

CURZON CRESCENT & FAWOOD CHILDREN'S CENTRES PARTNERSHIP



Working Together to Achieve More

Pay Policy **(Brent Council Model Policy)**

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Policy Lead – Executive Head

Approving Committee- Full GB

**Curzon Crescent & Fawood Children’s Centres Partnership
WHOLE SCHOOL PAY POLICY
2018/2019 ACADEMIC YEAR**

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1. INTRODUCTION

This policy is intended to be a whole school policy, however it is recognised that to reflect legislative changes the bulk of this policy relates to teachers rather than support staff.

The governing body aims to maximise the achievement of every pupil at the school and recognises the value of a well-motivated and capable body of teaching and support staff in the achievement of this. The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school."

The governing board will monitor the implementation and outcome(s) of the arrangements and review this policy and its operation annually. This pay policy seeks to ensure that all staff are properly rewarded for their contribution towards this shared goal. This policy has been developed to comply with current legislation and the requirements of the 2018 School Teachers' Pay and Conditions Document and has been consulted on with staff and/or the recognised trade unions.

1.1 EQUALITIES AND PERFORMANCE RELATED PAY

The governing board will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence or maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the school's and the individual teacher's circumstances.

The governing board will monitor the outcomes and impact of this policy on a yearly basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation. An Equalities Analysis will be produced and will be shared with Trade Union representatives, subject to provisions of data protection.

Equalities Legislation

The governing body will comply with relevant equalities legislation:

Employment Relations Act 1999;

Equality Act 2010;

Employment Rights Act 1996;

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;

The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002; and

The Agency Workers Regulations 2010.

The governing board will promote equality in all aspects of school life, particularly in relation to all decisions on advertising of posts, appointing, promoting; paying staff, training and staff development.

1.2 BASIC PRINCIPLES

The governing board is committed to the operation of an appraisal process for teachers and support staff, with the objective of maximising the professional development of all staff and progress of pupils. The governing board will ensure that all staff in school have access to advice, training and development opportunities appropriate to their needs.

1.3 ROLES AND RESPONSIBILITIES

The governing board will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (STPCD)

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

- and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book').

<http://www.teachers.org.uk/files/active/0/Burgundy%20Book%20-%20July%2008%20-%20for%20Hearth.pdf>

- **Support staff:** the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book). A copy can be accessed via Schools Extranet.

SUPPORT STAFF

The governing board is able to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The pay committee (see paragraph 1.4) will determine the pay grade of support staff on appointment, in accordance with the scale of grades currently applicable in relation to employment with the Local Authority (LA) which the pay committee consider appropriate for the post. In reaching its decision, the pay committee will consider the advice of the LA, but will not consider itself bound by that advice. The appeals process is set out in the appendix to this policy.

When duties change or the governing board decides to review salaries for support staff, the Greater London Provincial Council (GLPC) job evaluation scheme should be used as the grading reference.

LONDON LIVING WAGE

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.

The executive headteacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school trade union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the governing body for approval;
- ensure that effective appraisal arrangements are in place and that all appraisers have the knowledge and skills to apply procedures fairly;
- ensure that the school's Senior Leadership Team (SLT) as appropriate are briefed on the application of the governing body's approach to linking performance appraisal to pay progression, and ensure consistency of approach in the application of this policy;
- have the final say on all recommendations in relation to pay progression or otherwise; and
- submit pay recommendations to the governing body and ensure the governing body has sufficient information upon which to make pay decisions, ensure that teachers are informed about decisions reached, and that records are kept of recommendations and decisions made.

Staff will:

- engage with the appraisal process; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal cycle; and
- share any evidence they consider relevant with their appraiser.

