



## *Pay Policy*

### *2017-2018*

Bournemouth School is committed to developing a fair and transparent systematic approach to performance management, appraisal and pay decisions for its staff.

The policy is built on the relevant national and locally negotiated pay and conditions documents for teachers and support staff; it takes into account legislation and associated guidance.

All procedures for determining pay will be consistent with the principles of public life, *i.e.* integrity, objectivity, equality, openness and accountability.

Under the Freedom of Information Act 2000, the pay policy will be published through the scheme of publication and it will be made available on demand.

#### **Related Policies**

Staff Appraisal and Capability Policy

LGPS Policy

Recruitment Policy

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\* These appendices are confidential and only available to members of SLT, the Chair and Vice Chair of Governors and the Governors' Pay Committee

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**SECTION A: General Principles****Introduction**

1. This policy sets out the framework for making decisions on the remuneration of teachers and support staff. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and terms of the National Agreement on Pay and Conditions of Service of the National Joint Council (NJC) for Local Government Services and reflects pre-existing local agreements reached between the Local Authority and the appropriate trade unions for the staff concerned. A copy of this policy and all relevant documents on pay and conditions will be made available to staff by the school.
2. In adopting this pay policy the aim is to:
  - maximise the quality of teaching and learning at the school
  - support the recruitment and retention of a high quality workforce
  - enable the school to recognise and reward staff appropriately for their contribution to the school
  - ensure accountability, transparency, objectivity and equality of opportunity.
3. Pay decisions at this school are overseen by the Resources Committee which has delegated certain responsibilities and decision making powers to the Pay Committee and members of the school's SLT as set out in Appendix 1. The Resources Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the Governing Body, and shall delegate responsibility to the Headteacher and Business Manager to take pay decisions on behalf of the Governing Body in accordance with this policy. The Headteacher shall be responsible for advising the Pay Committee on any decisions, other than on decisions on the Headteacher's remuneration, for which the committee will be advised by an independent third party.
4. The policy will apply to all staff employed at the school and paid for from the Governing Body's delegated budget. The policy will not apply to others such as, for example, casual staff and staff employed by a third party and working at the school under the terms of a service level agreement.

**Pay reviews**

5. The Headteacher will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by 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.
6. The Headteacher will ensure that all support staff salaries are reviewed annually with effect from 1 April and that each member of support staff is notified of the outcome by no later than 31 July each year, and that all support staff are given a written statement setting out their salary and any other financial benefits to which they are entitled.
7. 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.
8. Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

**Pay determination on appointment**

9. The Headteacher/Business Manager 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.
10. In making such determinations, the Headteacher/Business Manager may take into account a range of factors, including:
  - the nature of the post
  - the level of qualifications, skills and experience required
  - market conditions
  - the wider school context

## SECTION B: Teachers' pay and progression

### Pay progression based upon performance

11. All teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.
12. Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
13. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
14. 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 appraisal and pay policies and consequent pay decisions.
15. The evidence used will be that available through the appraisal process, including lesson observation outcomes, student progress data and the fulfillment of agreed objectives for the appraisal cycle.
16. Where teachers have joined the school part way through a performance management/appraisal cycle, the Headteacher will, where necessary, seek evidence from the previous schools to assist pay decisions and will only, where necessary, seek evidence from the teachers themselves.
17. Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Headteacher, having regard to the appraisal report and taking into account advice from the senior colleagues.
18. All teachers can expect progression to the top of their pay range as a result of successful appraisal reviews.

### Classroom teacher posts and progression

19. The Governing Body has adopted the following pay range for classroom teacher posts paid on the Main Pay Range and Upper Pay Range (see Tables 1 and 2).

