal.
  - vii). Any appeal should be heard by the Pay Appeals Committee, made up of at least 3 Governors, who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification and give the teacher the opportunity to make representations in person. The decision of the Pay Appeals Committee will be given in writing and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.

Appeals against pay decisions must meet the requirements of the Acas Code of Practice

For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or union representative (both the hearing and the appeal in paragraphs vi and vii above would apply). Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.

## **21. MONITORING THE IMPACT OF THE POLICY**

The Governing Body will monitor the outcomes and impact of this policy on an annual basis including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.



## **ANNEX A:**

### **TEACHERS PAY SPINES AND ALLOWANCES FROM 1 SEPTEMBER 2015**

**Inclusive of 1% uplift.**

#### **Main pay range for classroom teachers**

minimum £22,244 to £32,831 maximum

1 22,244

2 24,002

3 25,932

4 27,927

5 30,128

6 32,831

#### **Upper pay spine for post-threshold classroom teachers**

Minimum £35,218 to £37,871 maximum

1 35,218

2 36,523

3 37,871

#### **Pay range for Unqualified Teachers**

Minimum £16,298 to £25,776 maximum

1 16,298

2 18,194

3 20,088

4 21,984

5 23,881

6 25,776

#### **Pay range for Leading Practitioners**

Minimum £38,598 to £58,677 maximum

### **TLR Range**

TLR2 minimum £2613 to £6386 maximum

TLR2a £2,613

TLR2b £4,353

TLR2c £6,386

TLR1 minimum £7546 to £12770 maximum

TLR1a £7,546

TLR1b £9,285

TLR1c £11,027

TLR1d £12,770

TLR 3 minimum £517 to £2577 maximum

### **Special Needs Allowances**

minimum £2,064 to £4,075 maximum

### **Pay Range for Leadership Group:**

Minimum £38,598 to maximum £107,210

1 38,598	14 53,180	24 67,963	35 88,102
2 39,564	15 54,503	25 69,652	35 88,984
3 40,552	16 55,951	26 71,375	36 91,187
4 41,562	17 57,237	27 72,419	37 93,454
5 42,597	18 58,096	27 73,144	38 95,766
6 43,665	18 58,677	28 74,958	39 97,128
7 44,481	19 60,131	29 76,814	39 98,100
8 45,876	20 61,623	30 78,726	40 100,548
9 47,021	21 62,521	31 79,872	41 103,060
10 48,228	21 63,147	31 80,671	42 105,642
11 49,481	22 64,715	32 82,676	43 107,210
12 50,620	23 66,318	33 84,731	
13 51,886	24 67,290	34 86,825	

