



*Doing our best to achieve our best*

## Clarendon Primary School, Nursery & Children's Centre

### Pay Policy 2018/19

#### 1. Policy & Purpose

The overall aim of the pay policy is to ensure that all teaching and support staff are valued and receive recognition for their work and contribution to school life.

The purpose of the policy is to:

- a) Enable the Governing Body to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and school policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- b) Maintain and improve the quality of education provided for pupils in the school by having a whole school pay policy that supports the school improvement plan and reflects the agreed aims of the school.
- c) Support the equitable and objective determination of appropriate pay for staff under the school's appraisal policy.
- d) Provide for a staffing structure that will enable the school to achieve its aims and objectives under the school improvement plan.

The Governing Body is committed to:

- e) Reviewing the pay policy annually against the targets set under the school improvement plan, the confines of the agreed budget and the Governing Body's spending priorities.
- f) Working within framework documents referred to in staff contracts, specifically:
  - a) **For teachers:** The School Teachers' Pay and Conditions Document and statutory regulations affecting the employment and conduct of teaching staff.
  - b) **For support staff, including Children Centre Staff:** Surrey Pay SCC maintained community and voluntary controlled schools.
- g) Consulting staff members and local representatives of recognised trade unions as appropriate as part of the annual review of this Pay Policy and ensuring that members of school staff have ready access to the up-to-date version.
- h) Complying with equalities legislation, specifically the following: the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

#### 2. The Pay Committee: Terms of Reference

- a) The Governing Body will annually appoint, from its members, a Pay Committee with the delegated powers described in the following terms of reference.
- b) The Pay Committee will consist of three governors who are not members of staff at the school, and the headteacher in an advisory capacity.

The Pay Committee will have fully delegated powers to:

- c) Implement the Pay Policy with reference to staffing and financial budget plans. If the Committee feels it to be appropriate, any matter may be passed to the full Governing Body for ratification.
- d) Achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations.
- e) Apply the criteria of the Pay Policy in determining the pay of each member of staff in the annual review.
- f) Recommend to governors the annual budget needed for the payment of staff.

The Committee shall be required to:

- g) Minute all decisions taken and submit their minutes to be noted by the full Governing Body.
- h) Keep abreast of relevant developments and advise the Governing Body when the Pay Policy needs to be revised.

### **3. Determining Salary for New Appointments**

#### **3.1 Classroom Teachers (All Teachers Other than Leadership Group)**

The Governing Body will determine the pay range for a vacancy prior to advertising. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the School Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), the Governing Body may take into account a range of factors, including, but not limited to:

- The nature of the post
- The level of qualifications, knowledge, skills and experience required
- The wider school context at the time of the application.

#### **SCHOOL WISHES TO RETAIN DISCRETION TO DETERMINE STARTING SALARIES:**

In determining the specific starting salary for a successful applicant, the selection panel will take into account the applicant's relevant career history, previous salary, skills and qualifications based on the evidence collected through the selection process, including references.

The selection panel may, at its discretion, recognise a teacher's upper pay range status, as awarded by another school, without requiring the teacher to reapply separately through the school's procedure. This is provided there is scope within the established pay range for the post to award a starting salary on the upper pay range and on the condition that there is sufficient evidence collected through the selection process that the teacher meets the relevant criteria (see 5.2).

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

Additional allowances may be awarded to new appointments where the Governing Body deems this to be appropriate (see Section 6). Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in 6.2 has been met.

#### **3.2 Leadership Group**

The salary range for all staff paid on the leadership spine will be determined by reference to the provisions of the STPCD and will include consideration of any broader responsibilities that attach to the role.

## Headteacher

The Individual School Range (ISR) of 7 points for the headteacher will also be determined by reference to the school group size and the appropriate positioning of the pay range of any deputy or assistant head teacher at the school, as specified in the School Teachers' Pay and Conditions Document. The school is currently a Group 2 School. The ISR for the current head teacher extends from point L12 to point L18.

The Governing Body will only re-determine the headteacher's ISR in the circumstances specified in the School Teachers' Pay and Conditions Document.

The Governing Body may determine that additional payments be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined and which have not previously been taken into account when determining salary. Any such payments will be subject to the overall restrictions on headteacher's pay set out within the STPCD.

## Deputy Headteacher

The 5 point salary range for a deputy head teacher (L4-L8) shall be determined by reference to the STPCD, taking into account how the role fits within the wider leadership structure of the school, all permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations.

