



PLYMSTOCK SCHOOL

Teachers' Pay Policy

Governors Committee: Personnel

Lead Officer: Headteacher

Date for Review: Autumn 2019

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1. INTRODUCTION

The statutory pay arrangements for teachers give significant discretion to the Governing Body (Academy Trust). **The School Teachers' Pay and Conditions Document** has since September 2004 placed a statutory duty on schools and LAs to have a pay policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers at Plymstock School and minimise the prospect of disputes and legal challenge of pay decisions.

The Governing Body (Academy Trust), when taking pay decisions, will have regard both to the pay policy, the teacher's particular job description and post with staffing structure, and the School Teacher Appraisal policy.

This pay policy was developed in consultation with representatives from, ATL, NASUWT, and NUT. It recommends a structure and covers all key areas of pay discretion that the Governing Body needs to consider. All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability. The pay and school teacher appraisal policies will make clear the Academy's compliance with The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Act 2008, The Equality Act 2010, Agency Workers' Regulations 2011, School Teacher Appraisal Regulations 2012, DfE (STPCD) Guidance 2013.

The Headteacher and Governing Body will consult staff and unions on this pay policy and review it each year, or when other changes occur to the School Teachers' Pay and Conditions Document, to ensure that it reflects the latest legal position. The pay policy will comply with the current School Teachers' Pay and Conditions Document and the accompanying statutory guidance. It will be used in conjunction with them, but, in the event of any inadvertent contradictions, the Document and guidance take precedence.

This pay policy only covers school teachers, whose statutory pay and conditions of service fall under the terms of the Document. It does not cover support staff, who have their own pay determination mechanism.

In determining teacher pay levels in accordance with statutory pay and conditions of service under the terms of the Document, the Governing Body will ensure these are set in accordance with the school staffing structure.

Safeguarded payments and allowances

Safeguarding arrangements will apply according to the provisions of the Document.

PAY POLICY PRINCIPLES

Plymstock School is committed to securing an outstanding school where all staff feel inspired to help students achieve their potential; have their achievements recognised; continuously strive for excellence; share and are committed to the

school vision and expect the highest standards of themselves and others. In this context we support much of the current aspirations of the NASUWT/NUT in their recently published School Pay Policy Checklist. In using that checklist as an aide memoire we set out the following broad principles:-

Plymstock School governors believe that a fair, transparent and consistent pay policy, which recognises and rewards teachers as highly skilled professionals, is a key element in effective school improvement.

We believe that teachers take pride in working in a school where teamwork is at the heart of our daily practice. In this school appraisal is based on intrinsic motivation, lifelong learning and continuing professional development. It is a developmental and supportive model.

This appraisal system enables each person to be involved as a stakeholder in improving learning, systems and outcomes. Among other benefits, it gives every teacher one-on-one, uninterrupted time for reflection, feedback, dialogue and planning.

This pay policy will continue to help recruit, retain and motivate teachers, provide the basis for sound financial and personnel planning and minimise the risk of grievance and discrimination.

The principles are consistent with the revised statutory provisions for teachers' pay which take effect from 1 September 2013.

STPCD has removed pay progression on length of service and 'automatic' annual increments. Therefore this policy sets out a clear rationale about criteria for progression.

The revised procedures on pay progression take effect from 1st September 2014. Applications for progression to the Upper Pay Scale from September 2013 (i.e. Round 13), progression on the Main and Upper Pay Scales and pay determinations for new appointees taking up posts prior to September 2014 will therefore be carried out in accordance with the provisions of the 2012 School Teachers' Pay and Conditions Document (STPCD), i.e. all future progression is to be linked to performance, against the Teachers' Standards and appraisal objectives.

2. SUMMARY OF PAY DECISIONS FROM SEPTEMBER 2013

Performance management/appraisal of teachers

- Teacher appraisal procedures at Plymstock School will operate in accordance with the policy agreed by Governors and unions.

Salary determination

- Plymstock School Governors' Pay Committee will determine the salary of a teacher on an annual basis and notify the teacher in writing of the salary determination by 31 October each year, with effect from 1 September of that year.

Determining the pay of appointees/maintaining 'pay portability'

- Plymstock School is committed to the principle of pay portability and will apply this principle in practice when making all new appointments.