**Yellow** = top of HT Group size

**Pay Range for Headteachers**

Group 1 £43,665 to £58,096

Group 2 £45,876 to £62,521

Group 3 £49,481 to £67,290

Group 4 £53,180 to £72,419

Group 5 £58,096 to £79,872

Group 6 £63,147 to £88,102

Group 7 £67,963 to £97,128

Group 8 £74,958 to £107,210

# ANNEX B: PROFESSIONAL SKILLS LEVEL DESCRIPTOR'S (to accompany the 3 pay band structure)

Name: \_\_\_\_\_

Pay point: \_\_\_\_\_

Date: \_\_\_\_\_

Staff / School

Assessment

PROFESSIONAL AREA	RELEVANT STANDARDS	Band 1 TEACHER	Band 2 ACCOMPLISHED TEACHER	Band 3 EXPERT TEACHER
PROFESSIONAL PRACTICE	1.1(1); 1.2(2,3,5); 1.3(1,3); 1.4(1,2,3); 1.5 (all); 1.6(1); 1.7(1,2,3); 1.8(3) 2.1(,4) Preamble	<b>M1 M2 M3</b> Many but not all aspects of teaching over time are good.  <i>Teaching must be moving positively to an overall judgement of good. Good is described according to the current OFSTED criteria.</i>	<b>M4 M5 M6</b> Most teaching over time is good with examples of some outstanding teaching.	<b>U1 U2 U3</b> Majority of aspects of teaching over time are outstanding and never less than consistently good.
PROFESSIONAL OUTCOMES	1.1(2); 1.2(1,2,3); 1.5(1); 1.6(3,4) Preamble	With appropriate support, most pupils make at least expected progress.	Most pupils and groups of pupils make good progress over time.  Approx. 80 – 96% (most)	Almost all pupils and groups of pupils make good progress with some pupils and groups of pupils make better than good progress over time.
PROFESSIONAL RELATIONSHIPS	1.1(1); 1.6(4) 1.7(4); 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive professional relationships established with all members of the school community to improve outcomes for pupils across the school.	Positive professional relationships lead to productive sharing of professional practice with others to improve outcomes for pupils and groups of pupils across the school.	Through support, mentor and coaching other staff, positive professional relationships lead to productive sharing of professional practice with others to improve outcomes for pupils and groups of pupils across the school.

# Professional Skills Level Descriptor's (to accompany the 3 pay band structure)

Name: \_\_\_\_\_ Pay point: \_\_\_\_\_ Date: \_\_\_\_\_ Staff / School Assessment

PROFESSIONAL AREA	RELEVANT STANDARDS	Band 1 TEACHER	Band 2 ACCOMPLISHED TEACHER	Band 3 EXPERT TEACHER
PROFESSIONAL DEVELOPMENT	1.2(4,5); 1.3(1,2,4,5) 1.4(5); 1.5(2,3,4) 1.6(1); 1.8(4) 2.1(2); 2.3 Preamble	<b>M1 M2 M3</b> Takes a proactive role in identifying areas for professional development, accessing advice from colleagues and adapting practice.	<b>M4 M5 M6</b> Takes a proactive role in identifying areas for professional development and provides advice and support for others across the school.	<b>U1 U2 U3</b> Takes a proactive role in identifying areas for professional development and proactively leads the professional development of others which leads to improved outcomes across the school.
PROFESSIONAL CONDUCT	1.1(3); 1.7(1); 1.8(1); 2.1 all 2.2; 2.3 Preamble	Meets the Standards for professional conduct set out in the Teachers' Standards.	Meets the Standards for professional conduct set out in the Teachers' Standards.	Meets the Standards for professional conduct set out in the Teachers' Standards.

## School may use the following definitions:

Proportion	Description		
97-100%	Vast / overwhelming majority or almost all	4-19%	Very small minority, few
80-96%	Very large majority, most	0-3%	Almost no/very few
65-79%	Large majority		
51-64%	Majority		
35-49%	Minority		
20-34%	Small minority		

## **ANNEX C: TEACHERS' STANDARDS**

### **PART 1 – TEACHING**

- |  |                   |
|--|-------------------|
| <b>1. A teacher must set high expectations which inspire, motivate and challenge pupils.</b>   | <b>O / G / RI</b> |
| 1.1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.   | <b>O / G / RI</b> |
| 1.1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.  | <b>O / G / RI</b> |
| 1.1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.  | <b>O / G / RI</b> |
| <b>2. A teacher must promote good progress and outcomes by pupils.</b>   | <b>O / G / RI</b> |
| 1.2.1 Be accountable for pupils' attainment, progress and outcomes.  | <b>O / G / RI</b> |
| 1.2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.   | <b>O / G / RI</b> |
| 1.2.3 Guide pupils to reflect on the progress they have made and their emerging needs.   | <b>O / G / RI</b> |
| 1.2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.  | <b>O / G / RI</b> |
| 1.2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.   | <b>O / G / RI</b> |
| <b>3. A teacher must demonstrate good subject and curriculum knowledge.</b>  | <b>O / G / RI</b> |
| 1.3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.                                 | <b>O / G / RI</b> |
| 1.3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.  | <b>O / G / RI</b> |
| 1.3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and correct use of Standard English, whatever the teacher's specialist subject. | <b>O / G / RI</b> |
| 1.3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.  | <b>O / G / RI</b> |
| 1.3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.   | <b>O / G / RI</b> |
| <b>4. A teacher must plan and teach well structured lessons.</b>   | <b>O / G / RI</b> |
| 1.4.1 Impart knowledge and develop understanding through effective use of lesson time.   | <b>O / G / RI</b> |
| 1.4.2 Promote a love of learning and children's intellectual curiosity.  | <b>O / G / RI</b> |
| 1.4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.  | <b>O / G / RI</b> |
| 1.4.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.  | <b>O / G / RI</b> |
| 1.4.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.   | <b>O / G / RI</b> |