1.4 PAY COMMITTEE AND TERMS OF REFERENCE

The governing board has delegated its pay powers to the pay committee. Any person employed to work at the school, other than the executive headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The executive headteacher must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

The relevant terms of reference are:

- ensure that the whole school pay policy is operated in a fair and transparent manner;
- ensure that the criteria set by the whole school pay policy is applied in determining the pay of each member of staff at the annual review;
- to observe all statutory and contractual obligations;
- to minute clearly the reasons for all decisions and report the facts of these decisions to the next meeting of the full governing board;
- to recommend to the governing board the annual budget needed for pay, ensuring that appropriate funding is allocated for pay progression at all levels;
- to keep abreast of relevant developments and to advise the governing board when the school's pay policy needs to be revised; and
- to work with the executive headteacher in ensuring that the governing board complies with the Appraisal Regulations 2012 (teachers).

The decision of the pay committee will be placed in the confidential section of the governing board's agenda and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy.

2. TEACHERS PAY

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document, as updated. A copy of the STPCD 2018 may be viewed in the school office or online at:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

Departmental advice to help schools and governing bodies develop their approach to teachers' and leadership pay can be found at the following link:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

The title of the document is 'Implementing your school's approach to pay'.

2.1 PAY REVIEWS

The governing board (through the relevant committee) will ensure that all teachers' salaries are reviewed with effect from 1 September each year, and no later than 31 October (31 December for headteachers or executive headteachers). 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. Within one month of the determination, the governing board will ensure the teacher is provided with a personal written statement setting out their salary and any allowances to which they are entitled, and advising where a copy of the whole school pay policy (including the staffing structure) may be inspected.

Pay reviews for all teachers, including the executive headteacher, 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 board, 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.

Reviews may take place at other times of the year to reflect any changes in circumstances or job descriptions that lead 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.

2.2 LEADERSHIP GROUP PAY (PART 2, PARAGRAPHS 4-11, STPCD 2018)

The governing board will determine a salary for executive headteachers, deputy headteachers or assistant headteachers in accordance with paragraphs 5 and 9 of the document.

The pay range for members of the leadership group is shown on page 8.

Determination of the school's headteacher group

The governing body will assign the school to a headteacher group in accordance with paragraphs 5, 6 (ordinary schools), 7 (special schools) and 8 (particular cases).

Leadership Pay Range 2018/19

Reference scale point	Value £
1	47,517
2	48,522
3	49,549
4	50,592

5	51,670
6	52,771
7	53,992
8	55,061
9	56,243
10	57,494
11	58,787
12	59,974
13	61,282
14	62,621
15	63,987
16	65,493
17	66,825
18 ¹	67,638 (top of Group one)
18*	68,315
19	69,821
20	71,365
21 ²	72,221 (top of Group two)
21*	72,943
22	74,567
23	76,221
24 ³	77,158 (top of Group three)
24*	77,930
25	79,675
26	81,458
27 ⁴	82,463 (top of Group four)
27*	83,288
28	85,169
29	87,095
30	89,072
31 ⁵	90,186 (top of Group five)
31*	91,089
32	93,160
33	95,290
34	97,459
35 ⁶	98,706 (top of Group six)
35*	99,694
36	101,971
37	104,325
38	106,713
39 ⁷	108,048 (top of Group seven)
39*	109,129
40	111,671
41	114,273
42	116,940
43 ⁸	118,490 (top of Group eight)

Notes:

¹- scale point to be used only by schools in Group 1 where it is the maximum value of the headteacher group range for the school

²⁻⁸ – scale point to be used only by schools in Groups 2-8 respectively where it is the maximum value of the headteacher group range for the school

* - scale points to be used unless the above applies

Determination of leadership pay ranges

The governing board will determine a pay range for executive headteachers, and for deputy headteachers in accordance with paragraphs 9.2 to 9.4.

- When determining the leadership pay range, the governing board will take into account 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 board may consider the extent to which the leadership pay range reflects how closely their preferred candidate meets the requirements of the post. The governing board will ensure that there is appropriate scope within the range to allow for performance related progress over time.
- The pay committee will ensure that the maximum of the executive headteacher's pay range and any additional payments made under paragraph 10 do not exceed the maximum of the headteacher group by more than 25%, other than in exceptional circumstances. In exceptional circumstances, the governing board will seek external independent advice before providing such agreement and will support its decision with a business case.
- The pay committee will ensure that the maximum of the deputy or assistant headteacher's pay range does not exceed the maximum of the headteacher group for the school, calculated in accordance with paragraphs 6-8.
- The pay committee will consider the determination of a seven point pay range for the executive headteacher and a five point pay range for the deputy headteacher(s) and assistant headteacher(s).