Determining the pay ranges for vacant teaching posts

- Plymstock School will abide by all employment and equality legislation and will not restrict the pay available for appointees to vacant classroom teacher posts, other than the lower limit of the Main Pay Range and the upper limit of the Upper Pay Range.

Main Pay Range – pay scale

- Teachers on the Main Pay Range will be paid on the existing six-point scale.

Main Pay Range – pay progression

- Teachers will be awarded pay progression on the Main Pay Range following a successful teacher appraisal review. This review will be in the context of a set of Teachers' Standards with individual objectives and a strong emphasis throughout the process on professional development. (See School Teacher Appraisal Policy)
- Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised and recorded with the teacher during the annual teacher appraisal cycle and have not been sufficiently addressed through support provided by the conclusion of that process. If standards are met the assumption remains that teachers will move to the next level.
- Teachers in their induction year will be awarded pay progression on the successful completion of induction.
- If the performance of a teacher falls short of acceptable professional standards then the Capability Policy will override the Appraisal Policy.

Moving from the Main Pay Range to the Upper Pay Range

- Teachers who apply to move to the Upper Pay Range from point six of the Main Pay Range will be awarded progression to that Range having regard to the two most recent teacher appraisal reviews being able to evidence substantial (meaning all the teaching standards will have been met to a level graded at least good using the Ofsted framework) and sustained (meaning at least two years) performance.
- Reviews will be deemed to be successful unless significant concerns about standards of substantial and sustained performance have been raised and recorded with the teacher during the annual teacher appraisal cycle and have not been sufficiently addressed through support by the conclusion of that process.

Upper Pay Range – pay scale

- The role of Teachers' Standards and appropriately written appraisal objectives are critical to determining progression. If a teacher meets the substantial and sustained standards and appraisal objectives then progression will automatically follow.
- If the performance of the teacher falls some way short of the Teachers'

Standards and/or appraisal objectives then progression will be deferred.

- If the performance of a teacher falls some way short of acceptable professional standards or Teachers' Standards then the Capability Policy will override the Appraisal Policy.
- The Appraisal Policy makes clear the range of information that will be drawn from in determining decisions.

Upper Pay Range – pay progression

- Teachers on the Upper Pay Range will be paid on the three-point scale on the existing Upper Pay Range.
- Teachers will be awarded pay progression on the Upper Pay Range following two successful teacher appraisal reviews where performance is deemed to be substantial and sustained.
- Reviews will be deemed to be successful unless concerns about standards of performance have been raised and recorded with the teacher during the annual teacher appraisal cycle and have not been sufficiently addressed

Leading Practitioner

- The pay range of a Leading Practitioner will be determined in consultation with the pay committee and the JCC. The school does not currently have a designated leading practitioner. This designation will have a clearly stated role in improving the quality of teaching, learning and outcomes.

Appraisers (See also Teacher Appraisal Policy)

Appraisers will make a clear statement recommending pay progression as an outcome of the process that includes references to the Teachers' Standards and progress towards agreed objectives. The Headteacher and senior team will moderate both the objectives and evidence being considered in order to ensure compliance with the policy and display openness, transparency and consistency. The Headteacher will then make an evidential pay recommendation to the Governors' Pay Committee.

TLR payments

N.B. Currently there is no change to existing TLRs or the leadership spine. These are subject to a new remit for the STRB to consider in due course.

TLR payments will be allocated in accordance with the criteria below:-

- Teachers will not be expected to undertake permanent additional responsibilities without payment of a permanent TLR1 or TLR2 payment.
- Clear criteria for the award, level and duration of time-limited TLR3 payments will be subject to negotiation.

Appeals procedures

- This pay policy sets out the basis on which the Governing Body will determine pay.
- The Governing Body will include arrangements for appeals (see appendix 1).
- Teachers have the right to make representations and to appeal about any

aspect of their pay or pay progression in accordance with the appeals procedure within this policy which meets, as a minimum, the statutory requirements on disputes resolution.

Monitoring and review of the policy

- The policy will be monitored and reviewed by the Governors' Personnel Committee in conjunction with union representatives on a regular basis.