- 5. A teacher must adapt teaching to respond to the strengths and needs of all pupils.** O / G / RI
- 1.5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. O / G / RI
  - 1.5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. O / G / RI
  - 1.5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development. O / G / RI
  - 1.5.4 Have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. O / G / RI
- 6. A teacher must make accurate and productive use of assessment.** O / G / RI
- 1.6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. O / G / RI
  - 1.6.2 Make use of formative and summative assessment to secure pupils' progress. O / G / RI
  - 1.6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons. O / G / RI
  - 1.6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. O / G / RI
  - 1.6.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study. O / G / RI
- 7. A teacher must manage behaviour effectively to ensure a good and safe learning environment.** O / G / RI
- 1.7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school' behaviour policy. O / G / RI
  - 1.7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. O / G / RI
  - 1.7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. O / G / RI
  - 1.7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. O / G / RI
- 8. A teacher must fulfil wider professional responsibilities.** O / G / RI
- 1.8.1 Make a positive contribution to the wider life and ethos of the school. O / G / RI
  - 1.8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. O / G / RI
  - 1.8.3 Deploy support staff appropriately. O / G / RI
  - 1.8.4 Take responsibility for improving teaching through appropriate O / G / RI

professional development, responding to advice and feedback from colleagues.

- 1.8.5 Communicate effectively with parents with regards to pupils' achievements and well-being. **O / G / RI**

## **PART 2 - PERSONAL AND PROFESSIONAL CONDUCT**

- 1. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:**

- 2.1.1 Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. **O / G / RI**
- 2.1.2 Having regard or the need to safeguard pupils' well-being, in accordance with statutory provisions. **O / G / RI**
- 2.1.3 Showing tolerance of and respect for the rights of others. **O / G / RI**

- 2. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:**

- 2.2.1 Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. **O / G / RI**
- 2.2.2 Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. **O / G / RI**

- 3. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:**

- 2.3.1 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. **O / G / RI**
- 2.3.2 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. **O / G / RI**



## **ANNEX D: PAY COMMITTEE – TERMS OF REFERENCE**

**Terms of reference are agreed by the Full Governing Body.**

### **Pay Review Committee**

#### **Membership**

1. The Committee shall consist of not less than three governors.
2. The Membership shall be reviewed and determined annually by the Governing Body.
3. No-one employed by the Governing Body can be involved in this Committee.

#### **Quorum**

The quorum shall be three members of the Committee.

#### **Appointment of Clerk**

The Governing Body shall appoint a Clerk to the Committee.

The clerk will ensure:

- (i) a minimum of 7 clear day's notice of a meeting is given in writing to each committee member along with the agenda;
- (ii) the minutes and decisions of the Committee are recorded and made available for inclusion in the agenda papers of the next Committee meeting or Full Governors' meeting.

#### **Responsibilities**

- a) To achieve the aims of the whole school pay policy in a fair and equal manner;
- b) To apply the criteria set by the whole school pay policy in determining the pay for each member of staff at the annual review;
- c) To make decisions on expenditure following recommendations from other committees;
- d) To agree any salary progression on the Individual School Range (ISR) for the Headteacher, Deputy Headteacher and Assistant Headteachers;
- e) To review annually for September the salaries of all teaching staff in the light of recommendations made by the Headteacher and to provide individual members of staff with a statement of salary;
- f) To determine whether sufficient funds are available for pay increments as recommended by the headteacher;
- g) In light of the headteacher Performance Management Group's recommendations, to determine whether sufficient funds are available for increments;
- h) To minute clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the full Governing Body;
- i) To keep abreast of relevant development and to advise the Governing Body when the schools pay policy needs revising;
- j) To work with the head teacher in ensuring that the Governing Body complies with the Appraisal regulations 2012 (teachers).

