

## St Giles CE Primary School

### Pay Policy for Teachers and School Leaders – September 2015

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#### **Aim**

This policy sets out the framework this school will use when making decisions about teachers' and school leaders' pay.

In adopting this policy we aim to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality workforce
- enable the school to recognise and reward excellent school leadership
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just and transparent way
- comply with current legislation and the statutory requirements of the School Teachers' Pay and Conditions Document (STPCD).

## **Scope**

This policy applies to all teachers and school leaders employed in this school with effect from 1 September 2015. It also applies to West Sussex County Council centrally employed teachers with effect from 1 September 2015.

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

Full details of the pay and conditions for support staff are contained in the 'Pay and Conditions – School Support Staff' documents on the [WSGfL](#).

Please note the term the 'Document'(School Teachers' Pay and Conditions Document) should be read as meaning the current [STPCD](#), unless otherwise specified.

## **General Provisions**

### **Equality**

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

### **Vacancies**

All vacancies will be advertised with an indication of the salary range that the school is prepared to pay for the role. This will reflect the tasks/level of responsibility of the post.

Tasks carrying additional payments, whether permanent or temporary, will be made known to staff and applicants.

### **Starting Salaries**

The Governing Body delegates to the Headteacher after consultation with the Staffing sub-committee the authority to decide the salary to be offered to new staff, including the leadership group, in accordance with the principles outlined in this policy. In the case of appointment of the Headteacher, the full governing board would make the decision in consultation with the Diocese and Local Authority.

### **Job Descriptions**

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

## **Appraisal and Pay Progression**

In this school all staff, including the leadership group, 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 enhance their professional practice. The arrangements for appraisal are set out in the school's Appraisal Policy.

Decisions regarding pay progression for teachers and the leadership group will be made with reference to their annual appraisal report and pay recommendation. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made using the statutory induction process.

Annual pay progression is not guaranteed and is dependent on performance. However, teachers and school leaders can expect to progress to the top of their pay range if they demonstrate continued good performance.

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

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

Full details of the school's expectations, performance measures and required evidence can be found in Appendix B.

### **Progression to Upper Pay Range (UPR) for Teachers**

Progression to the UPR depends on a teacher successfully applying to be admitted to this range. The process for doing this is set out in Appendix D of this policy.

### **Annual Pay Reviews for Teachers**

Each teacher's salary will be reviewed annually, providing they have completed a year's employment since their last pay determination. Annual appraisal and pay progression reviews will take place between 1 September and 31 October each year. All teachers will then be given a written statement, signed by the Chair of Governors setting out their salary for the coming year and any other financial benefits to which they are entitled. Salary decisions take effect from 1 September.

Reviews may take place at other times of the year to reflect any changes in circumstances or changes to the job description that could affect an individual's pay. A written statement will be given after any review.

The pay statement will include the following information:

- pay scale
- point

- salary amount
- contract type (if relevant)
- allowances (if relevant)
- value of allowances (if relevant)
- end date of allowances (if relevant)
- rationale for the pay decision.

### **Pay Recommendations for Teachers**

Pay recommendations are made by the Headteacher.

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

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

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

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

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

### **Pay Differentials**

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

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

## **Appeals Procedure**

Any teacher, including the Headteacher, who is dissatisfied with their pay recommendation, can appeal against the recommendation.

In the first instance the matter should be raised informally with the Headteacher. In the case of the Heateacher, this would be with the Chair of Governors.

If the matter cannot be resolved informally, then the teacher may raise the matter formally.

Full details of the Appeals procedure can be found in Appendix E.

## **Pay Scales**

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

## **Access to Records**

Staff wishing to see their own employment record should make a Subject Access Request to the school. Under the Data Protection Act employees are not allowed to access records about other employees.

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

The Governing Body will monitor the outcomes of this policy on a regular basis. In this school the monitoring will take place annually. This will include trends in progression across specific groups of teachers to assess the impact of the Pay Policy, its effect and the school's continued compliance with the Equalities Act 2010 and Statutory Code of Practice on Equal Pay.

## **Pay Increases for Teachers 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.

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

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

<h2><b>Provisions Applying to Teachers who are Supply/Short Notice or Part-Time</b></h2>
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### **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 working a full year consists of 195 days, with periods of employment of less than a day being calculated pro rata based on 1265 hours.