Scale point	Pay
<b>M1</b>	22,917
<b>M2</b>	24,728
<b>M3</b>	26,716
<b>M4</b>	28,772
<b>M5</b>	31,039
<b>M6</b>	33,824

Main Pay Range **Table 1**

Scale point	Pay
<b>U1</b>	35,927
<b>U2</b>	37,258
<b>U3</b>	38,633

Upper Pay Range **Table 2**

20. The Headteacher/Business Manager will apply the principle of pay portability in making pay determinations for all new appointees as follows:
21. When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Headteacher/Business Manager will pay the teacher on the Main Pay Range and will allocate pay scale points, considering the following guidelines:
  - one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
  - one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
  - one point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people;
  - one point for each three years of other remunerated or unremunerated experience including caring for children during a career break.
22. The Headteacher will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main or Upper Pay Ranges.
23. When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or Academy in England and Wales, the Governing Body will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.
24. Classroom teachers will be awarded pay progression on the Main Pay Range following each successful appraisal review.
25. Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.
26. One permanent discretionary additional point (i.e. double jumping) may be awarded, on recommendation, in a year when a teacher's performance was excellent having regard to all aspects of his/her professional duties, in particular classroom teaching. Written justification will be made of such a decision.

### **Movement to the upper pay range**

#### *Applications and Evidence*

27. Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.
28. Teachers will be eligible for progression to the Upper Pay Range having reached M6 on the Main Pay Range. The Headteacher will notify all teachers on Scale Points 5 and 6 of the Main Pay Range at the start of each school year of their eligibility to apply for assessment.
29. Applications for assessment must be made by 31<sup>st</sup> October for progression the following September. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix 3) which should be submitted by the teacher to the appraiser at the appraisal planning meeting. The teacher's application will be appended to their Appraisal Record. This will enable the Appraiser to set appropriate appraisal objectives and support the teacher in reaching (and evidencing) the required standards before the assessment is made at the end of the appraisal cycle.

30. The evidence to be used will be that available through appraisal process.
31. 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*

32. An application from a qualified teacher will be successful where the Headteacher is satisfied that:
  - a) the teacher is highly competent in all elements of the relevant standards; and
  - b) the teacher's achievements and contribution to the school are substantial and sustained.
33. For the purposes of this pay policy:
  - 'highly competent' means performance which is not only good but 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, playing a critical role in the life of the school, providing a role model for teaching and learning, making a distinctive contribution to the raising of pupil standards, or taking advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and
  - 'sustained' means maintained continuously over a long period e.g. 2 or more school year(s).
34. The Headteacher will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the above conditions and the Upper Pay Range criteria (see Appendix 4) have been satisfied as evidenced by two successful and consecutive appraisal reviews.
35. In making its decision, the Headteacher will have regard to the two most recent performance appraisal reviews and a recommendation based upon the above criteria from the teacher's appraiser.

### *Upper Pay Range Progression and Professional Development*

36. It is accepted that teachers need to be given both the support and opportunity to demonstrate that they are working at the desired level for their grade and have opportunities to progress in their career. Teachers at M5 and M6 should therefore be given opportunities to develop their skills and experience so that, at the point of assessing their application for progression, they are most likely to succeed.

### *Processes and procedures*

37. The assessment will be made within by 31<sup>st</sup> October. If successful, applicants will move to the Upper Pay Range from the previous 1<sup>st</sup> September. The Pay Committee, on recommendation of the Headteacher, will determine where on the upper pay range a successful teacher is placed. Whilst this will usually be on point 1 of the Upper Pay Scale, the committee may start a teacher further up the range, in exceptional circumstances only, having considered:
  - the nature of the post and the responsibilities it entails
  - the level of qualifications, skills and experience of the teacher
38. If unsuccessful, feedback will be provided by the Headteacher as soon as possible and at least within 10 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 pay appeals arrangements (Appendix 2).

*Pay progression for Classroom teachers on the Upper Pay Range*

39. Classroom teachers may be awarded pay progression on the Upper Pay Range following two successful appraisal reviews (see Appendix 4).
40. Teachers at UPS1 and UPS2 should have appraisal objectives appropriate to their grade. Outcomes from these activities, via the Review Statement, should be used as an evidence stream in relation to progression.

