



# Teaching Staff Pay Policy

<b>Responsible Trustees Committee:</b>	<b>Finance &amp; Resources</b>
<b>Policy type: (Statutory/Non Statutory)</b>	<b>Statutory</b>
<b>SMT Link:</b>	<b>Anita Frier</b>
<b>Author:</b>	<b>Arlene McLaughlin</b>
<b>Date policy reviewed/updated</b>	<b>November 2018</b>
<b>Date policy will be reviewed</b>	<b>November 2019</b>

<b>Review Completed</b>	<b>Amendments Y/N</b>	<b>Reason for Change</b>
November 2017	Y	Updated iaw STPCD & STRB 2017
November 2018	Y	Updated iaw STPCD & STRB 2018
March 2019	Y	Amendment to para 40 Appendix 5 - pay progression evidence

# Contents

	<b>Page Number</b>
Pay Policy	2 - 15
Appendix 1	16 - 17
Remit of the ISP Trustees, LGB and Executive Team Pay	
Appendix 2	18 - 21
Pay Appeals Procedure	
Appendix 3	22
Pay Progression Application Form	
Appendix 4	23
Teachers Standards - Pay Progression Criteria	
Appendix 5	24 - 25
Pay Progression - Summary of Evidence MPS & UPS	
Appendix 6	26
Employment and Equalities Legislation	

# Inspiring Schools Partnership Teachers' Staff Pay Policy

## Context

The School Teachers' Pay and Conditions Document (STPCD) 2018 section 2 paragraph 2.1 (<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>) requires schools and local authorities to have a pay policy which sets out the basis on which they determine teachers' pay; the date by which they will determine teachers' annual pay review; and the procedures for determining appeals. Schools and local authorities must stay within the legal framework set out in the STPCD and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection). All procedures for determining pay should be consistent with the principles of public life – objectivity, openness and accountability.

Additional information on pay matters published by the Department for Education in *"implementing your school's approach to pay"*

The main changes to the document and accompanying guidance since 2018 make provision for the September 2018 pay award. Inspiring Schools Partnership Multi Academy Trust Teachers' Pay Policy has been updated to take account of these changes and has been written to comply with Employment and Equalities Legislation listed at Appendix 6. Pay decisions will have regard to this pay policy and to teacher's particular posts within the staffing structure of the MAT. The staffing structure, which is updated annually, is available to all staff.

The Executive Principal and Trustees will, as part of the annual review, consult staff and unions on their pay policy and review it each year to ensure that it reflects the latest legal position.

Our Teachers' Pay Policy covers pay arrangements for teachers who are being paid on the unqualified, main and upper pay ranges and the pay range for leading practitioners. In addition, it will also cover teachers being paid on the leadership scale.

In line with the recommendations in the STRB's 28<sup>th</sup> Report, from 1 September 2018:

- i. A 3.5% uplift to the minimum and maximum of the main pay range (MPR) and the unqualified teachers range; •

- ii. A 2% uplift to the minima and maxima of the upper pay range (UPR) and the leading practitioner pay range; •
- iii. A 1.5 % uplift to the minima and maxima of the leadership group pay range and all headteacher group pay up to SCP 43
- iv. A 2% uplift to the minima and maxima of the Teaching and Learning Responsibility (TLR) and Special Educational Needs (SEN) allowance ranges.

Pay rates are contained in the following link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/740575/School\\_teachers\\_pay\\_and\\_conditions\\_document\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740575/School_teachers_pay_and_conditions_document_2018.pdf)

## **Teaching Staff Pay Policy**

### Introduction

1. This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document 2018 and has been consulted on with staff and trade unions. A copy of this policy will be made available to staff.
2. In adopting this pay policy the aim is to:
  - a. Assure the high quality of teaching and learning at each school within Inspiring Schools Partnership
  - b. Support the recruitment and retention of a high quality teacher workforce
  - c. Enable Inspiring Schools Partnership to recognise and reward teachers appropriately for their contribution to the MAT's aims and priorities.
  - d. Help to ensure that decisions on pay are managed in a fair, just and transparent way.
3. Responsibility for this policy lies with ISP Trustees Finance and Resources Committee. Pay decisions at Stoke Damerel Community College, Montpelier Primary School and Scott Medical and Health College are overseen by the Local Governing Body which has delegated certain responsibilities and decision making powers to the Remuneration Committee. The Executive team will be responsible for overseeing and implementing this policy under the guidance of ISP Trustees Finance and Resources Committee who has overall responsibility.