**Note**

Membership of this Committee is open to all Governors, but Governors who may stand to gain directly and indirectly from any decision must not take part in those decision making processes. (See The Education (School Government)(England) Regulations 1999, Paragraph 57 and Schedule 6).

No Governor who is a member of staff employed at the school can take part in any decisions about pay or performance of an individual (Schedule 6, paragraph 4).

The normal rules of withdrawal also apply (Schedule 6)

## **ANNEX E: GUIDE TO SETTING THE PAY OF HEADTEACHERS**

There are three stages involved in the process for setting the pay of new Headteachers. These are:

**Stage 1** – Defining the role and determining the Headteacher Group Size

**Stage 2** – Setting the indicative pay range within the Group Size

**Stage 3** – Deciding on the starting salary and individual pay range for the new appointee

All decisions and reasons in relation to Headteacher pay must be based on objective criteria and must be well documented, in order that there is a clear audit trail.

### **Stage 1 – Defining the role and determining the Headteacher Group Size**

Use paragraph 6 ("ordinary schools") or 7 ("special schools") of the School Teachers Pay and Conditions Document 2014 to calculate the Unit Total, and assign the School to a Headteacher Group. This will determine the 'broad pay range' for the post (i.e. the salary at the bottom of the Group Size to the salary at the top).

*If the Headteacher is permanently responsible for more than one School, you should combine all of the pupil numbers to calculate the Unit Total.*

### **Stage 2 – Setting the indicative pay range within the Group Size**

It is expected that the broad pay range will fully capture the complexity of the role, with sufficient breadth within the broad pay range to accommodate sufficient salary progression and reward. Therefore this will be set within the limits of the Headteacher Group Size.

However, there may be certain circumstances (not already considered in determining the Group Size) that necessitate the Governing Body to consider whether the broad pay range should be higher than that identified under Stage 1. Although not an exhaustive list, some examples of additional factors that may be considered are:

1. Where the level of context and challenge arising from pupil needs affects the role in relation to improving outcomes for pupils. Examples include:
  - a. A high level of pupil deprivation (for example, a high number of Free School Meals/English as an Additional Language pupils)
  - b. A high number of Children Looked After or SEN children
  - c. A high degree of in-year pupil mobility

Your local authority will be able to provide benchmarking information in relation to deprivation factors, to indicate how your School compares to others of a similar size/in a similar setting.

2. A high degree of complexity and challenge that goes significantly beyond that expected of any Headteacher of a similar sized school and is not already reflected in the Unit Total. For example, management across several dispersed sites
3. Additional accountability not reflected in Stage 1. For example, leading a Teaching School Alliance.

4. Factors that may impede the School's ability to attract a field of appropriately qualified and experienced candidates e.g. location, specialism, level of support from wider leadership team.

If, having considered the factors above, the Governing Body decide that the broad pay range should be increased, the pay range can be set with a maximum of up to 25% above the top of the Group Size.

At the end of this stage, the Governing Body should decide the indicative pay range for the post, which will be the salary that is stated in the advertisement. The Governing Body need to outline within the Pay Policy for the School how many salary points/the range of salary (in monetary terms) within the broad pay range that will comprise the Headteacher's indicative pay range. The indicative pay range can begin and end at any point within the broad pay range.

NB – Any factors that are not expected to persist, such as a temporary responsibility for an additional school, should not form part of the indicative pay range. These could be reflected through a temporary allowance instead.

### **Stage 3 – Deciding on the starting salary and individual pay range for the new appointee**

This stage is about determining the starting salary for the post, within the individual pay range. There is no limit on where within the indicative pay range the starting salary should be, other than that the Governing Body should leave scope for performance-related pay progression over time.

## **ANNEX F: GOVERNING BODY POLICY ON APPOINTMENTS**

All matters concerning appointments in School will be the responsibility of the Staffing Committee.