**Leading practitioner posts**

41. The Governing Body has adopted the following pay range for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range (Table 3)

Spine point	Pay
<b>LP1</b>	39,374
<b>LP2</b>	40,360
<b>LP3</b>	41,368
<b>LP4</b>	42,398
<b>LP5</b>	43,454
<b>LP6</b>	44,544
<b>LP7</b>	45,743
<b>LP8</b>	46,799

Leading Practitioner Pay Range **Table 3**

42. Such 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.
43. When determining the individual salary range, the School will take into account the challenge and demands of an individual post and be mindful of internal pay relativities. If the school creates more than one such post, the individual post ranges will be determined separately for each post and need not be identical. Salaries will be for specific posts, and will not be portable between different schools or different posts within the school.
44. Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a Headteacher, including those responsibilities delegated by the Headteacher.
45. A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:
- coaching, mentoring and induction of teachers, including trainees and NQTs
  - disseminating materials and advising on practice, research and continuing professional development provision
  - assessment and impact evaluation, including through demonstration lessons and classroom observation
  - helping teachers who are experiencing difficulties.
46. Leading practitioners may also be required to take on this role in other schools or in relation to teachers from other schools.
47. There are no national criteria for appointment to these posts, except that the teachers must have QTS, but successful candidates will normally be expected to have a sustained track record of successful performance as a teacher on the upper pay range, to demonstrate excellence in teaching and to have contributed to leading the improvement of teaching skills.



48. Leading Practitioner teachers will be awarded pay progression on their pay scales following each successful appraisal review.

### Unqualified teachers

49. The Governing Body has adopted the following pay range for unqualified teachers employed in classroom teacher posts (Table 4).

Scale point	Pay
1	16,626
2	18,560
3	20,492
4	22,427
5	24,362
6	26,295

Unqualified teachers' pay scale **Table 4**

50. Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful appraisal review.

### Leadership posts

51. The pay ranges for the Headteacher, Deputy Headteacher[s] and Assistant Headteacher[s] and members of the extended leadership team will be determined with regard to the criteria specified in the STPCD and ensuring fair pay relativities. The Leadership pay scale is given in Table 5.

Spine point	Pay	Spine point	Pay
L1	39,374	L23	67,652
L2	40,360	L24	69,330
L3	41,368	L25	71,053
L4	42,398	L26	72,810
L5	43,454	L27	74,615
L6	44,544	L28	76,466
L7	45,743	L29	78,359
L8	46,799	L30	80,310
L9	47,967	L31	82,293
L10	49,199	L32	84,339
L11	50,476	L33	86,435
L12	51,639	L34	88,571
L13	52,930	L35	90,773
L14	54,250	L36	93,020
L15	55,600	L37	95,333
L16	57,077	L38	97,692
L17	58,389	L39	100,072
L18	59,857	L40	102,570
L19	61,341	L41	105,132
L20	62,863	L42	107,766
L21	64,417	L43	109,366
L22	66,017		

Leadership pay scale **Table 5**

52. The Governing Body has established the following pay ranges for those on the leadership scale:

Leadership post	Pay range
Headteacher	L29-35
Deputy Headteacher	L18-22
Assistant Headteacher	L12-16
Senior Teacher	L6-10

Leadership pay ranges **Table 6**

53. The Governing Body will pay teachers on the leadership scale where the Governing Body 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 and securing student progress;
  - (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; or
  - (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.

#### *The Headteacher*

54. The Pay Committee will determine the individual school range (ISR) comprising seven points, on which the Headteacher will be paid. The Headteacher group for the school is assessed as Group 7. This is calculated in accordance with the current School Teachers' Pay and Conditions Document and the requirement to calculate Total Unit Score with reference to the number of pupils on the school register but also takes into account market forces. The Governing Body has determined that the Headteacher's pay range will be L29-35.
55. Progression up the salary spine within the ISR is dependent on the Headteacher achieving the performance objectives agreed with the governing body on an annual basis, in accordance with relevant current guidance. The Pay Committee will meet the Headteacher annually, in the autumn, to review the performance objectives agreed in the previous year and agree new objectives for the coming year, relating to school leadership and management and pupil progress, in accordance with the guidance. The Pay Committee may undertake up to two further reviews during the year in addition to this formal review.
56. The Pay Committee will set performance objectives for the Headteacher in default of their reaching mutual agreement.
57. The Pay Committee will review the Headteacher's salary each year, after the formal performance review relating to the objectives agreed the previous year. The Headteacher must demonstrate sustained high quality of performance with particular regard to leadership, management and pupil progress at the School. A review of the Headteacher's performance against performance objectives will take place before any performance points are awarded. Any pay award will be backdated to 1 September of the current academic year. The Headteacher will be notified of the outcome of the pay review, in writing, by the chair of governors (or this may be delegated to another authorised person) in accordance with the STPCD and Guidance.
58. The Pay Committee will consider movement by more than one pay point in the same year only in exceptional circumstances. Where applicable, this will be justified in writing.