Each Headteacher shall be responsible for advising the relevant Remunerations committee on its decisions.

#### Pay Reviews

4. The Executive Team and Local Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
5. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
6. Where a pay determination leads or may lead to the start of a period of safeguarding, the Executive Team will give the required notification as soon as possible and no later than one month after the date of the determination and notify the relevant committee of the decision.

#### Basic Pay Determination on Appointment

7. The ISP Trustees have delegated authority to the Executive Team who will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
8. In making such determinations, the Executive Team may take into account a range of factors including:
  - The nature of the post
  - The level of qualifications, skills and experience required
  - Market conditions, including specialist shortages
  - The wider school context.
9. The ISP Trustees and Executive Team will be cognisant of the experience and service that progression through the pay range brings and will apply pay portability principles as appropriate.
10. As a Schools Direct training agency, the ISP Trustees and Executive team will establish a salaried scale for schools direct trainees teachers in training taking account of market forces and funding.

### Unqualified Teachers

11. ISP Trustees have determined that it will appoint unqualified teachers employed in classroom teacher posts at the Pay Scale outlined in the STPCD 2018.

### Qualified Teachers – Main and Upper Pay Range

12. The ISP Trustees undertakes that it will not restrict the pay range advertised for starting salary and pay progression prospects available for classroom teachers' posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range. Pay rates are outlined in the STPCD 2018.

### Leading Practitioner Teaching Posts

13. The ISP Trustees have decided that Lead Practitioner posts may be established for teachers whose primary purpose is the “modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure”.
14. An appropriate pay scale range for Leading Practitioner teaching posts paid on the Leading Practitioner Pay Range.
15. When determining the pay scales for such posts, ISP Trustees and the Executive Team will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.
16. The policy of the ISP Trustees is to appoint any new Leading Practitioner teacher at the minimum point of the pay range.

### Leadership Teacher Posts

17. The pay ranges for the Headteacher, Deputy Headteacher and Assistant Headteacher will be determined in accordance with the criteria specified in the 2018 STPCD and ensuring fair pay relativities.
18. The ISP Trustees have established the pay ranges for the Headteacher, Deputy Headteacher and Assistant Headteacher in accordance with the STPCD 2018.
19. Discretionary payments to the Headteacher will be determined in accordance with the provisions of the 2018 STPCD and will be reviewed annually.

20. The ISP Trustees will normally appoint new leadership teachers at the minimum point of the relevant pay range.

21. The ISP Trustees will pay teachers as Deputy Headteacher and Assistant Headteacher only where the Executive Team is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –

- (a) is focused on teaching and learning;
- (b) requires the exercise of a teacher's professional skills and judgment;
- (c) requires the teacher to lead and manage the school through:
  - development of teaching and learning priorities across the school;
  - accountability for the standards of achievement and behaviour of pupils across the school;
  - accountability for the planning and deployment of the school's resources;
  - leading policy development and implementation across the school in accordance with statutory provisions;
  - managing whole school operational activity;
  - working with external bodies and agencies; and
  - securing pupils' access to their educational entitlements;
- (d) has an impact on the educational progress of the school's pupils;
- (e) involves leading, developing and enhancing the teaching practice of the school's staff; and
- (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.

22. In the case of a Deputy Headteacher post, ISP Trustees and the Executive Team must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Headteacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the Headteacher.

### **PAY PROGRESSION BASED ON PERFORMANCE**

23. The ISP Trustees, Local Governing Bodies and the Executive Team recognise the importance of investing in the continuing professional development of every member of staff. All

teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance professional practice. The arrangements for teachers' appraisals are set out in the Trust's Staff Appraisal policy.