3. PLYMSTOCK SCHOOL POLICY ON SCHOOL TEACHERS' PAY FROM 1

SEPTEMBER 2013

All teachers employed at Plymstock School are paid in accordance with the **statutory provisions of the School Teachers' Pay and Conditions Document** as updated from time to time. The process for making decisions on the pay of teachers at Plymstock School is as follows:

Pay Reviews

The Governing Body will ensure that every teacher's salary is reviewed with effect from 1 September and no later than 31 October (except in the case of the Headteacher) each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. 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.

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.

The Pay Committee

The Governing Body has responsibility for establishing the Academy's pay policy and for seeing that it is followed. It considers and approves the overall pay structure for all staff. The Governing Body will review this policy annually or when circumstances require it and will consult staff and recognised professional associations as part of the review.

The Governing Body delegates to a Committee, referred to from this point as the Pay Committee, the administration and implementation of the Pay Policy.

Members of the Pay Committee will treat information about an individual's earnings as confidential.

No member of the Governing Body who is employed at the Academy or on a contract for services may be involved in any decision about the pay of an individual member of staff, including any Governor who may have a pecuniary interest.

The Pay Committee will be set up as a 'first' Committee to allow for an appeals or second Committee to follow if necessary.

The terms of reference for the Pay Committee are as follows:

- The Pay Committee will review the staffing establishment of the school at least once a year as part of the School Development Plan. This review will take place before the Governing Body determines the budget for the following year so as to take account of any recommendations by the Pay Committee which carry financial implications.
- The Pay Committee will assess the salary levels of individual members of staff at least once a year, in accordance with the Pay Policy and in relation to the School Development Plan. During this process it will determine the salaries to be paid to all members of staff and will have regard to the differentials between the salaries of Headteacher, Deputy Headteachers, Assistant Headteachers and other staff employed at Plymstock School.

The Personnel Committee (which has fully delegated powers) oversees the Pay Committee.

Decisions will be communicated to each member of staff by the Headteacher, in writing. Decisions on the pay of the Headteacher will be communicated by the Chair of the Governing Body, in writing.

Appeals

The arrangements for considering appeals on pay determination are set out in appendix 1.

4. USE OF DISCRETIONS IN BASIC PAY DETERMINATION

Pay range for the Headteacher

The Pay Committee should determine the pay range for the Headteacher when they propose to make a new appointment or at any time if they consider it necessary for retention, or if there has been a significant change in the responsibilities of the Headteacher. The Pay Committee will be mindful when doing so of the recommended pay differentials.

When determining the Individual School Range (ISR) the Pay Committee will take account of any pay differentials and difficulties there may be in recruiting and retaining a Headteacher. Where the ISR exceeds the maximum of the leadership group pay spine, the Pay Committee must determine the level of any points above the spine maximum, and seek agreement from the Governing Body.

The Pay Committee has discretion to take account of the additional responsibility and accountability associated with the provision of extended services on their site when determining the Headteacher's ISR.

Pay range for Deputy Headteachers and Assistant Headteachers

The Pay Committee will determine the pay range for Headteachers and Assistant Headteachers when they propose to make new appointments or where there is a significant change in the responsibilities of a serving Deputy Headteacher or Assistant Headteacher. They may determine the pay range as of 1 September 2013, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time if they consider it necessary to retain a Deputy Headteacher or Assistant Headteacher.

New Deputy or Assistant Headteacher

A new Deputy Headteacher or Assistant Headteacher may be paid on any one of the bottom three points of their pay range.

Pay range for Leading Practitioner Teachers

To be determined following consultation on the role and responsibilities when such a post is to be introduced.

Discretionary experience points for classroom teachers

When placing a classroom teacher on the main scale, the Pay Committee will consider awarding an extra point or points on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances:

- One point on the main scale for each year of service as a qualified teacher in an Academy, a maintained school, a Free School, a city technology college, a city technology college for the technology or the arts or an independent school.
- One point on the main scale for each period of one year of service as a qualified teacher in other countries within the maintained sector of the country concerned.
- One point on the main scale for each period of one year of service teaching in further education, including sixth form colleges.
- One point on the main scale for each period of one year of service teaching in higher education.

The Pay Committee will consider awarding on a case by case basis:

- One point on the scale for each period of three years spent outside teaching but working in a relevant area. This might include 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.

Part-time teachers

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The Pay Committee 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 arrangements and by comparison with the schools timetabled teaching week for a full time teacher in an equivalent post.

Part-time teachers must be paid the pro rata percentage of the appropriate full-time equivalent salary. The same percentage must be applied to any allowances awarded to a part-time teacher.