The Governing Body will have regard to the advice and guidance offered within the *"Guidance for the recruitment and selection of school staff"* in relation to appointments.

### **Advertising**

Vacancies for Headteachers and Deputy Headteachers will normally be advertised (having regard to the 2009 School Staffing Regulations). The Committee will decide whether posts other than Head and Deputy are advertised internally or externally.

External posts may be advertised on the Internet, or in any local or national publication (e.g. the Times Educational Supplement). Internal posts will be advertised on the staffroom noticeboard.

A copy of all advertisements will be sent to absent staff.

### **Shortlisting**

Governors and anyone else involved in the interviewing process will receive copies of applications, further particulars of the post and the person specification.

Anyone involved in formal interviewing must be involved in shortlisting. Anyone who is not able to be present at the shortlisting will be ineligible for the formal interview stage.

For the appointment of Deputy Headteacher, small group interviewing will take place during the morning to select from a long list those candidates who will be invited for formal interview in the afternoon.

At least one member of every selection panel should have undertaken the Safer Recruitment & Selection training course, or a recognised alternative version of this training, covering the key aspects of the DfE's statutory guidance document *Keeping Children Safe in Education*.

### **Information to Candidates**

Candidates for an externally advertised posts will receive an application form, a post specification, a person specification, a brief outline of the school's pay policy (including the pay range), information regarding the department or organisational structure within which they would operate and information regarding the school.

Candidates for an internally advertised post will receive a post specification and a person specification. Application will be by letter. CVs should not be used as a method for selection. All candidates should be expected to complete an application form.

### **Interviews**

Governors will be involved in the appointment of all teaching staff. Other personnel, either from school or the local authority/diocese will be invited to attend as appropriate.

All candidates, up to the post of Deputy Headteacher, will be given the opportunity to see the school and ideally meet the member of staff to whom they will be directly responsible in order to ask about resources, organisational arrangements, other personnel etc so that they may ascertain whether they wish to continue with their application. In the case of an appointment of a Deputy Headteacher, this opportunity will be afforded to candidates prior to the day of the interviews.

A timetable of arrangements for interviews will be published to all concerned either on the day of the interviews or previously. Candidates will be sent a copy when invited for interview

## **ANNEX G: STAFFING STRUCTURE 2015-16**

### **The Teaching staffing structure is as follows:**

1 x Headteacher

1 x Deputy Headteacher

11 fte x Teachers with class responsibilities

2 x Part time 1 to 1 tutors

Of the teachers there are 4 Phase Leaders, 2 Curriculum Leaders with significant responsibility, and a SENCO each with an appropriate TLR payment. A significant subject area or team attracts an additional scale on the TLR scale.

### **The Support Staff Structure is as follows:**

11 x Level 3 Teaching Assistants

7 x Level 2 Teaching Assistants

1 x Learning and welfare co-ordinator

1 x Office Manager

2 x Administrative Assistants

1 x Site Manager

## **ANNEX F: SUPPORT STAFF PAY**

**Support staff are covered by NJC scheme conditions of service. As this is a whole school pay policy the following applies to support staff.**

### **GRADING OF POSTS**

The Governing Body determines the number and structure of support staff posts in the school.

The Governing Body has adopted the Warrington Borough Council's equality proofed pay and grading structure for monthly paid staff employed under the NJC scheme of Conditions of Service. To ensure consistency of treatment, this will be undertaken by reference to the Borough Council's job evaluation schemes and total reward package (TRP).