## **Part-Time Teachers**

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will issue them with a written statement, detailing their working time obligations and the standard mechanisms used to determine their pay. This will be 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.

## **Allowances and Other Provisions**

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

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

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

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

None at present with no TLR's planned.

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

A SEN allowance of no less than £2,064 and no more than £4,075 per annum is payable to a classroom teacher in accordance with this paragraph.

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

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

- has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

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

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

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

None at present.

### **Unqualified Teachers' Allowance**

The Governing Body may award an additional allowance to an unqualified teacher, where it considers that the teacher has:

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

### **Recruitment and Retention Allowance**

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

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

Headteachers, Deputy and Assistant Headteachers may not be awarded payments for recruitment and retention other than for reimbursement of reasonably incurred housing or relocation costs. All other recruitment and

retention considerations must be taken into account when determining the salary range.

### **Salary Sacrifice Arrangements**

The school operates a salary sacrifice arrangement (Child Care vouchers scheme). A member of staff may participate in the arrangement and their gross salary will be reduced accordingly.

### **Acting Allowances**

Teachers who are assigned and carry out the duties of the Headteacher, Deputy Headteacher, or Assistant Headteacher can receive an acting allowance. The Governing Body will, within a four week period of the teacher starting acting duties, decide whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and will be paid from the first day of absence.

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

- not be lower than the minimum of the pay range set for the post the teacher is covering
- be a reasonable and appropriate amount
- be paid only for as long as the teacher occupies the position on an acting basis. If the teacher is appointed permanently to the post then they will be appointed in accordance with appendix B of this policy.

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

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

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

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

- continued 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 hours learning activity agreed between the teacher and Headteacher.

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

### **Temporary Payments to Headteachers**

Any additional payment made to the Headteacher must be for clearly temporary duties and responsibilities that are in addition to the post for which their salary

has been determined. The Governing Body will not take into account factors which were considered when determining the pay range for the post.

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

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

The limit does not apply to payments that are made:

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

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

#### **Appendix A – Reminder of the Transitional Arrangements for Leadership Posts Affected by Changes in the 2014 Document**

New appointments:

- pay decisions for appointments to leadership posts that were advertised and recruited to **before 1 September 2014**, even if the post-holder did not take up post until after 1 September 2014, were made in accordance with the 2013 Document.
- pay decisions for appointments to leadership post that were recruited to **after 1 September 2014**, were made in accordance with the 2014 Document.

Existing staff:

Pay Progression determinations for the leadership group for September 2014 were made with in accordance with the 2013 Document.

Where there were significant changes to leadership responsibilities occurring after 1 September 2014, pay was to be re-assessed in accordance with the 2014 Document.

Recruitment and retention allowance:

Where a recruitment or retention incentive was awarded to a Headteacher, Assistant or Deputy Headteacher under the 2013, or earlier Document, then subject to review, the value was frozen until the respective pay range was re-determined under the 2014 Document.

The new appraisal rating system for determining pay progression for members of the leadership group applied to ALL members of the leadership group with effect

from 1 September 2014. Objectives were set in September 2014 with performance being assessed in September 2015 using the new rating system.

Pay Progression determinations for the leadership group for September 2015 will be made in accordance with the provisions of the 2014 Document.

## **Appendix B – Pay on Appointment and Pay Progression for Classroom Teachers, Lead Practitioners and Leadership Group**

### **Classroom Teachers**

#### **Pay on Appointment**

The Governing Body will determine the pay range for a vacancy prior to advertising it. Posts may be advertised either within a range, or at a set salary.

On appointment the Governing Body will determine the starting salary within that range (where appropriate) to be offered to the successful candidate.

In making such determinations (including the decision to offer a set starting salary), the Governing Body may take into account a range of factors, including:

- nature of the post
- level of qualifications, skills and experience required
- market conditions
- wider school context
- the teacher's current salary (where a range is advertised).

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

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

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

#### **Pay Progression Based on Performance**

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by applying consistent objectives and assessment.

The evidence we will use will include:

- self-assessment
- peer review

- tracking pupil progress
- lesson observations
- where significant and relevant, the Headteacher may introduce appropriate comments from parents or pupils
- achievement of objectives
- teachers' Standards and
- behaviours and attitudes (including those specified in relation to personal and professional conduct as detailed in the Teachers' Standards)).