Partnership Leadership Pay

In accordance with the calculus in paragraph 6.2 and unit score in paragraph 6:1

The Executive Head salary range is Group 2 L17- L21

The Deputy Head range (each school) is L9 – L13

The Governors in determining the above acknowledge:

- The +3 Unit score for children in the ARP and children allocated through the CWD panel (para. 6.4)
- The requirement to reduce the unit score for part time pupils (para. 6.5)
- The Partnership as a total unit score of the two schools (para. 6.6)

Determination of temporary payments to headteachers

The pay committee will consider the use of additional payments, to the executive headteacher, for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined in accordance with the provisions of paragraphs 10.1-10.4.

2.3 PAY PROGRESSION FOR LEADERSHIP GROUP MEMBERS (Paragraph 11)

The pay committee will review the pay of the executive headteacher and deputy headteacher(s) in accordance with paragraph 11.

- The pay committee will consider annually whether or not to increase the salary of the members of the leadership group who have completed a year of service since the previous pay determination, and if they determine to do so, to what salary within the relevant range set out in paragraphs 4.4 and where applicable, 5.3 and 9.1.
- The pay committee will award up to two points where there has been sustained high quality of performance having regard to the results of the most recent appraisal, and to any recommendation on pay progression recorded as part of the individual's appraisal report.
- The pay committee will ensure that pay decisions are clearly attributable to the performance of the individual as per paragraph 11.2 (a) and (d).

2.4 PAY RANGES FOR OTHER CLASSROOM TEACHERS (Part 3, paragraphs 12-19, STPCD 2018)

2.4.1 Basic Pay Determination on Appointment

Although governing bodies are no longer required to match a teacher's existing salary on either the main, upper or the unqualified pay scales, governors will 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. Governors will not seek to limit the pay range for vacant teaching posts.

2.4.2 Main Pay Range (paragraphs 13 and 19, STPCD 2018)

In this school all teachers can expect to receive regular and constructive feedback on their performance, and they will be subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisals 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 a

successful appraisal as evidenced by the Performance Management/ Appraisal outcomes.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of Newly Qualified Teachers (NQTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. Teachers who pass this induction process should be eligible for pay progression.

Judgments will be properly rooted in evidence provided as part of the Performance Management/ Appraisal review.

The evidence used will only be that made available through the performance management/appraisal process, meeting the relevant teachers' standards taking into account their role in the school and advice from senior leaders. Decisions not to progress up the pay spine will only be made in circumstances where concerns about standards of performance have been formally raised in writing as part of the performance management/appraisal process.

Further information, including sources of evidence is contained in the school's Performance Management/Appraisal Policy for Teaching Staff.

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

The proposed main-scale for 2018-19 is as follows:

(MAIN PAY SCALE A)

Reference scale point	Value £
1	29,664
2	31,211
3	32,837
4	34,548
5	37,206
6	40,372

2.4.3 Newly Qualified Teachers

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

2.4.4 Upper Pay Range (UPR) (paragraphs 14 and 19, STPCD 2018)

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	Value £
1	44,489
2	46,676
3	48,244

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 (i) 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 relevant standards; (ii) their teaching skills are consistently good or outstanding (leading to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally); and (iii) their achievements and contribution to the school are substantial and sustained.

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.

For new appointees the teacher's performance appraisal reports from previous schools can be considered by the governing body as appropriate.

A decision not to award pay progression may be taken whether or not the teacher is subject to capability proceedings.

2.4.5 Leading Practitioner Posts (paragraph 16, STPCD 2018)

The Governing Board have no scope for Leading Practitioner posts in the Partnerships staffing structure.