24. Decisions regarding pay progression will be made with reference to the teachers' performance management reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.
25. To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
26. The evidence we will use will include, tracking pupil progress, lesson observations, learning walks, School IP evidence, portfolios, work scrutiny, CPD evaluations including mid year reviews and job descriptions.
27. Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Local Governing Body, having regard to the appraisal report which will be endorsed and triangulated by a range of individuals, including members of the senior leadership team specifically trained in quality assuring the performance and appraisal process for fairness and consistency of application.
28. The Trustees will ensure appropriate funding is allocated for pay progression for all eligible teachers.
29. Judgements of performance will be made against the professional teaching standards, career stage expectations and the performance management objectives set in September
30. Teachers will be eligible for pay progression following each successful appraisal report.
31. UPR teachers are eligible for pay progression if they are able to demonstrate significant, substantial and sustained contribution during the appraisal period.

#### Unqualified Classroom Teachers

31. Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance

management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

#### Classroom Teachers on the Main Pay Range

32. Classroom teachers will be awarded pay progression on the Main Pay Range following each successful performance management/appraisal review and should apply using the application form at **Appendix 5**. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.
33. Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

#### Classroom Teachers on the Upper Pay Range

34. Classroom teachers can make pay progression on the Upper Pay Range providing the following criteria is met:
  - a. Two successful performance management/appraisal reviews.
  - b. The achievements of the post threshold teacher and evidence that his/her contribution to the college has been significant, substantial and sustained and in line with career stage expectations

Application for pay progression on the Upper Pay Scale can be made using the application form at **Appendix 5**. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

#### Leading Practitioner Teachers

35. Leading Practitioner teachers will be awarded pay progression on their pay scale range following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance

management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

#### Leadership Teachers (Headteacher , Deputy Headteacher and Assistant Headteacher )

36. The Headteacher, Deputy Headteacher and Assistant Headteacher will be awarded additional scale points in accordance with the provisions of the 2018 STPCD ie they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

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

##### Applications and Evidence

37. Teachers will be eligible for progression to the Upper Pay Range having reached M6 on the Main Pay Range. Teachers on Scale Points 5 and 6 of the Main Pay Range will be notified at the start of each school year of their eligibility to apply for assessment.

38. Any qualified teacher on MPS 6 may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.

39. Applications may be made once a year. Where teachers wish to be assessed, they should notify the Headteacher in writing using the application form at **Appendix 3**. This will instigate a support interview with the Deputy Headteacher or AVP who will outline the application process. The teacher's application will be appended to their performance management/appraisal planning statement.

40. The deadline for application for pay progression must be with the Headteacher by no later than **30th September** for consideration by the LGB remuneration committee in **October/November**.

41. The evidence to be used will only be that available through the performance management/appraisal process and will include a performance management review statement and a professional portfolio.

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

## **The Assessment**

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

- a. the teacher is highly competent in all elements of the relevant standards, meet career stage expectations; and
- b. the teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy:

**Highly competent** means "a performance which is not only good but is also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice".

**Substantial** means "of real importance, validity or value to the school, play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning".

**Sustained** means "maintained continuously over a long period, for example over 2 academic years".

To ensure all applications are managed in a robust, transparent and equitable manner, initial assessments will be carried out by the performance manager. Subsequent assessments will be made by the Deputy Headteacher, the Headteacher, with the final determination being made by the Local Governing Body.

43. For the purposes of this pay policy, the Local Governing Body will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria (see **Appendix 4**) have been satisfied as evidenced by two successful and

consecutive performance management/appraisal reviews together with the applicant's professional portfolio.

44. In making its decision, the Local Governing Body will have regard to the two most recent performance management/appraisal reviews and the professional portfolio. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **Processes and Procedures**

45. The assessment will be made as published within the Trust's CPD calendar and in line with the Local Governing Body's Remuneration committee. If successful, applicants will move to the Upper Pay Range from the previous 1<sup>st</sup> September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the Headteacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's general appeals arrangements.