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

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

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

### **Leading Practitioners**

This school has determined that it will not employ any teachers in the role of leading practitioner for this school year. The Governing Body will review this decision on an annual basis.

## **Leadership Posts**

### **Pay on Appointment**

#### **Headteachers**

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

- 1. The pay range for the Headteacher is determined by defining the role and determining the Headteacher Group** - the [Document](#) sets out the minimum and maximum salary amounts a Governing Body is able to pay a Headteacher of each school size.
- 2. Setting the indicative pay range** - in determining this, the Governing Body will take into account the following factors:
  - scale and challenge of the role
  - market conditions
  - budgetary considerations

- scope for progression
- relationship to other leadership positions within the school.

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

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

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

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

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

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

### **Assistant Headteachers/Deputy Headteachers**

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

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

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

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

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

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

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

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

### **Pay Progression Based on Performance**

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

To be fair and transparent, assessments of performance will be properly rooted

in evidence. In this school we will ensure fairness by applying consistent objectives and assessment.

The evidence we will use will include:

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

In this school judgements of performance and pay progression will be made against the criteria outlined below.

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

A teacher's overall performance will be assessed as:

<b>Outstanding</b>	<i>Where the teacher has exceeded most objectives and made a significant contribution to whole school priorities, for example through the school improvement plan. They have also consistently role modelled positive behaviours.</i>
<b>Good</b>	<i>Where the teacher has met all objectives and consistently demonstrated positive behaviours.</i>
<b>Requires Improvement</b>	<i>Where the teacher has met or partially met only some of the objectives and demonstrated some positive behaviours. Overall performance does not meet the required standard in some aspects.</i>

<b>Inadequate</b>	<i>Where the teacher has failed to meet key objectives and demonstrated some negative or inconsistent behaviour. Overall performance is below the required standard and is inadequate.</i>
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Pay progression will be recommended where a teacher has been assessed as 'Outstanding' or 'Good'.

Where an assessment of 'Good' has been given, progression to the next DRP will be recommended.

Where an assessment of 'Outstanding' has been awarded the school has the discretion to advance by more than a single DRP.

Where an assessment of 'Requires Improvement' has been given and significant progress has been made against the support/improvement plan put in place (such that the appraiser is confident that the relevant performance improvement will be achieved) progression to the next pay point will be recommended.

Where an assessment of 'Requires improvement' has been given and significant progress against the support plan has **not** been made, progression to the next pay point will **not** be recommended. The support plan should continue to be followed (with additional interventions if necessary) **and** the school will consider managing the teacher's performance under the capability procedure. **However**, if there are **sufficient mitigating circumstances** the school may decide not to manage the teacher's performance under the capability procedure at this stage.

Where an assessment of 'Inadequate' has been given, progression to the next pay point will **not** be recommended. The expectation is that supportive interventions will have failed and that the teacher's performance will be managed under the capability procedure.

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

A new DRP has been added to the MPR for 2015/16. This will provide for a meaningful opportunity for a performance-related pay uplift

The following tables will be used to inform pay recommendations

Teachers who were at M5 last year will either stay at M5 and receive a 1% uplift or progress to M6 as follows:

<b>2014/15</b>			<b>2015/16</b>	
<b>DRP</b>	<b>Salary</b>	<b>Performance</b>	<b>DRP</b>	<b>Salary</b>
M5	£29,829	Inadequate	M5	£30,128
M5	£29,829	RI	M5	£30,128
M5	£29,829	RI	M6	£32,509
M5	£29,829	Good	M6	£32,509
M5	£29,829	Outstanding	M6b	£32,831

Teachers who were at M6 last year will either stay at M6 and receive the 1% uplift or progress to the new M6b, depending on performance, as follows:

<b>2014/15</b>			<b>2015/16</b>	
<b>DRP</b>	<b>Salary</b>	<b>Performance</b>	<b>DRP</b>	<b>Salary</b>
M6	£32,187	Inadequate	M6	£32,509
M6	£32,187	RI	M6	£32,509
M6	£32,187	Good/Outstanding	M6b	£32,831

### **Process – Classroom Teachers and Leading Practitioners**

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

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

Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee having regard to the appraisal report and advice from the leadership group. The Governing Body will ensure that adequate funding is allocated for pay progression at all levels.