59. Should there be a need to recruit a new Headteacher, or if the responsibilities of the existing Headteacher change significantly, the Pay Committee will reassess the Headteacher group and ISR for the school, in accordance with the criteria in the STPCD and Guidance, and taking into account the prevailing market forces.

#### *Deputy Headteacher*

60. The Pay Committee will determine the five point salary range on the leadership spine which the Deputy Headteacher will be paid on. This will fall in the gap between the salary of the highest paid classroom teacher and the bottom of the Headteacher's ISR. The bottom of the deputy's range will be at least one point above the bottom of the range of any assistant head. The range will be set at a higher or lower level within the gap to reflect job responsibilities. The Governing Body must be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Headteacher employed in the school, including responsibility for discharging in full the responsibilities of the head in the absence of the Headteacher. The Governing Body has determined that the deputy Headteacher's pay range will be L18-22.
61. The deputy's salary will be formally reviewed each autumn by the Headteacher in relation to their achievements against agreed objectives under the terms of the school's appraisal policy. The deputy must demonstrate sustained high quality of performance with particular regard to leadership, management and pupil progress at the School. A review of the deputy head's performance against performance objectives will take place before any performance points are awarded. Any pay award will be backdated to 1 September.
62. The Pay Committee will consider movement by more than one pay point in the same year only in exceptional circumstances. Where applicable, this will be justified in writing.
63. When a new appointment needs to be made the Pay Committee will determine a deputy head pay range in accordance with the School Teachers' Pay and Conditions Document and Guidance. They will also take into account any other permanent payments made to staff in school to ensure that appropriate differentials are in place and maintained between posts of differing responsibility and accountability. The committee will record its reasons for the determination of the pay range in accordance with the School Teachers' Pay and Conditions Document and Guidance. The appropriate Committee will exercise discretion under the School Teachers' Pay and Conditions Document and Guidance and pay any point on the deputy head pay range in order to secure the appointment of the preferred candidate.

#### *Assistant Headteachers*

64. The Pay Committee will determine the five point salary range on the leadership spine on which the Assistant Headteacher will be paid. This will fall in the gap between the salary of the highest paid classroom teacher and the bottom of the range of the Deputy Headteacher. The Governing Body has determined that the Assistant Headteachers' pay range will be L12-16.
65. The Headteacher will formally review the Assistant Headteachers' salaries in the autumn, in relation to their achievement against agreed objectives under the terms of the school's appraisal policy. An assistant head must demonstrate sustained high quality of performance with particular regard to leadership, management and pupil progress at the School. A review of an assistant head's performance against performance objectives will take place before any performance points are awarded. Any pay award will be backdated to 1 September.
66. The Pay Committee will consider movement by more than one pay point in the same year only in exceptional circumstances. Where applicable, this will be justified in writing.
67. When a new appointment needs to be made the pay committee will review the Assistant Headteachers' pay range in accordance with the STPCD and Guidance. They will also take into account any other permanent payments made to staff within the school to ensure that differentials are in place and maintained between posts of differing responsibility and accountability. The

committee will record its reasons for the determination of the pay range. The appropriate Committee will exercise its discretion to pay any point of the Assistant Headteacher pay range in order to secure the appointment of the preferred candidate.