The Governing Body will only re-determine the pay range of a deputy in circumstances specified in the STPCD.

The maximum of the pay range will not exceed the maximum of the headteacher group for the school.

Additional allowances may be awarded to new leadership appointments where the Governing Body deems this to be appropriate (see Section 6).

### **3.3 Support Staff, including Children Centre and Nursery Staff**

The appointment of support staff shall be in accordance with provisions set out in the School Staffing (England) Regulations 2009 (as amended).

#### ***(A) Community and Voluntary Controlled Schools:***

The salary grading for posts shall be based on the job description prepared by the head teacher or other appropriate person and have regard to the terms and grading applicable for similar roles or work throughout the LA and to any model frameworks for the pay and grading of support staff produced by the LA.

#### ***(B) schools with support staff on Surrey Pay:***

For support staff newly appointed on Surrey Pay grades, appointment will normally be made on the minimum of the salary range for the relevant grade. However the appointment can be made on a salary above the minimum of the range where the Governing Body wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.

Where an employee is promoted or re-graded onto a higher salary he/she must be placed on a salary within the new grade which is at least 2.5% higher than his/her previous salary position. This will often be the minimum of the new salary range. Whilst this is the general position, occasionally other assimilation arrangements will have been agreed or may be more appropriate.

## **4. Pay Reviews and Progression**

### **4.1 All Teachers (Including Leadership Group)**

All teaching staff, including those on the leadership scale, will be provided with a salary statement to take effect from 1st September each year. This statement will contain details of the annual salary plus any allowances or safeguarded sums due to the teacher. This will be provided after pay decisions have been ratified by the Governing Body.

All eligible teaching staff will have their pay reviewed annually. The Governing Body will complete annual pay reviews for all eligible teachers, other than the headteacher, by 31 October. The headteacher's annual pay review will be completed by 31 December. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated. Reviews may also 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.

All teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. All teachers are expected to engage fully with this process. The current arrangements for teacher appraisal are set out in the school's appraisal policy which should be read in conjunction with this pay policy.

To be eligible for consideration of performance-related pay progression teachers must normally have been in post at the school for at least 26 weeks in aggregate during the previous academic year (including periods of absence for school closures, maternity, sickness or family-related leave). Newly-appointed teachers who have not been in post for 26 weeks as of 1<sup>st</sup> September will not be eligible for performance-related pay progression with effect from 1<sup>st</sup> September in that year unless their offer letter states otherwise.

Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances.

#### **4.2 Determining Pay Progression (Classroom Teachers)**

'Classroom teachers', for the purposes of this paragraph, includes all teachers other than the Leadership Group.

All decisions regarding pay progression will be made with reference to teachers' appraisal reports and the pay recommendations contained within them. In the case of newly qualified teachers (NQTs), pay decisions will be made by means of the statutory induction process.

The school's scheme for determining pay progression for classroom teachers is contained within Appendix 1. This scheme will be applied to pay determinations made with effect from 1<sup>st</sup> September 2018, resulting from evidence collected during the previous appraisal cycle. In the event that the Governing Body determines that amendments to the scheme are required after the publication of this pay policy (to apply to decisions effective from September 2019), these will be inserted into this pay policy and will be made available to all teachers to inform the 2018/19 appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

The Governing Body's general policy is that any teacher who is at risk of not meeting the criteria for pay progression in Appendix 1 will receive prior warning of this during in-year reviews and given adequate opportunity to address concerns with appropriate support before the end of the appraisal year.

#### **4.3 Determining Pay Progression (Leadership Group)**

All decisions regarding pay progression for the leadership group will be made with reference to appraisal reports and the pay recommendations contained within them.

Salary determinations effective from 1<sup>st</sup> September 2018 shall be made in accordance with the school's scheme for determining pay progression for the leadership group which is contained within Appendix 1A, resulting from evidence collected during the previous appraisal cycle.

In the event that the Governing Body determines that amendments to the scheme are required after the publication of this pay policy (to apply to decisions effective from September 2019), these will be inserted into this pay policy and will be made available to the leadership group to inform the 2018/19 appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

#### **4.4 Determining Pay Progression (Support Staff, including Children Centre & Nursery Staff) Schools with support staff on Surrey Pay**

Arrangements for pay progression are determined by Surrey County Council subject to negotiations with the recognised trade unions and with effect from 1<sup>st</sup> April each year. Details of pay progression arrangements determined each year will be notified to eligible support staff separately.