Any additional hours such a teacher may agree to work from time to time at the request of the Headteacher (or in the case where the part-time teacher is the Headteacher) should be paid at the same rate.

The Pay Committee should ensure that all teachers employed on a part-time basis are provided with a written agreed statement which sets out the expectations of the school, and the part-time teacher, regarding the deployment of directed time both within and beyond the school day.

The Personnel Officer is responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work.

Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis must be paid in accordance with the provisions of the 2013 STPCD 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.

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 6.48 to arrive at the hourly rate.

A minimum of 2 hours will be payable for a deployment in any one half day session during school time.

A short notice teacher who is employed by the school throughout a period of 12 months beginning in August or September must not be paid more in respect of that period than they would have received had they been in regular employment throughout the period.

Unqualified teachers

The Pay Committee will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed take into account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:

Unqualified teachers on employment based routes into teaching may be paid on the qualified or unqualified teachers' scale.

Qualifications:

- One point for a recognised overseas teaching qualification. One point for a recognised post 16 teaching qualification.
- One point for a recognised qualification relevant to their subject area.

Experience:

- One point on the unqualified teachers' scale for each period of three years of service as an overseas-trained teacher
- One point on the unqualified teachers' scale for each period of three years of service teaching in further education, including sixth form colleges.
- One point on the unqualified teachers' scale for each period of three years of service teaching in higher education.

The Pay Committee will consider awarding on a case by case basis:

- **One point on the unqualified teachers' scale for each period of three years** spent outside teaching but working in a relevant area. This might include 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.

The Pay Committee will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main or Upper Pay Ranges.

(a) 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 Pay Committee 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 (subject to the provisions in paragraph 29).

(b) The Pay Committee will also pay classroom teachers' as defined by the 2012 STPCD on the teachers who are 'post threshold Upper Pay Range.

Unqualified teachers' allowance

The Pay Committee will pay an unqualified teachers' allowance to unqualified teachers when the Governing Body consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience (see paragraph 28.1 2013 STPCD).

5. PAY PROGRESSION

The Finance Committee agrees the school budget and will ensure that appropriate funding is allocated for pay progression at all levels. The Pay Committee recognises that funding cannot be used as a criterion to determine progression.

Headteacher

The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and student progress at the school

and will be subject to a review of performance against performance objectives before any performance points will be awarded.

Annual pay progression within the range for this post is not automatic. The Pay Committee will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows:

- The Teacher Appraisal Policy sets out how performance of the Headteacher will be reviewed.
- The Governing Body has discretion to move the Headteacher by more than one point (to a maximum of two).

Deputy and Assistant Headteachers

Deputy and Assistant Headteachers must demonstrate sustained high quality of performance in respect of school leadership and management and student progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded.

Annual pay progression within the range for these posts is not automatic. The Governing Body will consider whether to award one or two pay progression points.

Leading Practitioners (LPs)

The Pay Committee will establish pay scales for any agreed Leading Practitioner teaching posts following consultation.

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.

When determining the pay scales for such posts, the Pay Committee will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

New Leading Practitioner teachers will be appointed at the bottom point of the pay range.

Upper Pay Spine and Post threshold teachers

- Teachers who apply to move to the Upper Pay Range from point six of the Main Pay Range will be awarded progression to that Range having regard to the two most recent teacher appraisal reviews being able to evidence substantial and sustained (meaning at least two years) performance.
- Reviews will be deemed to be successful unless significant concerns about standards of substantial and sustained performance have been raised and recorded with the teacher during the annual teacher appraisal cycle and have not been sufficiently addressed through support by the conclusion of that process.

Movement to the Upper Pay Scale

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.

Teachers will be eligible for progression to the Upper Pay Range having reached M6 on the Main Pay Range.

Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing and this should be recorded by the teacher and the appraiser at the performance management/appraisal planning meeting. The teacher's application will be recorded appended/within their performance management/appraisal planning statement. All judgements will be rooted in evidence.

Only in exceptional circumstances will post-threshold teachers be awarded a further point on the upper pay scale more frequently than at two yearly intervals.