2.5 Pay for Unqualified Teachers (paragraph 17, STPCD 2018)

The Governing Board have no scope for Unqualified Teachers in the Partnerships staffing structure.

2.6 MOVEMENT TO THE UPPER PAY RANGE (paragraph 15, STPCD 2018)

It is the responsibility of teachers to decide whether they wish to apply to be paid on the Upper Pay Range. Determinations as to whether a teacher progresses to the upper pay range will be made in accordance with paragraph 15 of the STPCD 2018 and the process set out in this pay policy.

An application from a qualified teacher will be successful where the governing board is satisfied that the teacher has evidence of high performance in this school in the previous two years, which shows i) that the teacher is highly competent in all elements of the teachers standards and ii) 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, a teacher will be eligible to apply for progression where the teacher can satisfy the 3 criteria mentioned in the above paragraph and is demonstrably working to the UPR career stage standards.

All applications should be based on the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay from the reviewer. 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 headteacher. 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.

2.6.1 Process:

One application may be submitted annually. The closing date for applications is normally 31st 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 2). Submit the application form and supporting evidence to the headteacher by the cut-off date of 31st October
- You will 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 relevant body;
- The application, evidence and recommendation will be passed to the executive headteacher for moderation purposes (particularly where the executive headteacher is not the assessor);
- The pay committee will make the final decision, advised by the executive headteacher;
- Teachers will receive written notification of the outcome of their application by 1st 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 backdated to 1 September of the year of application.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix 1 of this pay policy.

2.6.2 Assessment:

Decisions will be made on the basis of two successful performance management reviews/appraisals.

The teacher will be required to meet the criteria set out in paragraph 15 of the 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 understanding 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 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.

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

If a teacher is simultaneously employed at another school, 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 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.

2.7 ALLOWANCES FOR CLASSROOMTEACHERS (Part 4, paragraphs 20-22, STPCD 2018)

2.7.1 Teaching and Learning Responsibility Payments (TLR’s)

The pay committee may award a TLR to a classroomteacher in accordance with paragraph 20 of the Document and paragraphs 47 - 54 of the Section 3 guidance.

The TLR 1 or 2 will be for a 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 at paragraph 20.4-20.5, see text below:

Before awarding any TLR 1 or 2 payment, the governing board must be satisfied that the teacher's duties 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.

In addition, before awarding a TLR1 payment, the Governing Board must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

TLR 1:

The annual value of a TLR1 must be no less than £7,853 and no greater than £13,288

TLR1a - £7,853

TLR1b - £10,084

TLR1c - £13,288

TLR 2:

The annual value of a TLR2 must be no less than £2,721 and no greater than £6,646

TLR2a - £2,721

TLR2b - £4,624

TLR2c - £6,646

The pay committee may award a TLR3 of between £540 to £2,683 for clearly time-limited school improvement projects, or one-off externally driven responsibilities, as set out in paragraph 20.3 of the Document. The governing board will set out in writing to the teacher the duration of the fixed term role, and the amount of the award that will be paid in monthly instalments. This information will also be communicated to Trade Union representatives. No safeguarding will apply in relation to an award of a TLR3.

TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges, or to limit the number of TLR 1 or TLR2 posts in the staffing structure.

2.7.2 Special Educational Needs (SEN) Allowance

The pay committee will award a SEN spot value allowance on a range of between £2,149 and £4,242 to any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.

SEN1 £2,106

SEN2 £3,129

SEN3 £4,158

When deciding on the amount of the allowance to be paid, the governing board will take into account the structure of the school's SEN provision, 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 (paragraph 21.3 of the Document). The governing board will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The governing board will take account of paragraphs 55 to 59 of the Section 3 guidance.