### **PART TIME TEACHERS**

46. Teachers employed on an on-going basis who work less than a full working week are deemed to be part-time. The Local Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

### **SHORT NOTICE/SUPPLY TEACHERS**

47. 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.

48. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

### **PAY INCREASES ARISING FROM CHANGES TO THE STPCD**

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

### **DISCRETIONARY ALLOWANCES AND PAYMENTS**

#### **Teaching & Learning Responsibility Payments (TLRs)**

50. A TLR payment may be awarded to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with, and subject to, paras 3, 20.2 and 20.3 of the STPCD 2018 document. Unqualified teacher may not be awarded TLRs.

51. The Local Governing Body pays TLR 1 and 2 payments to teachers as indicated in the attached staffing structure, in accordance with the pay ranges specified in the 2018 STPCD as updated in the Leadership & Management Structure which is published annually.

52. TLR 1 will be within the range detailed in the STPCD 2018.

53. TLR 2 will be within the range detailed in the STPCD 2018.

54. The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payment, the Local Governing Body must be satisfied that the teacher's duties include a sustained additional responsibility that is not required of all classroom teachers and that:

- a. 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.
55. In addition, before awarding a TLR1 payment, the Local Governing Body must be satisfied that the sustained, additional responsibility referred to above includes line management responsibility for a significant number of people.
56. The Local Governing Body will consider that the use of TLR3 payment will apply only for clearly time-limited school improvement projects or one-off externally driven responsibilities and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment and where there is a genuine development or operational need. Where the Local Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range) and the duration of payment will be set out clearly.

#### **Special educational needs (SEN) allowances**

57. The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the 2018 STPCD.

#### **Acting allowances**

58. Where any teacher is required to act as Headteacher, Deputy Headteacher or Assistant Headteacher for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.
- Payments will be backdated to the day on which the teacher assumed those duties.

#### **Allowance payable to unqualified teachers**

59. The relevant body may determine that such additional allowances as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:
- a. taken on a sustained additional responsibility which:
    - i. is focused on teaching and learning; and
    - ii. required the exercise of a teacher's professional skills and judgement; or

- b. qualifications or experience which bring added value to the role being undertaken

### **Additional Payments**

60. The Local Governing Body may make such payments as it sees fit to a teacher, (excluding the Senior Leadership Team), in respect of;
- a. continuing professional development undertaken outside the school day;
  - b. activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
  - c. participation in out-of-school hours learning activities agreed between the teacher and the Headteacher;
  - d. additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.
  - e. The Local Governing Body recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.
  - f. Additional payments will be calculated at the flat rate of £25.00 per hour which is non-pensionable.

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

61. Subject to paragraph 62, the ISP Trustees and/or the Local Governing Body may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.
62. Where the relevant body is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the relevant body must conduct a regular review of all such rewards. The relevant body should make clear from the outset the expected duration of any such incentives and benefits and the review date after which they may be withdrawn.

63. Headteachers, Deputy Headteachers and Assistant Headteachers may not be awarded payments under paragraphs 61 and 62 other than as reimbursement of reasonably incurred housing or relocations costs. All other recruitment and retention considerations in relation to Headteacher, Deputy Headteacher or Assistant Headteacher - including non monetary benefits - must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit awarded under a previous document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this document.

### **SALARY SACRIFICE ARRANGEMENTS**

64. For the purposes of this paragraph, the term “salary sacrifice arrangement” means any arrangement under which the teacher gives up the right to receive part of the teacher’s gross salary in return for the employer’s agreement to provide a benefit-in-kind under any of the following schemes:

- a) a child care voucher or other child care benefit scheme;
  - b) a cycle or cyclist’s safety equipment scheme; or<sup>1</sup>
  - c) a mobile telephone scheme entered into on or before 5 April 2017; and
- that benefit-in-kind is exempt from income tax<sup>2</sup>

65. Where the employer operates a salary sacrifice arrangement, the teacher may participate in any such arrangement and the teacher’s gross salary may be reduced accordingly for the duration of such participation.