### **Process – Leadership Group**

Recommendations about pay will be made in the first instance by the appraiser.

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

Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee having regard to the appraisal report and advice from the Headteacher or external advisor. The Governing Body will ensure that adequate funding is allocated for pay progression at all levels.

### **Process – All Teachers.**

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

**Appendix C – Teacher Pay Scales**

**Teachers Pay Scales 2015-16**

<b>Leadership</b>					
	<b>England &amp; Wales</b>		<b>Fringe</b>		
<b>Point</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	
1	38,215	38,598	39,267	39,660	
2	39,172	39,564	40,226	40,629	
3	40,150	40,552	41,203	41,616	
4	41,150	41,562	42,208	42,631	
5	42,175	42,597	43,234	43,667	
6	43,232	43,665	44,290	44,733	
7	44,397	44,841	45,456	45,911	
8	45,421	45,876	46,474	46,939	
9	46,555	47,021	47,611	48,088	
10	47,750	48,228	48,806	49,295	
11	48,991	49,481	50,043	50,544	
12	50,118	50,620	51,178	51,690	
13	51,372	51,886	52,431	52,956	
14	52,653	53,180	53,709	54,247	
15	53,963	54,503	55,015	55,566	
16	55,397	55,951	56,455	57,020	
17	56,670	57,237	57,734	58,312	
18* Group 1 heads stop here	58,096	58,096	59,151	59,151	Scale point if top of Head Group size - no uplift for 2015/16
18	58,096	58,677	59,151	59,743	Cost of living rise if above does not apply
19	59,535	60,131	60,592	61,198	
20	61,012	61,623	62,073	62,694	

21* Group 2 heads stop here	62,521	62,521	63,585	63,585	Scale point if top of Head Group size - no uplift for 2015/16
21	62,521	63,147	63,585	64,221	Cost of living rise if above does not apply
22	64,074	64,715	65,133	65,785	
23	65,661	66,318	66,715	67,383	
24* Group 3 heads stop here	67,290	67,290	68,350	68,350	Scale point if top of Head Group size - no uplift for 2015/16
24	67,290	67,963	68,350	69,034	Cost of living rise if above does not apply
25	68,962	69,652	70,016	70,717	
26	70,668	71,375	71,728	72,446	
27* Group 4 heads stop here	72,419	72,419	73,474	73,474	Scale point if top of Head Group size - no uplift for 2015/16
27	72,419	73,144	73,474	74,209	Cost of living rise if above does not apply
28	74,215	74,958	75,269	76,022	
29	76,053	76,814	77,112	77,884	
30	77,946	78,726	78,999	79,789	
31* Group 5 heads stop here	79,872	79,872	80,932	80,932	Scale point if top of Head Group size - no uplift for 2015/16
31	79,872	80,671	80,932	81,742	Cost of living rise if above does not apply
32	81,857	82,676	82,917	83,747	
33	83,892	84,731	84,951	85,801	
34	85,965	86,825	87,025	87,896	
35* Group 6 heads stop here	88,102	88,102	89,162	89,162	Scale point if top of Head Group size - no uplift for 2015/16

35	88,102	88,984	89,162	90,054	Cost of living rise if above does not apply
36	90,284	91,187	91,340	92,254	
37	92,528	93,454	93,585	94,521	
38	94,817	95,766	95,874	96,833	
39* Group 7 heads stop here	97,128	97,128	98,182	98,182	Scale point if top of Head Group size - no uplift for 2015/16
39	97,128	98,100	98,182	99,164	Cost of living rise if above does not apply
40	99,552	100,548	100,612	101,619	
41	102,039	103,060	103,097	104,128	
42	104,596	105,642	105,655	106,712	
43 Group 8 Max	107,210	107,210	108,271	108,271	No Uplift for 2015/16

<b>Upper Pay Scale</b>				
	<b>England &amp; Wales</b>		<b>Fringe</b>	
<b>Point</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>
UPS 1	34,869	35,218	35,927	36,287
UPS 2	36,161	36,523	37,217	37,590
UPS 3	37,496	37,871	38,555	38,941

