

## Oriel High School Pay Policy for Teachers and School Leaders

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**Note 1:** Pay scales are now separate to this policy and referred to as Appendix 1.

**Note 3:** information for Centrally Employed Teachers is separate to this policy and included in **Appendix 2**.

### **1. Introduction and Aims**

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2023 and has been consulted on with the recognised teaching trade unions and the headteachers consultative groups. It is recommended that maintained schools adopt this document and, in addition, adhere to the DfE guidance as set out in ['Implementing Your School's Approach to Pay'](#).

This policy applies to all teachers and school leaders employed in this school with effect from 1 September 2023. It also applies to West Sussex County Council's Centrally Employed Teachers with effect from 1 September 2023.

For Centrally Employed Teachers the term Headteacher should be read as 'Manager', the term Governing Body should be read as 'Head of Service' and school should be read as 'Service'. The arrangements for the Pay Committee for Centrally Employed Teachers will be made by WSCC. Refer to Appendix 2 for more information.

In adopting this pay policy, the aim is to:

- Help to ensure that decisions on pay are managed in a fair, just and transparent way.
- Maximise the quality of teaching and learning at the school.
- Support the recruitment and retention of a high-quality teacher and support staff workforce.
- Enable the school to recognise and reward staff appropriately for their contribution to the school

Note: information about support staff pay can be found in the 'Support Staff Pay and Conditions' policy document.

## **2. Summary of Changes to the School Teachers' Pay and Conditions Document (STPCD) 2023**

In accordance with the [School Teachers' Pay and Conditions Document \(STPCD\)](#) from 1 September 2023, the following changes are to be applied:

- A 6.5% increase to all pay points and allowances for both teachers and leaders, apart from slightly higher increases for M1 of the Main Pay Range of 7.1% for England, and 6.8% for the Fringe.

## **3. Annual Pay Reviews For Teachers**

The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1st September and no later than 31st October and that all teachers are given 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 to, or may lead to, the start of a period of salary 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.

Note: a 'pay review' is different to 'pay progression'. A review must happen annually. However, progression does not necessarily happen annually. For further information on progression see below.

## **4. Pay On Appointment and Pay Progression For Teachers, Leading Practitioners, Unqualified Teachers, and the Leadership Group**

### **Classroom Teachers - Pay On Appointment**

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

In making such determinations, the Governing Body may take into account a range of factors, including:

- Nature of the post.
- Level of qualifications, skills and experience required.
- Market conditions.
- Wider school context.

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

There is no assumption that a teacher will be paid at the same rate they were being paid in a previous school or Authority. The only exception to this is where a teacher applies for a post within the same school, without a break in service. In this situation, the [School Teachers' Pay and Conditions Document \(STPCD\)](#) requires the teacher's current salary to be maintained. Note: See section 4 of the guidance document that accompanies this policy document for more information on 'internal candidates'.

### **Pay Portability**

Whilst there is no longer any statutory requirement in the STPCD for the Governing Body to match teachers' previous salaries when they are appointed to a post, the Governing Body does have discretion to set salaries on appointment. This includes the freedom to pay teachers more or less than their previous salary from the start of their new employment in a school.

Governing bodies will need to be mindful of the following criteria:

- The need to attract, recruit and maintain teachers.
- That decisions about pay do not discriminate against teachers because of a protected characteristic under the Equality Act 2010. Salary determinations made at school level should also be monitored to ensure that decisions in respect of starting salary/pay portability are not discriminatory.

The relevant body must avoid discriminating against teachers returning to the profession following a career break whether they return to the same school or to another school. Blanket policies against pay portability are likely to disadvantage women teachers who have taken a break from teaching to give birth and/or to care for their children.

Schools are advised to ensure that their adverts for vacancies clearly stipulate the pay range that is offered for the post.