### *Senior Teachers*

68. The Pay Committee will determine the five point salary range on the leadership spine on which Senior Teachers will be paid. The Governing Body has determined that the Senior Teachers' pay range will be L6-10.
69. The Headteacher or appropriate member of the SLT will formally review Senior Teachers' salaries in the autumn, in relation to their achievement against agreed objectives under the terms of the school's appraisal policy. A Senior Teacher must demonstrate sustained high quality of performance with particular regard to leadership, management and pupil progress at the School. A review of the teacher's performance against performance objectives will take place before any performance points are awarded. Any pay award will be backdated to 1<sup>st</sup> September.
70. The Pay Committee will consider movement by more than one pay point in the same year only in exceptional circumstances. Where applicable, this will be justified in writing.
71. When a new appointment needs to be made the pay committee will review Senior Teacher pay in accordance with the STPCD and Guidance. They will also take into account any other permanent payments made to staff within the school to ensure that differentials are in place and maintained between posts of differing responsibility and accountability. The committee will record its reasons for the determination of the pay range. The Pay Committee will exercise its discretion to pay any point of the Senior Teachers' pay range in order to secure the appointment of the preferred candidate.

### **PART-TIME TEACHERS**

72. Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The School 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**

73. 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.
74. 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**

75. 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)**

76. The Governing Body pays TLR 1 and 2 payments to teachers as indicated in the attached staffing structure (Appendix 5), in accordance with the pay ranges specified in the STPCD as updated from time to time and the following levels and values will apply:

TLR	Value
2.1	2,667
2.2	4,443
2.3	6,219
1.1	7,699

TLR values **Table 7**

77. The criteria for the award of TLR 1 and 2 payments are as follows:
- Before awarding any TLR 1 or 2 payment, the Headteacher must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:
- is focused on teaching and learning;
  - requires the exercise of a teacher's professional skills and judgment;
  - requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
  - has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
  - involves leading, developing and enhancing the teaching practice of other staff.
78. In addition, before awarding a TLR1 payment, the Headteacher must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
79. Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.
80. The School may offer a temporary TLR3 allowance for the completion of a specific time-limited project.
81. Before making any TLR3 payment, the Headteacher must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.
82. Where the Headteacher wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range) and the duration of payment will be for one academic year initially (though may be renewed).

TLR	Value
3.1	529
3.2	1,578
3.3	2,630

TLR3 values **Table 8**

83. The Headteacher will ensure that the use of TLR3 applies only to clearly time-limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

**Special educational needs (SEN) allowances**

84. Unless otherwise taken into account in any TLR payment attached to a post, the SEN 1 allowance will be awarded to a classroom teacher in this School where it is considered that the teacher makes a particular contribution to the teaching of pupils with special educational needs which is significantly greater than that which would normally be expected of a classroom teacher. In addition, that teacher will be engaged wholly or mainly:
- in teaching pupils with statements of special educational needs in designated special classes; or
  - in taking charge of special classes consisting wholly or mainly of children who are hearing impaired or visually impaired.
85. Unless otherwise taken into account in any TLR payment attaching to a post, the SEN\_2 allowance will be awarded to a classroom teacher who would otherwise be entitled to, or eligible for, a first special educational needs allowance and who has experience or qualifications or both which the Governing Body consider are particularly relevant to the teacher's work. Where a discretionary SEN allowance is awarded, as well as specifying the level, the teacher's written notification given at the time of the award will specify the reason for the award.

<b>Level 2</b>	<b>2,084</b>
<b>Level 1</b>	<b>2,106</b>

SEN Allowances **Table 9**

86. Any SEN responsibilities will be clearly specified in the individual teacher's job descriptions, and clearly indicated in the school's published staffing structure.
87. There are currently no SEN allowances paid at the school.

**Acting allowances**

88. 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.
89. Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

**OTHER PAYMENTS****Continuing professional development outside directed time; Initial teacher training activities; and Out-of-school learning activities**

90. Payment may be made to teachers (but not those on the Leadership Scale) voluntarily undertaking training, approved by the Headteacher as appropriate to their needs and those of the school. Such payments are outside the 195 days they are required to attend for duty *i.e.* during weekends and school closures.
91. The amount of additional remuneration, the reasons for it and the timescale during which it will be paid will be clearly stated in a separate contractual document that is issued to the teacher at the time. Payment for part-time staff on varying work patterns will be calculated separately, and take into account inset attended on days they are not normally required to work.
92. Payment may be made for out-of-school learning activities approved by the Headteacher (or in the case of the Headteacher by the appropriate Committee) that extend beyond the 1265 hours of directed time for full-time classroom teachers and that require the exercise of the teacher's professional skills or judgment. The amount of additional remuneration, the reasons for it and the timescale during which it will be paid will be clearly stated in a separate contractual document that

is issued to the teacher in advance of the work beginning. Payment for part-time staff on varying work patterns will be calculated separately, and take into account INSET attended on days they are not normally required to work.