Where a teacher is a post-threshold teacher by virtue of paragraphs (b), (c), and (e) – (i) of the definition of post-threshold teachers in Part I of the School Teachers' Pay and Conditions Document (pages 29-30), the Pay Committee may determine which point on the upper pay scale to place them, rather than being required to place them on to U1. When doing so, the Pay Committee should consider any pay progression which such teachers made in their previous employment which was based on an assessment of standards and contribution comparable to the requirements for progression on the upper pay scale; and should not unreasonably withhold appointment at the equivalent point on the upper pay scale.

Processes and procedures

The assessment will be made within 20 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided 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 general appeals arrangements.

Threshold Assessment

Teachers may apply and should be assessed against the post-threshold standards.

A successful assessment will be implemented and paid with effect from 1 September.

The Pay Committee will rely on the outcomes of the two most recent performance

reviews as evidence for threshold assessment.

Classroom teachers on the main scale

Main Pay Range – pay scale

Teachers on the Main Pay Range will be paid on the existing six-point scale. (See appendix 3.)

Main Pay Range – pay progression

To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.

Teachers will be awarded pay progression on the Main Pay Range following a successful teacher appraisal review. This review will be in the context of a set of teacher standards with individual objectives and a strong emphasis throughout the process on professional development. (See Teacher Appraisal policy.)

Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised and recorded with the teacher during the annual teacher appraisal cycle and have not been sufficiently addressed through support provided by the conclusion of that process. If standards are met the assumption remains that teachers will move to the next level.

Teachers in their induction year will be awarded pay progression on the successful completion of induction.

Main scale classroom teachers will receive one extra point for each year of successful performance (as above).

A classroom teacher may be awarded an extra point on the main scale for excellent performance over the previous academic year, having regard to all aspects of their professional duties, but in particular classroom teaching.

6. DISCRETIONARY ALLOWANCES AND PAYMENTS Teaching and Learning Responsibility Payments (TLRs)

TLRs are awarded to the holders of the posts indicated in the attached staffing structure.

Criterion and factors for award of TLRs

The values of the TLRs to be awarded are set out below:

TLR2s will be awarded to the following values:

£2613 to the holder of TLR2A

£4353 to the holder of TLR2B

£6093 to the holder of TLR2C

£6383 to the holder of TLR2Max

TLR1s will be awarded to the following value:

£7546 to the holder of TLR1A

£9285 to the holder of TLR1B

£11,026 to the holder of TLR1C

£12,768 to the holder of TLR1Max

Criterion

A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose ensuring continued delivery of high-quality teaching and learning for which he/she is made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.

Factors

Before awarding a TLR, the Pay Committee must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum;
- d) has an impact on the educational progress of students other than the teacher assigned classes or groups of students; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR 1, the Pay Committee must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

A teacher may not hold more than one TLR of any value, but a TLR could be based on a job description that itemises several different areas of significant responsibility.

A TLR is a payment integral to a post in the staffing structure and therefore may only be held by two or more people when job sharing that post.

TLRs awarded to part-time teachers must be paid pro rata at the same proportion as the teacher's part-time contract.

Special educational needs (SEN) allowances

The Pay Committee will award an SEN spot value allowance on a range of between £2001 and £3954 to any classroom teacher who meets the criteria (see Appendix 5).

When deciding on the amount of the allowance to be paid, the Pay Committee will take into account the structure of the school's SEN provision, whether mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post. The Pay Committee will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

OTHER PAYMENTS

Out-of-school learning activities

Teachers (including the Headteacher) who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a pro rata payment.

Activities that will attract payment include for example Summer Schools where additional grants have been awarded for such purpose.

Provision of services by the Headteacher

The Governing Body has discretion to make payments to the Headteacher if they provide an external service to one or more additional schools and also to any of the school's teachers whose post acquires additional responsibility as a result of the Headteacher's activities. Payments are not automatic.

Recruitment and retention incentives and benefits

The Pay Committee will pay recruitment awards where they consider it appropriate to do so, e.g. teachers in shortage subjects.

The Pay Committee will review the level of payment/benefits [annually].

Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.

Incentives may, for example, include a cash sum, a percentage uprating of salary, or defined benefits such as childcare costs of health care provision.

Acting Allowances

Where any teacher is required to undertake a leadership role in an 'acting capacity'

for a period in excess of four weeks, they will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.

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

APPENDIX 1

Appeals

The arrangements for considering appeals are as follows:

A teacher 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 his/her pay.