Pay progression may be withheld when an employee has performed unsatisfactorily. This will take place only within the context of the Governing Body's disciplinary/capability procedure.

### **5. Movement to the Upper Pay Range**

#### **5.1 Applications and Evidence**

Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in accordance 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.

Applications should be made by 1<sup>st</sup> January in each academic year.

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

All applications will include the results of recent appraisals, including any recommendation on pay. The evidence should usually cover at least the previous two year period. Employees who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use earlier appraisal evidence in support of their application and/or a statement and summary of evidence as outlined below.

In the event that information from appraisals is not applicable or available, a statement and summary of evidence, designed to demonstrate that the applicant has met the assessment criteria, should be presented instead.

Applications should be made by submitting a brief covering letter confirming the request to apply to be paid on the upper pay range, referring to the relevant appraisal reports and any other evidence he/she wishes to have considered.

#### **5.2 Assessment**

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

- a) The teacher is highly competent in all elements of the Teachers' Standards; and
- b) The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy,

- "highly competent in all elements of the Teachers' Standards" means:
  - that the teacher's practice is secure, well-informed and consistently good or outstanding;

- that the teacher is able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.
- Successfully and consistently meeting all areas of the teachers standards.
- “substantial and sustained” achievements and contribution means:
  - That the teacher contributes at a strategic level to policy initiatives;
  - That the teacher makes a distinctive contribution to the raising of pupil standards;
  - That the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
  - That the teacher contributes more broadly to the life of the school;
  - That such contribution has been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive appraisal reports demonstrating the required standard has been met.

The initial assessment will be made by the headteacher who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours commitment.

The headteacher will consult with the teacher’s [performance manager] as appropriate when considering the evidence.

### **5.3 Notification and Feedback**

After completing the assessment, the headteacher will notify the Governing Body of his/her recommendation. Once the Governing Body has determined the final decision, the headteacher will then provide written feedback to the teacher as promptly as possible, but in any event by no later than 31<sup>st</sup> March in each academic year.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the school’s pay appeals procedure (see Section 8).

### **5.4 Pay Progression for Successful Applicants**

Successful applicants will be moved onto the upper pay range from 1<sup>st</sup> September **following** the application. It is the school’s policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range.

## **6 Allowances & Other Payments (Teaching Staff)**

### **6.1 Teaching and Learning Responsibility Payments (TLR’s)**

#### TLR1s and TLR2s

TLR1s and TLR2s are awarded to the holders of the posts indicated in the school’s staffing structure, which is attached to this Pay Policy. The current values of TLR1s and TLR2s awarded are also indicated on the staffing structure. TLRs are awarded where the Governing Body is satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD. For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.

The annual value of a TLR2 for the academic year 2018/19 must be between £2721 and £6,646 (FTE).

The annual value of a TLR1 for the academic year 2018/19 must be between £7853 and £13288 (FTE).

TLR1 and TLR2 allowances in payment will be uplifted by 2% with effect from 1<sup>st</sup> September 2018

In setting the values of TLR1s and TLR2s the Governing Body will have regard to the relative weight of different TLR posts, taking into account the range of responsibilities entailed, the level of accountability, the number of people for whom the individual has line management responsibilities and any other factors the Governing Body deems to be relevant. Where posts are deemed to be of equal weight they will be allocated the same value. TLRs may not be awarded to leadership group postholders or unqualified teachers.

### TLR3s

The Governing Body may award a fixed-term TLR (a TLR3) to a classroom teacher who has been given a time-limited school improvement project or one-off externally-driven responsibilities. To award a TLR3, the Governing Body must be satisfied that the significant responsibility is one not required of all classroom teachers and which is focussed on teaching and learning, requires the exercise of a teacher's professional skills and judgement and has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

The annual value of a TLR3 for the academic year 2018/19 must be between £540 and £2683.

The pro-rata principle does not apply to TLR3s

The duration of the fixed term will be established at the outset and payment will be made monthly during this period. Pay safeguarding will not apply at the end of the fixed period.

As for other TLRs, TLR3s may not be awarded to leadership group postholders or unqualified teachers.

TLR3 allowances in payment will be uplifted by 2% with effect from 1<sup>st</sup> September 2018.