66. Participation in any salary sacrifice arrangement has no effect upon the determination of any safeguarded sum to which the teacher may be entitled under any provision of this document.

---

<sup>1</sup> After 6 months service

<sup>2</sup> The Income Tax (Earning and Pensions) Act 2003 (3c.1) provides that no liability to income tax arises in respect of the provision for an employee of any of these benefits-in-kind where the specified conditions are met.

## **SAFEGUARDING**

67. The Governing Body will operate salary safeguarding arrangements in line with the provisions of the 2018 STPCD.

## **APPEALS**

68. The arrangements for considering appeals on pay determination are set out in **Appendix 2** of this policy.

## **MONITORING THE IMPACT OF THE POLICY**

69. The Local Governing Body 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.

## **APPENDIX ONE**

### **ESTABLISHMENT OF THE POLICY**

The Trustees of the Resources and Finance Committee are responsible for:

- adopting and formally approving the policy, in consultation with the Executive Team, staff and trade union representatives

### **REMIT FOR THE EXECUTIVE TEAM**

To support pay discretions within Trust Pay Policies

### **REMIT FOR THE REMUNERATION COMMITTEE OF THE LOCAL GOVERNING BODY**

The Remuneration committee will comprise at least three governors. All governors, including those employed at the school, will be eligible for membership of the Remuneration Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school.

The committee is responsible for considering recommendations for pay progression and threshold requests including pay grades and additional payments for all teaching staff.

### **MONITORING AND REVIEW OF THE POLICY**

The Trustees of the Resources and Committee are responsible for:

- reviewing and adopting the policy annually, in consultation with the Executive Team, staff and trade union representatives; and submitting it to the Local Governing Body for approval.

The Local Governing Body is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

## **APPLICATION OF THE POLICY**

The Executive team is responsible for:

- ensuring that pay recommendations for the Deputy Headteachers and Assistant Headteachers, classroom teachers and support staff are made and submitted to the Remuneration Committee in accordance with the terms of the policy;
- advising the Remuneration Committee on its decisions;
- ensuring that staff are informed of the outcome of decisions of the Remuneration Committee and of the right of appeal.

The Remuneration Committee is responsible for:

- taking decisions regarding the pay of the Headteacher, Deputy Headteacher and Assistant Headteacher, classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the Executive Team;
- taking decisions regarding the pay of the Executive Principal and Headteachers following consideration of the recommendations of the governors responsible for the Executive Principal and Headteachers performance review;
- submitting reports of these decisions to the Local Governing Body; and
- ensuring that the Executive Principal and Headteachers are informed of the outcome of the decision of the Remuneration Committee and of the right of appeal.

The Appeals Committee of the Local Governing Body is responsible for:

- taking decisions on appeals against the decisions of the Remuneration Committee in accordance with the terms of the appeals procedure of the policy.

## **APPENDIX TWO**

### **PAY APPEALS PROCEDURE**

The Local Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law<sup>3</sup>.

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Local Governing Body (or a committee or individual acting with delegated authority) that affects their pay.

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

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

- a. incorrectly applied any provision of the STPCD;
- b. failed to have proper regard for statutory guidance;
- c. failed to take proper account of relevant evidence;
- d. took account of irrelevant or inaccurate evidence;
- e. was biased; or
- f. otherwise unlawfully discriminated against the teacher.

---

<sup>3</sup> See <http://www.acas.org.uk/index.aspx?articled=2174>

## **The order of proceedings is as follows:**

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher 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 of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher 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.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher 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 is rejected will include a note of the evidence considered and the reasons for the decision.
7. For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

## **The procedure for the conduct of formal meetings shall be as follows.**

### Introductions

Chair introduces everyone and what their role is:

- Self as Chair
- other panel member(s) (if applicable)
- employee
- employee representative
- any witnesses for the employee side
- management representative who will state the management case
- any witnesses for the management side
- person who will clerk the meeting
- HR manager to give advice to the panel

### Explain the order of the hearing:

- Employee will state their case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Chair to sum up both sides
- Chair to adjourn hearing to deliberate

### The employee case

Employee/representative presents employee case:

- what is the evidence that supports their case
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

### The management case

Management representative presents management case:

- what is the evidence that supports the disputed pay decision
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable)

### Summing up

If appropriate, the Chair can sum up the key points on both sides

### End of hearing

Chair ends the hearing and advises employee that will let him/her have the panel's decision in writing within timescale

Chair advises employee that he/she will have a right of appeal and that the letter will contain full details

### Decision-making

HR Advisor notes main points of panel discussion and their decision

Panel obtains HR advice if required to inform their decision-making

### Communication of decision

Employee is notified of decision

Decision and reason for the decision confirmed in writing

## **APPENDIX THREE**

### **APPLICATION FOR PAY PROGRESSION TO THE UPPER PAY RANGE**

Teacher's Details:

Name \_\_\_\_\_

Post \_\_\_\_\_

PM/Appraisal Details:

Years covered by planning/review statements

Schools covered by planning/review statements

Declaration:

I confirm that at the date of this request meets the eligibility criteria and I submit performance management/appraisal planning, and where applicable, review statements and my professional portfolio covering the relevant period.

Applicant's signature \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX FOUR**

### **TEACHERS STANDARDS - PAY PROGRESSION CRITERIA**

*“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”.*

Department of Education - Teachers Standards 2012<sup>4</sup>

#### **A Teacher Must:**

##### Part One

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good a safe learning environment
8. Fulfil wider professional responsibilities

##### Part Two

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.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
2. 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
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

---

<sup>4</sup> <http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards>

## APPENDIX FIVE

### Pay Progression - Summary of Evidence - Main Pay Scale

Name:	Department:	
Appraiser:	SMT:	Date:
Pay Scale Point:	Date Awarded:	

Evidence has been provided in the Performance Management Report to meet the criteria outlined in the 3 areas below and in the Appraisal Policy. Evidence used includes the Trust self-evaluation procedures, appraisal, CPD records, attainment data and Professional Development Portfolios.

	Teacher		Appraiser	
	YES	NO	YES	NO
1. Substantial and sustained maintenance of <b>all</b> National Professional Standards, including areas of responsibility ie TLR, in a satisfactory Manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professional development identified and addressed since preview under appraisal regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Achieved or made good progress towards Objectives agreed or set within the Appraisal system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If no, outline suggested areas for further Professional Development that need to be addressed

If no, outline suggested areas for further Professional Development

Overall Assessment: In our professional judgement, the teacher named above has met the criteria adopted by the Governing Body of the Trust for progression to point:

Signed:	Appraiser:	Date:
Signed:	SMT:	Date:
Signed	Principal/HT:	Date:

## Pay Progression - Summary of Evidence - UPS

Name:	Department:	
Appraiser:	SMT:	Date:
Pay Scale Point:	Date Awarded:	

Evidence has been provided in the Performance Management Report to meet the criteria outlined in the 4 areas below and in the Appraisal Policy. Evidence used includes the Trust self-evaluation procedures, appraisal, CPD records, attainment data and Professional Development Portfolios.

	Teacher		Appraiser	
	YES	NO	YES	NO
1. Significant, substantial and sustained maintenance of <b>all</b> National Professional Standards and areas of responsibility ie TLR, in a satisfactory manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professional development identified and addressed since review under appraisal regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Achieved or made good progress towards Objectives agreed or set within the Trust Appraisal system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Substantial and sustained maintenance of Post Threshold standards in a satisfactory manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If no, outline suggested areas for further Professional Development that need to be addressed

If no, outline suggested areas for further Professional Development

Overall Assessment: In our professional judgement, the teacher named above has met the criteria adopted by the Governing Body for progression to point

Signed:	Appraiser:	Date:
Signed:	SMT:	Date:
Signed:	Principal/HT:	Date:

## **APPENDIX SIX**

### **Employment and Equalities Legislation**

- Equality Act 2010/2012
- Employment Rights Act 1996
- Employment Relations Act 1999
- Employment Act 2002
- Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Fixed Term Workers (Prevention of Less Favourable Treatment) Regulations 2000