The pay hearings and pay appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures.

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 Document; 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, they 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, they may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or union representative (both the hearing and the appeal in paragraphs 5 and 6 would apply). Each step and action of this process must be taken without

unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.

Procedure for appeals hearing

The Governors will be invited to consider an order of proceedings. The following is suggested.

1. The Chair will introduce the members of the Panel.
2. The Appellant will put their case in the presence of the Chair of the Pay Committee and be given the chance to amplify.
3. The Governor and the Chair of the Pay Committee will have the opportunity of questioning the Appellant.
4. The Chair of the Pay Committee will be given the opportunity of responding.
5. The Governors and the Appellant will have the opportunity of questioning the Chair of the Pay Committee.
6. The Appellant and their representative will be invited to summarise their case if they so wish.
7. The Chair of the Pay Committee has the right to respond if any new point is made at this juncture.
8. The Appellant, their representative and the Chair of the Pay Committee will be asked to leave the meeting to enable the Appeal Committee to consider the matter, reach a conclusion and pass a resolution. The representative of the Academy will be able to offer advice on the conditions of service under which the Appellant is employed.
9. The Appellant and their representative with the Chair of the Pay Committee will be recalled and informed of the Appeal Committee's decision/resolution.

Having agreed the order of proceedings the meeting will be formally opened by the Chair of the Pay Committee who will (a) refer to the purpose of the appeal, (b) refer to any documentation which may have been sent to the members of the Pay Committee and to the Appellant or their representative, (c) introduce those present and explain their role in the proceedings.

10. The decision of the Appeals Pay Committee should be confirmed in writing.

The decision of the Appeals Pay Committee is final and cannot be re-opened under the school's grievance procedures.

APPENDIX 2

School Teaching Staff Structure at 1st September 2016 – 102 staff 60.20 fte

Leadership	8.0 fte	
Headteacher	1.0 fte	
Deputy Headteacher	2.0 fte	
Assistant Headteacher	5.0 fte	
TLR1A	11.0 fte	
TLR1B	6.0 fte	
TLR1C	4.0 fte	
TLR1M	1.0 fte	
TLR2A	16.0 fte	
TLR2B	11.0 fte	
TLR2C	0.0 fte	
TLR2M	0.0 fte	
LS	9.0 fte	8 staff
UPS	37.22 fte	75 staff
MPS	22.64 fte	25 staff
UQ	0 fte	0 staff

APPENDIX 3

Pay Scales

Classroom Teacher Posts

The Governing Body has established the following pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range:

Main Pay Scale

1	22,243
2	24,001
3	25,931
4	27,927
5	30,126
6	32,509
6+	32,831

Upper Pay Scale

1	35,218
2	36,522
3	37,870

Unqualified teachers

The Governing Body has established the following pay scale for unqualified teachers employed in classroom teacher posts:

1	16,136
2	18,012
3	19,889
4	21,765
5	23,643
6	25,520

Leading Practitioners

The Governing Body will determine the salary range for any Leading Practitioner post. Leading Practitioners will be paid on a minimum salary of £37836 per annum and a maximum of £57520 per annum. This is in line with the values stated in the STPCD 2013.

APPENDIX 4

SEN ALLOWANCES

The Criteria

An SEN Allowance must be awarded to a classroom teacher:

- a) In any SEN post that requires a mandatory SEN qualification;
- b) Who teaches students in one or more designated special classes;
- c) In any non-designated setting that is analogous to a designated special class or unit, where the post –
 - i. Involves a substantial element of working directly with children with special educational needs;
 - ii. Requires the exercise of a teacher's professional skills and judgement the teaching of children with special educational needs; and
 - iii. 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.

Assessment of Appropriate Allowances Values

The schools structure of SEN provision will inform the rationale for decisions made regarding the appropriate allowances values.

The value of allowances will be based on whether:

- a) Any mandatory qualifications are required;
- b) The qualifications and expertise of the teacher relevant to the post; and
- c) The relative demands of the post.

Mandatory Qualifications

The SENCO qualification (the National Award for Special Educational Needs Co-ordination) is not one of the mandatory qualifications leading to the payment of an SEN allowance. The role of the SENCO, as a managerial responsibility, is not one that meets the criteria for an SEN allowance but consideration could be given to the award of a TLR if applicable.