## **6.2 Recruitment and Retention Allowances**

The Governing Body will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Governing Body anticipates or encounters recruitment and/or retention difficulties. In determining whether a post will be eligible for a recruitment and retention allowance the Governing Body will take into account the following factors:

- Whether the post is in a nationally recognised shortage subject area;
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
- Whether previous recruitment to posts of a similar nature has proven difficult;
- Whether there has been a high rate of staff turnover;
- Any other relevant circumstance that the Governing Body believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the Governing Body will determine:

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value;
- When/how it will be paid\*;
- The start date and expected duration of the award (unless it is a one-off award);
- The review date after which the award may be withdrawn;
- The basis for any uplift that may be applied.

(\*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods.)

Recruitment and retention allowances cannot be paid to the leadership group except where they relate to a reimbursement of reasonably incurred housing or relocation costs. Any other recruitment and retention considerations will be taken into account when determining the leadership pay range.

The Governing Body will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

### **6.3 Special Educational Needs Allowances**

#### **Mainstream schools**

A SEN allowance of between £2149 and £4242 (FTE) (pay award pending) per annum for the academic year 2018/19 will be paid to a teacher:

- In any SEN post that requires a mandatory SEN qualification; and involves teaching pupils with SEN; and/or
- Who teaches pupils in one or more designated special classes or units within the school; or
- In a non-designated setting, analogous to a designated special class or unit, where the post:
  - Involves a substantial element of working directly with children with special educational needs;
  - Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
  - Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

The spot value of any SEN allowance within the range outlined above, to be paid in accordance with the eligibility criteria above will be determined as follows:

The School has determined the nature and level of challenge of the roles undertaken by its teachers working with pupils with SEN and has taken into account the requirement for a mandatory qualification, the experience/qualifications of the teacher relevant to the post, and the relative demands of the post.

SEN allowances in payment will be uplifted by 2% with effect from 1<sup>st</sup> September 2018.

### **6.4 Additional Payments**

The Governing Body may make such payments as it sees fit to a teacher, other than a headteacher, 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 activity 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.

### **6.5 Allowances for Unqualified Teachers**

Unqualified teachers are not permitted to hold TLR or SEN allowances.

The Governing Body may, however, exercise its discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

- A sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or

Qualifications or experience which bring added value to the role being undertaken

## **7. Allowances & Other Payments (Support Staff, including Children Centre & Nursery Staff)**

The Governing Body reserves the right to approve payment of honoraria to support staff in recognition of work that goes beyond that normally expected of the post holder.

## **8. Pay Appeals**

### **8.1 All Teachers (Including Leadership Group)**

In the event of a teacher seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision-maker (usually either the head teacher or the Chair of the Pay Committee) within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher may put his/her concerns in writing to the Pay Committee within 10 working days of the original decision, or the outcome of the informal discussion. The Pay Committee should convene a hearing within 10 working days to consider the teacher's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired. The teacher should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

If the teacher wishes to appeal against the decision of the Pay Committee he/she should do so within 10 working days of the written notification of the Pay Committee's decision, setting out the grounds for appeal. Any appeal against the decision of the Pay Committee should be heard by a panel of governors who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the teacher at least 10 working days' notice of the date of the appeal.

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:

- Incorrectly applied a provision of the STPCD or this policy;
- Failed to have proper regard for statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased;
- Otherwise unlawfully discriminated against the teacher.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of his/her appeal then he/she must do so at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the head teacher, and they are appealing against the decision of the Pay Committee, it will be for the Chair of that committee to determine whether a representative of the committee and/or the head teacher should be present to explain their decision.

An agenda for hearing a pay appeal is included as an appendix to this policy.

The decision of the appeal committee should be notified in writing to the teacher within 10 working days of the appeal hearing. If the appeal is rejected then the appeal committee should explain the reasons for their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

## **8.2 Support Staff, including Children Centre & Nursery Staff**

Where a member of support staff is dissatisfied with any decision relating to his/her pay, this should be raised in accordance with the Governing Body's adopted grievance procedure.

## **9. Access to Salary Records**

Staff may have access to their salary records by giving reasonable notice during term time to the School Business Manager.

## **10. Data Protection**

The school processes personal data as part of the payroll process in accordance with the Governing Body's adopted data protection policy. As the school uses a third party payroll provider they have arrangements in place with this provider to ensure that it takes appropriate measures to process employees' personal data safely and securely.