2.8 ADDITIONAL ALLOWANCES AND OTHER PAYMENTS (PART 4, PARAGRAPHS 23-29, STPCD 2018)

2.8.1 Acting Allowances

Acting allowances are payable to teachers who are assigned and carry out the duties of executive head, deputy head or assistant head in accordance with paragraph 23 of the Document. The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence. Any teacher who carries out the duties of executive head, deputy head, or assistant head, for a period of four weeks or more, will be paid at an appropriate point of the executive head's ISR, deputy head range or assistant head range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

2.8.2 Additional payments

In accordance with paragraph 26 of the Document and paragraphs 60-69 of the Section 3 guidance, the relevant body may make payments as they see fit to a teacher, including an executive headteacher in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning activity agreed between the teacher and the executive headteacher or, in the case of the executive headteacher, between them and the relevant body;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the executive headteacher relating to the raising of educational standards to one or more additional schools.

The pay committee will make additional payments to teachers in accordance with the provisions of paragraph 26 of the Document where advised by the executive head. Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.

2.8.3 Recruitment and retention incentive benefits

The governing board can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the Document and paragraphs 70 -72 of the Section 3 guidance).

The pay committee will consider exercising its powers under paragraph 27 of the Document where they consider it is appropriate to do so in order to recruit or retain relevant teaching staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The governing board will, nevertheless, conduct an annual formal review of all such awards.

Executive Headteachers, deputy headteachers and assistant headteachers will not be awarded payments under paragraphs 27.1 to 27.2 other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to an executive headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – will be taken into account when determining the pay range.

2.8.4 Residential Duties

The pay committee will take account of agreements reached in the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

2.8.5 Honoraria

The governing board will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the 2018 STPCD for the payment of bonuses or honoraria in any circumstances.

2.9 PART-TIME TEACHERS (Part 6, paragraph 41-42)

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

2.10 SHORT NOTICE/SUPPLY TEACHERS (Part 6, paragraph 43)

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.

2.11 PAY INCREASES ARISING FROM CHANGES IN THE DOCUMENT

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time. Pay uplifts will be applied across the pay ranges as set out in this document.

2.12 SAFEGUARDING

The governing board will operate salary safeguarding arrangements in line with the provisions of the 2018 STPCD.

2.13 SALARY SACRIFICE ARRANGEMENTS (PARAGRAPH 299)

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and their gross salary shall be reduced accordingly, in accordance with the provisions of Section 3, paragraph 73 of the Document.

3. APPEALS PROCEDURE

The governing board has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). It is set out in appendix one of this pay policy.

APPENDIX ONE: MODEL APPEALS PROCEDURE

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 effects his or her pay.

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) was biased, and/or;
- e) otherwise unlawfully discriminated against the individual concerned.

This list is not exhaustive.

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.

Stage one - Informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation

1. If the member of staff is not satisfied with a pay recommendation, he/she should seek to resolve this by discussing the matter informally with the decision maker within ten working days of the Performance Management/Appraisal meeting where the pay recommendation was shared.
2. Where this is not possible, or where the staff member continues to be dissatisfied with the decision, he/she may follow a formal appeal process.

Stage two – a formal representation to the person or governors' committee making the pay determination

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 should arrange a hearing, within ten working days of receipt of the written appeal, at which he/she/they will consider the appeal and give the staff member an opportunity to make representations in person. Following the hearing 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.

Stage 3 – a formal appeal hearing with an appeals panel of governors

5. Any further appeal should be heard by a panel of three (or in exceptional circumstances two) governors who were not involved in the original determination normally within twenty working days of the receipt of the written notification of appeal. The member of staff will 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 the governors at this hearing will be final.

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

APPENDIX TWO: 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:

Please attach evidence in support of your application (e.g. appraisal reports, lesson observations).

Use the space below if you would like to write a brief statement about how you meet the criteria. This is not essential but may help with the assessment of your application.

(Continue on additional sheets if needed)

Declaration

I believe at the date of this request for assessment that I meet the eligibility criteria and I have submitted evidence to this effect.

Signed (applicant): Date:

APPENDIX THREE: TEACHERS' STANDARDS

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- 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's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

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:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

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.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.