93. Payment may be made to teachers for undertaking voluntarily any work in support of initial teacher training, approved by the Headteacher. The amount of additional remuneration, the reasons for it and the timescale during which it will be paid will be clearly stated in a separate contractual document that is issued to the teacher at the time. Payment for part-time staff on varying work patterns will be calculated separately, and take into account work done on days they are not normally required to work.
94. The 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.

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

95. Under the provisions of the School Teacher's Pay and Conditions Document the Headteacher, has discretion whether or not to use these incentives or benefits and, if so, to determine the value, duration and circumstances in which they would be paid. This will normally be paid to teachers of shortage subjects.
96. The Headteacher can decide to give a payment, or other financial assistance, support or benefits to a teacher as they consider a necessary incentive for the recruitment of new teachers and the retention in service of existing teachers. Incentives may include: a cash sum, a percentage up rating of salary, child care costs or health care provision.
97. **For new teachers**, this may consist of periodic payments, or other benefits, over a period of time that may only be awarded for a fixed period not exceeding 3 years and must not be renewed.
98. **For existing teachers**, this may consist of periodic payments or the provision of other benefits over a period of time that may only be awarded for a fixed period not exceeding 3 years and that may, in exceptional circumstances, be renewed.
99. Any decisions will be reported to the Pay Committee.

### **Honoraria**

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

### **SAFEGUARDING**

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

**SECTION C: Support staff pay and progression****National Agreement**

102. Support staff are paid according to the terms of the National Agreement on Pay and Conditions of Service of the National Joint Council (NJC) for Local Government Services and under local agreements reached between the Borough Council and the appropriate trade unions for the staff concerned. The relevant pay scale is given in Table 10 (note that the NJC scales are based on Local Government working hours of 37 per week).

**APPENDIX 1 – NJC Salary Scales**

	Scale Point	From 01/04/2017 £
<b>Scale 1</b>	6	£15,014.00
	8	£15,115.00
	10	£15,246.00
<b>Scale 2</b>	11	£15,375.00
	12	£15,613.00
	13	£15,807.00
<b>Scale 3</b>	14	£16,123.00
	15	£16,491.00
	16	£16,781.00
	17	£17,072.00
<b>Scale 4</b>	18	£17,419.00
	19	£17,772.00
	20	£18,070.00
	21	£18,746.00
<b>Scale 5</b>	22	£19,430.00
	23	£20,138.00
	24	£20,661.00
	25	£21,268.00
<b>Scale 6</b>	26	£21,962.00
	27	£22,658.00
	28	£23,398.00
<b>SO</b>	29	£24,174.00
	30	£24,964.00
	31	£25,951.00
	32	£26,822.00
<b>MAN A</b>	33	£27,668.00
	34	£28,485.00
	35	£29,323.00
	36	£30,153.00
	37	£30,785.00
<b>MAN B</b>	38	£31,601.00
	39	£32,486.00
	40	£33,437.00
	41	£34,538.00
	42	£35,444.00

Support staff pay scales **Table 10** (as at 01/04/2017)



## Pay Structure

103. Support staff are to be advanced by incremental progression, effective from 1 April, until the maximum point of the grade has been reached. The award of an increment will be dependent upon the continuous service of at least 6 months in the grade in the period leading up to 1 April and will be paid from that date. In the case of an employee who has been unable to achieve 6 months continuous service in the post following appointment before 1 April, an increment will be awarded, subject to satisfactory conduct, on completion of 6 months continuous service.
104. The award of an increment may be withheld where the Headteacher considers that the year of service has been unsatisfactory. This will be in the context of the employee being subject to a formal disciplinary procedure or a capability procedure of which they have been informed in writing.
105. The grading of support staff will be appropriate to the level of responsibility they have.
106. A copy of the School's support staff structure is attached as Appendix 6.