## **11. Policy Review**

This policy will be reviewed following the publication of the School Teachers' Pay & Conditions Document 2019 or earlier if required.

This policy will also be reviewed alongside the Appraisal policy for Teaching and Support Staff.

# APPENDIX 1

## PAY PROGRESSION FOR CLASSROOM TEACHERS 2018/19

This appendix explains how pay progression will be determined for classroom teachers with effect from 1<sup>st</sup> September 2018.

### Pay Structure

The school recognises, and adheres to, the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD).

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the tables below. These salary figures reflect those applicable for the 2018/19 academic year including the September 2018 pay award will be applied to salaries in payment as well as new appointments.

Main Pay Range	£*
Minimum	<b>24859</b>
	25542
	<b>26471</b>
	27488
	<b>28506</b>
	29564
	<b>30621</b>
	31779
	<b>32938</b>
	34195
Maximum	<b>35452</b>

Unqualified Teachers	£*
Minimum	<b>18339</b>
	19337
	<b>20338</b>
	21337
	<b>22340</b>
	23338
	<b>24341</b>
	25339
	<b>26342</b>
	27340
Maximum	<b>28343</b>

Upper Pay Range	£*
Minimum	<b>37758</b>
	38434
	<b>39110</b>
	39814
Maximum	<b>40520</b>

### 2018/19 Pay Awards:

TMPS & UNQ 3.5%

UPS 2%

TLR & SEN 2%

### Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the school's Appraisal Policy. The appraisal report will include an overall performance rating for the purposes of determining pay progression.

These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy.

The performance ratings for pay decisions effective from 1<sup>st</sup> September 2018 are shown below:

**Exceptional Performance:** means that the teacher consistently meets or exceeds the Teachers' Standards and performance regularly exceeds expectations of a teacher at his/her career level. Teaching is mostly or always outstanding and the teacher has at least met or exceeded his/her targets

and objectives. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control. The teacher regularly contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others

**Effective Performance:** means that the teacher consistently meets the Teachers' Standards and performance generally meets expectations of a teacher at his/her career level and may sometimes exceed expectations. Teaching is consistently good and may sometimes be outstanding and the teacher has met, or very largely met, his/her targets and objectives. The teacher contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others

**Developing Performance:** means that the teacher largely meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a teacher at his/her career level. Teaching may sometimes be good but overall requires improvement. The teacher has largely met his/her targets and objectives. The teacher sometimes contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

**Unsatisfactory Performance:** means that the teacher does not regularly meet the Teachers' Standards and performance regularly falls below that expected of a teacher at his/her career level. Teaching requires a significant improvement. The teacher's progress against targets and objectives is limited. The teacher requires extensive support and does not contribute to improving the efficiency and effectiveness of the wider school through his/her own work or participation with the work of others

Performance ratings will be linked to a pay recommendation as follows:

Unsatisfactory (4)	No pay increase awarded (capability)
Developing (3)	One point depending on improvements made over an agreed period of time
Effective (2)	Two points on the relevant pay range awarded
Exceptional (1)	Three points on the relevant pay range awarded

All pay awards are subject to available headroom within the applicable pay range.

### **Pay Recommendations**

Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. No pay recommendation should be considered final until it has been ratified by the Governing Body or Governing Bodies Pay Committee where the Full Governing Body has given approval to do so.

### **Review**

The Governing Body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers will be notified of any changes which may affect their future pay progression. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

# APPENDIX 1A

## PAY PROGRESSION FOR TEACHERS PAID ON THE LEADERSHIP SCALE 2018/19

This appendix explains how pay progression will be determined for teachers paid on the leadership scale with effect from 1<sup>st</sup> September 2018.

### Pay Structure

The school recognises, and adheres to, the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD), including the broad band used as the basis for calculating headteachers pay.

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the tables below. These salary figures reflect those applicable for the 2018/19 academic year including the September 2018 pay award.

HEADTEACHER'S Pay Range		£*
Minimum	12	53519
	13	54829
	14	56166
	15	57531
	16	59037
	17	60375
Maximum	18	61856

DEPUTY HEADTEACHER'S Pay Range		£*
Minimum	4	44139
	5	45212
	6	46316
	7	47537
Maximum	8	48600

### 2018/19 Pay Award:

Leadership 1.5%

### Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the school's Appraisal Policy. The appraisal report will include an overall performance rating for the purposes of determining pay progression.