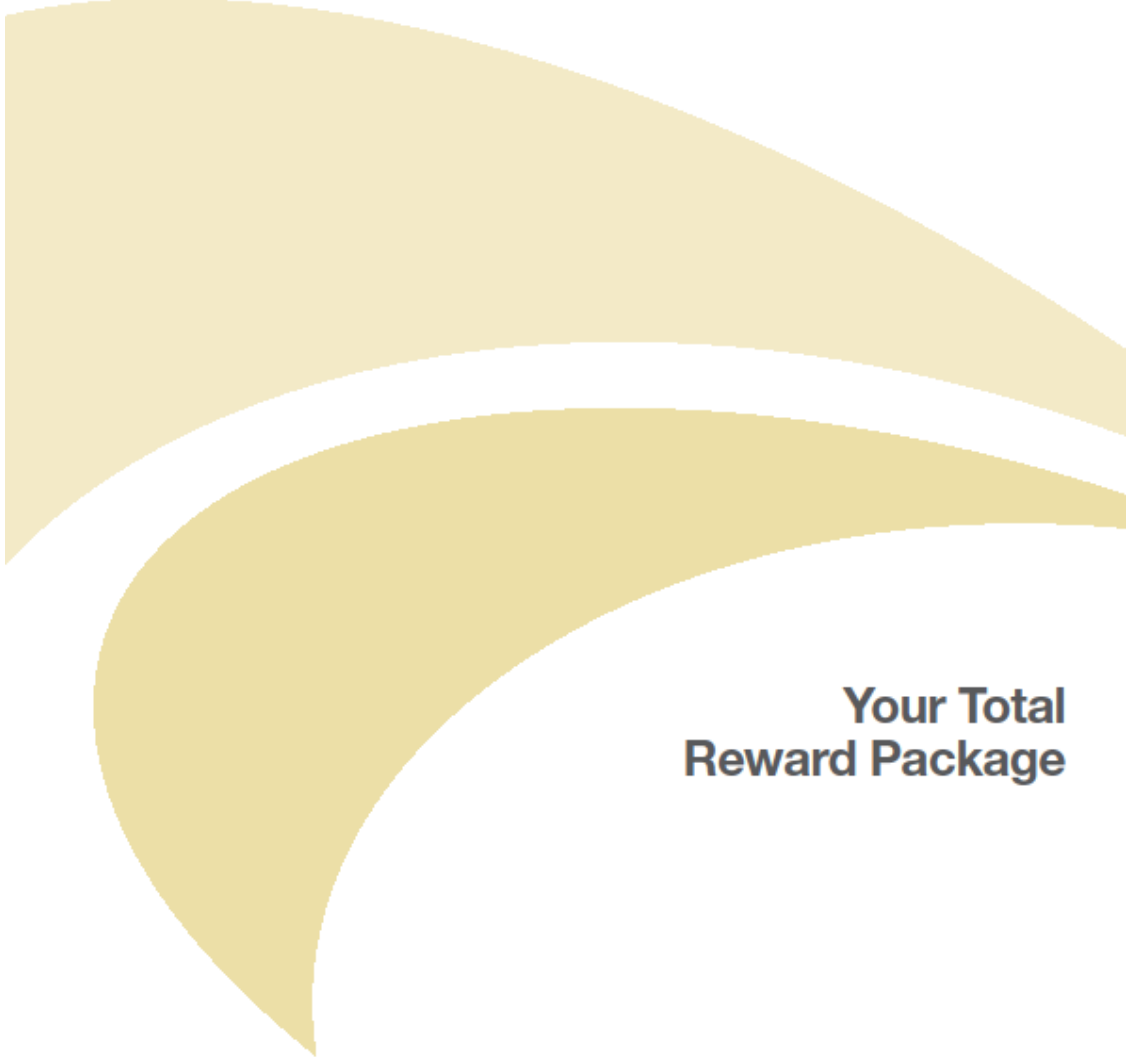
## **TOTAL REWARD PACKAGE**

All community schools and many voluntary aided schools have adopted the Council's total reward package (TRP). The TRP includes a range of benefits that enhances employees' terms and conditions and builds on our aim to be an employer of choice. The four key areas the TRP covers are:

- an equality proofed pay and grading structure
- voluntary employee benefits (VEB) scheme
- environmental and green travel issues
- health and wellbeing initiatives.

Some aspects of the package are not applicable to schools, as is the case in some services within the Council. More details on the TRP and how it might be applied within a school are available on request from Human Resources. We are constantly reviewing and updating appropriate aspects of the package to improve even further.





## Your Total Reward Package