## Pay discretions

- 107. The Headteacher/Business Manager will use its discretion over support staff pay as follows:-**

### *New appointments*

The starting salary will be determined by the appointing panel. Under normal circumstances this will be the minimum point on the scale applicable to the post. Consideration will be given to the commencing salary being set higher than the minimum point where relevant experience and/or qualifications are offered by the preferred candidate.

### *Honoraria*

In recognition of outstanding performance in relation to a specific task or over a particular period the following may be paid;

- Overtime or additional hours payments – to recognise a temporary increase in workload;
- Regrading – to recognise a temporary or permanent increase in responsibility;
- Incremental progression – to recognise early ability to complete the full range of duties where incremental scales apply.

## Applications for regrading

108. A case for regrading will normally be made where an employee has taken on additional and materially more responsible work than that already encompassed within, or going beyond variations to, his/her existing job description.
109. A request for re-grading by an employee must be made in writing to the Headteacher

## Acting Up Allowances

110. The presumption is that an individual, through voluntary agreement, will cover the full duties of a higher graded post for a period of 28 days, excluding cover for normal absence through annual leave, before receiving the higher grade. (Once the qualifying period of 28 days has been satisfied, the higher salary will be paid effective from the first day on which the higher graded duties commenced). However, specific groups of employees may be identified, subject to consultation and agreement between management and the trade unions, where due to operational requirements it is appropriate to apply the higher grade immediately.
111. Where only partial duties are undertaken, the payment of honoraria will be determined by regard to the percentage of the duties undertaken.

**SECTION D****Appeals**

112. The arrangements for considering appeals on pay determination for both teacher and support staff are set out in Appendix 2 of this policy.

**Confidentiality**

113. Pay records will be maintained in accordance with the requirements of confidentiality under the Data Protection Act 1988. The Governing Body will not disclose any information relating to an employee or anyone it is proposed to employ at the school which, by reason of its nature, the governing body is satisfied should remain confidential. The Headteacher will ensure reasonable access for individual members of staff to their records, in accordance with the Data Protection Act.

**Monitoring the impact of the policy**

114. The Resources Committee will monitor the outcomes and impact of this policy annually, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

**Further guidance**

115. Although every care has been taken in this policy and the appendices to be accurate, it can only provide a summary of the main parts of other key documents. You are advised to refer to the source documents and any updates to ensure the use of current information and advice. On aspects of pay or conditions where this policy is silent, or where changes have superseded the provisions of this document (such as the latest version of the School Teachers' Pay and Conditions Document, the accompanying Guidance or other national or local agreements for support staff) these will take precedence over the provisions and application of this policy and be formally adopted and incorporated in the pay policy at the earliest opportunity.
116. In addition for teachers, the national documents can be accessed via:  
<http://www.education.gov.uk/aboutdfe/advice/f00224072/review-teacher-pay>  
<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2016>
117. Initial information and access to relevant documents should be sought from the School's Business Manager.

<b>Title of Document</b>	Pay Policy
<b>Status</b>	Statutory
<b>Policy prepared by</b>	Dr D P Lewis, Headteacher
<b>Source (if any)</b>	DfE/NASUWT/NUT model policies
<b>Committee responsible</b>	Resources Committee
<b>Date of approval by FGB</b>	12 July 2017
<b>Period before review</b>	1 year
<b>Date of review by committee</b>	June 2018

## **SECTION E Appendices**

### **Appendix 1**

#### **REMIT FOR THE PAY COMMITTEE OF THE GOVERNING BODY**

The Pay Committee will comprise of the Chairs from the Full Governing Body Committee, the Resources Committee and the Student Experience Committee.

#### **Establishment of the policy**

The Pay Committee is responsible for:

- establishing the policy, in consultation with the Headteacher, and staff, and submitting it to the Resources Committee for approval.

The Governing Body is responsible for:

- formal approval of the policy.