<b>Main Pay Scale</b>				
	<b>England &amp; Wales</b>		<b>Fringe</b>	
<b>Point</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>
1	22,023	22,244	23,082	23,313
2	23,764	24,002	24,821	25,070
3	25,675	25,932	26,731	26,999
4	27,650	27,927	28,713	29,001
5	29,829	30,128	30,887	31,196
6	32,187	32,509	33,244	33,577
<b>M6b</b>		<b>32,831</b>		<b>33,909</b>

<b>Unqualified Scale</b>				
	<b>England &amp; Wales</b>		<b>Fringe</b>	
<b>Point</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>
1	16,136	16,298	17,196	17,368
2	18,013	18,194	19,071	19,262
3	19,889	20,088	20,948	21,158
4	21,766	21,984	22,824	23,053
5	23,644	23,881	24,701	24,949
6	25,520	25,776	26,577	26,843

<b>Lead Practitioner</b>				
	<b>England &amp; Wales</b>		<b>Fringe</b>	
<b>Point</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>
Min	38,215	38,598	39,267	39,660
Max	58,096	58,677	59,151	59,743

<b>TLR PAYMENTS</b>				
<b>Level</b>		<b>2014</b>		<b>2015</b>
TLR2a		2,587		2,613
TLR2b		4,302		4,345
TLR2c		6,322		6,386
TLR1a		7,471		7,546
TLR1b		9,176		9,268
TLR1c		10,895		11,004
TLR1d		12,643		12,770
TLR 3	Min	511		517
	Max	2,551		2,577

<b>SEN ALLOWANCES</b>				
<b>Level</b>		<b>2014</b>		<b>2015</b>
SEN 1		2,043		2,064
SEN 2		4,034		4,075

<b>Teacher Mid Day Meals</b>				
<b>Level</b>		<b>2014</b>		<b>2015</b>
Teacher Mid-Day Meals	Per Hour	18.79		18.98

## NEARS Framework for Career Progression

	Relevant Standards	BAND 1		BAND 2	BAND 3		
		M1 - NQT	M2	M3 - M6	U1	U2	U3
<b>Professional Conduct</b>	Preamble 1.1 (3) 1.7 (1) 1.8 (1) 2.1 (1,2,3,4,5) 2.2 2.3	Meets standards for professional conduct set out in Teachers' Standards			Meets and actively promotes the highest standards for professional conduct set out in Teachers' Standards		