These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy.

The performance ratings for pay decisions effective from 1<sup>st</sup> September 2018 are shown below:

**Exceptional Performance:** means that the teacher consistently meets or exceeds the standards relevant to their role, their performance regularly exceeds the expectations of a teacher at his/her career level and they at least met or exceed his/her targets and objectives. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control. The teacher regularly contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others

**Effective Performance:** means that the teacher consistently meets the standards relevant to their role, their performance generally meets expectations of a teacher at his/her career level and may sometimes exceed expectations, and they have met, or largely met, his/her targets and objectives. The teacher contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

**Developing Performance:** means that the teacher largely meets the standards relevant to their role, their performance sometimes, but not always, meets expectations of a teacher at his/her career level and they have largely met his/her targets and objectives. The teacher contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

**Unsatisfactory Performance:** means that the teacher does not regularly meet the standards relevant to their role, performance regularly falls below that expected of a teacher at his/her career level and their progress against targets and objectives is limited. The teacher requires extensive support and does not contribute to improving the efficiency and effectiveness of the wider school through his/her own work or participation with the work of others

Performance ratings will be linked to a pay recommendation as follows:

Unsatisfactory (4)	No pay increase awarded (capability)
Developing (3)	No pay increase awarded, unless rapid, substantial and sustained improvements have been made in an agreed timescale. (In which case an award of one point may be considered.)
Effective (2)	One point on the relevant pay range awarded
Exceptional (1)	Two points on the relevant pay range awarded

All pay awards are subject to available headroom within the applicable pay range.

### **Pay Recommendations**

Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the Headteacher or the external advisor. No pay recommendation should be considered final until it has been ratified by the Governing Body or Governing Bodies Pay Committee where the Full Governing Body has given approval to do so.

### **Review**

The Governing Body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers will be notified of any changes which may affect their future pay progression. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

# **APPENDIX 2**

## **AGENDA FOR PAY APPEAL HEARING**

*(An appeal against a pay decision by a headteacher will need to be modified accordingly)*

**(SCHOOL)**

**(DATE)**

**(TIME)**

1. Introduction of all those present.
2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence, and calling witnesses\* if applicable.
3. The representative of the Pay Committee/headteacher to ask questions of the appellant and witnesses\* if applicable.
4. The Appeals Committee to ask questions of the appellant and witnesses\* if applicable.
5. The representative of the Pay Committee/headteacher to respond to the appellant's appeal, and calling witnesses\* if applicable.
6. The appellant and/or his/her representative to ask questions of the representative of the Pay Committee/headteacher.
7. The Appeals Committee to ask questions of the representative of the Pay Committee/headteacher.
8. The appellant and/or his/her representative to summarise.
9. The representative of the Pay Committee/headteacher to summarise.
10. Hearing to be adjourned whilst all parties, except the Appeals Committee, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Appeals Committee has reached a decision this will be confirmed.

\*Witnesses will usually be called one at a time and will be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.

# **APPENDIX 3**

## **SCHOOL STAFFING STRUCTURE**

### **Teaching and Learning**

Headteacher  
Deputy Head Teacher  
Senco / Key Stage Leaders  
Class & Nursery Teachers  
Support Staff /SNA/Nursery practitioners  
Midday Supervisor  
Lunchtime staff  
Breakfast /ASC club staff

### **Admin Support**

Business Manager  
Office Staff  
Caretaker  
Cleaners

### **Children Centre**

Manager  
Deputy Manager  
Teacher 0.6  
Outreach workers  
Reception and Advice

## APPENDIX 4

# Teachers' Standards

## Preamble

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

## Part one: Teaching

### A teacher must:

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

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

#### 2. Promote good progress and outcomes by pupils

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

#### 3. Demonstrate good subject and curriculum knowledge

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

#### 4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

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

### **6. Make accurate and productive use of assessment**

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

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

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **8. Fulfil wider professional responsibilities**

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

## **Part two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# APPENDIX 5

The professional standards for a post-threshold teacher are set out below.

## Post-threshold teachers

### (1) Professional attributes

#### Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

### (2) Professional knowledge and understanding

#### Teaching and learning

P2. 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.

#### Assessment and monitoring

P3. 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.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

#### Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

#### Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

### (3) Professional skills

#### Planning

P7. 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.

#### Teaching

P8. 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.

## Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.