#### **Monitoring and review of the policy**

The Pay Committee is responsible for:

- reviewing the policy annually, in consultation with the Headteacher, and staff; and submitting it to the Resources Committee for approval.

#### **Application of the policy**

The Headteacher is responsible for:

- determining the pay progression of main scale teachers and support staff;
- ensuring that pay recommendations for the Deputy Headteacher, Assistant Headteacher(s), Business Manager, those progressing to and within the Upper Pay Range and any extraordinary requests are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on his/her decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of the Deputy and Assistant Headteacher(s), classroom teachers and support staff following consideration of the recommendations of the Headteacher;
- taking decisions regarding the pay of the Headteacher following the Headteacher's performance review;
- submitting reports of these decisions to the Resources Committee; and
- ensuring that the Headteacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Governing Body is responsible for:

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

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**Appendix 2****PAY APPEALS PROCEDURE**

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and has been 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 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.

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 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.

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

Goes over 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**

Clerk 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 3****UPPER PAY RANGE APPLICATION FORM**

(for progression in September 2018 from M6 to U1, from U1 to U2 or from U2 to U3)

**Teacher's Details:**

Name \_\_\_\_\_

Post \_\_\_\_\_

**Appraisal Details:**

Years covered by planning/review statements

2014/15

2015/16

Schools covered by planning/review statements

**Declaration:**

I confirm that I will meet the eligibility criteria for progression at the end of this appraisal cycle and wish to submit my appraisal records for 2016/17 and 2017/18 as evidence to support my application.

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

*This form must be completed by 31<sup>st</sup> October 2017 and appended to the teacher's Appraisal Record for 2017/18. The Appraiser must ensure that the teacher has the opportunity to evidence that they have reached the required standards for consideration for progression by the end of the appraisal cycle. A decision will be made by 31<sup>st</sup> October 2018 on the basis of the last two appraisals, with any pay award backdated to 1<sup>st</sup> September 2018.*

**Appendix 4****UPPER PAY RANGE PROGRESSION CRITERIA****(1) Professional attributes**

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

**(2) Professional knowledge and understanding**

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

**(3) Professional skills**

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

**Specific guidance**

*The period of employment from M5 to the end of M6*

On reviewing the application the Headteacher will look for evidence that shows:

- The majority of lessons to be at least good throughout the two year period
- Appraisal objectives have been met for each year of the two year progression

*The period of employment from UPS1 to UPS2 should be characterised by:*

- The majority of lessons throughout the period are good with no unsatisfactory lessons
- Appraisal objectives have been met for each year of the two year progression

and the teacher being involved with some of the following:

- Demonstrate and model good practice within their own classes for other members of staff



- 
- Develop the planning and delivery of the curriculum within the year group to impact on teaching and learning
  - Lead learning within their own year group/team
  - Trial and evaluate approaches to T&L within class/year team
  - Have an impact on the learning of pupils beyond assigned classes
  - Demonstrate self evaluation by responding to feedback and adjust planning and delivery to improve pupil learning
  - Be open to coaching and mentoring
  - Under the direction of the Leadership Team contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback within the year team/subject specialism
  - Use and demonstrate leadership skills within the team through supporting and influencing colleagues

*The period of employment from UPS2 to UPS3 should be characterised by:*

- All lessons at least good throughout the period and some to have outstanding features
- Performance Management objectives met for each year of the two year progression

and the teacher being involved with some of the following

- Demonstrate and model good practice in other classrooms for other members of staff
- Evaluate the planning and delivery of the curriculum across the whole school to impact on teaching and learning
- Lead learning/innovation beyond their own team [with wider school community]
- Initiate, trial and evaluate approaches to T&L across the school
- Have an impact on the learning of pupils beyond assigned classes
- Demonstrate self evaluation by responding to feedback and adjust planning and delivery to improve pupil learning
- Be open to coaching and mentoring
- Under the direction of the Leadership Team contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback across the school
- Use and demonstrate professional skills across the school through supporting and influencing colleagues

## **Appendix 5 & 6**

*These appendices are confidential and only available to members of SLT, the Chair and Vice Chair of Governors and the Governor' Pay Committee*