<b>Professional Development</b>	<p>Preamble 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) 2.2 2.3</p>	<ul style="list-style-type: none"> <li>With support of mentor, takes advantage of professional development opportunities, and additional professional time, to improve practice</li> </ul>	<ul style="list-style-type: none"> <li>Able, with support, to identify key professional development needs</li> <li>Evidence of improved practice in line with feedback</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a proactive role in identifying personal needs. Accesses relevant support and professional development from colleagues and other appropriate sources</li> <li>Keeps up to date with educational changes and ideas and adapts practice accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a proactive role in identifying personal needs. Accesses relevant support and professional development from colleagues and other appropriate sources</li> <li>Keeps up to date with educational changes and ideas and adapts practice accordingly</li> <li>Plays a proactive role in leading the professional development of colleagues</li> <li>Working towards a related school agreed priority</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a proactive role in identifying personal needs. Accesses relevant support and professional development from colleagues and other appropriate sources</li> <li>Keeps up to date with educational changes and ideas and adapts practice accordingly</li> <li>Plays a proactive role in leading the professional development of colleagues which results in positive impact on children's learning</li> <li>Leading a related school agreed priority</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a proactive role in identifying personal needs. Accesses relevant support and professional development from colleagues and other appropriate sources</li> <li>Keeps up to date with educational changes and ideas and adapts practice accordingly</li> <li>Evidence of a significant impact in the professional development of all colleagues across the school, i.e. improved pupil progress as a direct result of input</li> <li>Lead and develop a team towards achieving an external award or school priority</li> </ul>
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<b>Professional Practice (Quality of Teaching)</b>	Preamble 1.1 (1) 1.2 (2,3,5) 1.3 (1,3) 1.4 (1,2,3) 1.5 (1,2,3,4) 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4)	<ul style="list-style-type: none"> <li>Evidence that teaching is developing to 'good' with evidence that identified areas for development show improvement</li> <li>Satisfactory completion of Statutory Induction</li> </ul>	<ul style="list-style-type: none"> <li>Teaching 'good' overall</li> <li>Evidence that any specific 'RI' areas show improvement to 'good'</li> </ul>	<ul style="list-style-type: none"> <li>Teaching consistently 'good'</li> <li>Discernible evidence over time of elements of 'outstanding'</li> <li>Evidence of improvement to any areas identified by leadership team</li> </ul>	<ul style="list-style-type: none"> <li>Teaching consistently 'good' across most areas of the curriculum with some outstanding inc. English, Maths and Science</li> <li>Models teaching for colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Teaching consistently 'good' across all areas of the curriculum with some outstanding inc. English, Maths and Science</li> <li>Models elements of outstanding teaching for colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Teaching consistently 'good' across all areas of the curriculum with many outstanding inc. English, Maths and Science</li> <li>Models outstanding teaching across a number of curriculum areas for colleague</li> </ul>
<b>Professional Outcomes (Pupil Achievement)</b>	Preamble 1.1 (2) 1.2 (1,2,3) 1.5 (1) 1.6 (3,4)	<ul style="list-style-type: none"> <li>Pupils overall make progress in line with expectations set by progress catcher</li> </ul>	<ul style="list-style-type: none"> <li>Over 80% of pupils make progress at least in line with WSCC Progress Catcher 'expected' progress</li> <li>Some pupils make 'good' progress</li> </ul>	<ul style="list-style-type: none"> <li>Over 85% of pupils make progress at least in line with WSCC Progress Catcher 'expected' progress</li> <li>A significant proportion of children make good or better progress</li> </ul>	<ul style="list-style-type: none"> <li>Over 85% of pupils make progress at least in line with WSCC Progress Catcher 'expected' progress of children make good or better progress</li> </ul>	<ul style="list-style-type: none"> <li>Over 85% of pupils make progress at least in line with WSCC Progress Catcher 'expected' progress</li> <li>A significant proportion of children make good or better progress</li> <li>Some pupils make outstanding progress</li> </ul>	<ul style="list-style-type: none"> <li>Over 85% of pupils make progress at least in line with WSCC Progress Catcher 'expected' progress</li> <li>A significant proportion of children make good or better progress</li> <li>Some pupils make outstanding progress</li> </ul>

<b>Professional Relationships</b>	<p>Preamble 1.1 (1) 1.6 (4) 1.7 (4) 1.8 (2,3,5) 2.1 (1,3,4)</p>	<ul style="list-style-type: none"> <li>• Develops positive working relationships with pupils, colleagues and parents</li> <li>• Effectively deploys support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Actively maintains positive working relationships with pupils, colleagues and parents</li> <li>• Manages own support staff, including providing effective feedback, to improve provision and outcomes for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Actively maintains positive working relationships with pupils, colleagues and parents</li> <li>• Manages own support staff, including providing effective feedback, to improve provision and outcomes for pupils</li> <li>• Working relationships focus on and result in good provision and improved outcomes for pupils</li> <li>• Provides feedback and ideas for improving teaching and learning more widely, including to support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Actively maintains positive working relationships with pupils, colleagues and parents</li> <li>• Manages own support staff, including providing effective feedback, to improve provision and outcomes for pupils</li> <li>• Working relationships result in good provision and outcomes for all groups of pupils</li> <li>• Shares and provides exemplar practice in defined areas</li> </ul>	<ul style="list-style-type: none"> <li>• Actively maintains positive working relationships with pupils, colleagues and parents</li> <li>• Manages own support staff, including providing effective feedback, to improve provision and outcomes for pupils</li> <li>• Working relationships result in good provision and outcomes for all pupils</li> <li>• Proactively shares and provides exemplar best practice to improve provision and outcomes across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Actively maintains positive working relationships with pupils, colleagues and parents</li> <li>• Manages own support staff, including providing effective feedback, to improve provision and outcomes for pupils</li> <li>• Working relationships result in good provision and outcomes for all pupils</li> <li>• Plays a proactive, leading and sustained role in working with colleagues to help them overcome professional difficulties.</li> </ul>
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<i>Professional Tasks (possible leadership activities)</i>		<ul style="list-style-type: none"> <li>• Begin to shadow more experienced subject leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility for a curriculum area</li> <li>• Leads an extra-curricular activity</li> </ul>	<ul style="list-style-type: none"> <li>• Leads a curriculum area towards provision being rated 'good' or better</li> <li>• Mentor for students</li> <li>• NQT mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Leads a curriculum area towards provision being rated 'good' or better</li> <li>• Mentor for students</li> <li>• NQT mentor</li> <li>• Involvement in partnership work</li> <li>• Responsibility for leading aspect of a school initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Leads a curriculum area towards provision being rated 'good' or better</li> <li>• Mentor for students</li> <li>• NQT mentor</li> <li>• Key involvement in partnership work</li> <li>• Responsibility for leading aspect of School Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Leads a curriculum area towards provision being rated 'outstanding'</li> <li>• Mentor for students</li> <li>• NQT mentor</li> <li>• Lead person in partnership work</li> <li>• Responsibility for leading aspect of School Improvement Plan</li> </ul>
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## **Appendix D – Criteria and Procedure for Progression to the Upper Pay Range**

Any qualified teacher may apply to be paid on the Upper Pay Range (UPR), and any teacher making an application will 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 UPR.

Applications may be made once a year, in accordance with the procedure set out below.

The teacher must a letter of application including a short statement.

An application from a qualified teacher will be successful where the Staffing sub-committee is satisfied that the:

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

For the purposes of this Pay Policy:

'Highly competent' means that we would expect the teacher to demonstrate competence in the areas of:

- pupil progression
- teacher effectiveness
- wider contribution /effectiveness and
- personal and professional development.

'Substantial' means that the teacher has at least four years' experience within a classroom setting or has other relevant subject matter or other relevant transferable experience.

'Sustained' means that a teacher will be able to supply evidence of at least two consecutive appraisals where the overall assessment of performance has been 'Good' or 'Outstanding'. These will usually be obtained within the school in which they have applied to admission to the UPR. However in exceptional circumstances evidence from another source may be considered.

If a teacher is simultaneously employed at more than one school they may submit separate applications, however the decision of one school is only

applicable to that school and does not bind another school appointment or progression to the UPR.

### **Progression through the UPR**

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

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

### **Procedure for Admission to the UPR**

Applications to be admitted to the UPR should be made to the Headteacher by no later than 31 October of each year.

The applications will be assessed by the Headteacher, with due regard to all the evidence submitted.

Where the teacher's admission to the UPR is recommended by the Headteacher, it will need to be approved by the Pay Committee before it is implemented.

The outcome of the Staffing Sub- Committee should be communicated to the teacher verbally by the Headteacher in the first instance, and confirmed in writing, including the reasons for the decision.

Where a Headteacher chooses not to recommend a teacher's admission to the UPR, the Headteacher must provide verbal feedback in the first instance to the teacher, and confirm their decision in writing, including reasons for non-admission.

The teacher has a right of appeal against the Headteacher's decision not to recommend their admission to the UPR to the Governing Body. The timescale and process for appeals are the same as set out in Appendix E.

## **Appendix E – Appeals Procedure**

### **Informal Stage**

Any teacher, including the Headteacher, who is dissatisfied with the pay recommendation that has been made by their appraiser or decision not to admit them to the UPR, should first discuss this informally with the Headteacher BEFORE the recommendation is put forward to the Staffing Sub- Committee.

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

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

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

### **Formal Stage 1**

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

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

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

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

This list is indicative rather than exhaustive.

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

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

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

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

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

## **Formal Stage 2**

If the employee is dissatisfied with the decision of the Staffing Sub- Committee the teacher may appeal to the Chair of Governors.

The teacher (Headteacher) must submit their appeal in writing and state the grounds on which they believe their pay recommendation is incorrect (as described in Formal Stage 1).

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

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

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

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

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

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

If the appeal is upheld, then a summary of the evidence considered and reason

for the decision should also be given in writing in the outcome letter. The Headteacher is then responsible for ensuring that the relevant adjustment to the teacher's pay is made (or Chair of Governors in the case of the Headteacher).

If the appeal is not upheld, the relevant adjustment/or non-adjustment to the teacher's pay will be made.

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

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

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

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

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

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

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

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

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

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

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

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