### **Unqualified teachers - Pay On Appointment**

The Pay Committee will pay any unqualified teacher in accordance with paragraph 17 of the STPCD. The Governing Body will determine where a newly appointed unqualified teacher will be placed on the range, having regard to any qualifications or experience he/she may have, which are considered to be of value. The Governing Body will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22.

### **Headteachers - Pay on Appointment**

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

1. The pay range for the Headteacher is determined by defining the role and determining the Headteacher Group – the [School Teachers' Pay and Conditions Document \(STPCD\)](#) sets

out the minimum and maximum salary amounts a Governing Body is able to pay a Headteacher of each school size.

2. Setting the indicative pay range - in determining this, the Governing Body will take into account the following factors:

- Scale and challenge of the role.
- Budgetary considerations.
- Market conditions.
- Scope for progression.
- Relationship to other positions within the school.

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

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

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

- Nature of the post.
- Level of qualifications, skills and experience required.
- Market conditions.
- Wider school context.
- How closely the candidate meets the requirements of the post.
- Candidate's previous salary.

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

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

Note: further information is available to school governors in the booklet published by Governors Services titled 'Determining Pay Of Headteachers And Deputies West Sussex Guidance For Governors'. It is available on West Sussex Services for Schools.

### **Assistant/Deputy Headteachers - Pay On Appointment**

The Governing Body will determine the pay range for a vacancy prior to advertising it. The pay range for Assistant Headteachers / Deputy Headteachers is determined by:

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

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

- All permanent responsibilities of the role.
- Challenges specific to the role.
- Market conditions.
- Budgetary considerations.
- Scope for progression to other school leadership positions. The range set for the post must not exceed the Headteacher's school Group size.

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

- Nature of the post
- Level of qualifications, skills and experience required
- Market conditions
- Wider school context

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

Note: further information is available to school governors in the booklet published by Governors Services titled 'Determining Pay Of Headteachers And Deputies West Sussex Guidance For Governors'. It is available on West Sussex Services for Schools.

## **5. Appraisal and Pay Progression**

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy, further guidance can be found in the document [Implementing Your School's Approach To Pay](#).

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain.

In the case of Early Career Teachers (ECTs), whose appraisal arrangements are different, pay decisions will be made by means of the [statutory induction process](#). It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

Teachers and school leaders can expect to progress to the top of their pay range if they demonstrate continued good performance.

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

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

Teachers' appraisal reports will contain 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. 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.

### **Leading Practitioners**

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

#### **Pay Progression**

Leading Practitioner teachers will be awarded pay progression on their pay range if they meet the required performance standards and following each successful appraisal review.

### **Unqualified Teachers**

#### **Pay Progression**

In order to progress up the Unqualified Teacher Range, unqualified teachers will need to show that they have made good progress towards their objectives.

### **Classroom Teachers**

#### **Pay Progression Based on Performance – Teachers**

#### **Leadership Posts**

#### **Pay Progression**

The Governing Body must consider annually whether or not to increase the salary of members of the leadership who have completed a year of employment since the previous pay determination, and, if so, to what salary within the relevant pay range.

#### **Pay Progression Based on Performance - Teachers**

To be fair and transparent, assessments of performance will be properly rooted in evidence. Moderation will be conducted by Faculty Heads and the Senior Leadership Team.

The sources of evidence we may use could include:

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

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

## Assessment Criteria for Performance and Pay Progression all Teachers

A teacher's overall performance will be assessed as:

### Teaching and Learning

<p><b>Outstanding</b></p>	<p><i>Where the teacher has exceeded most objectives and made a significant contribution to whole school priorities, for example through the school improvement plan. They have also consistently role modelled positive behaviours, including those identified in the teacher's standards.</i></p> <ul style="list-style-type: none"> <li>• Much teaching over time and in most subjects is outstanding and never less than consistently good.</li> <li>• Almost all pupils*, including disabled pupils, those who are disabled, have special educational needs, who are disadvantaged and the most able, are making sustained progress that leads to outstanding achievement.</li> <li>• Teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.</li> <li>• Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</li> <li>• The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.</li> <li>• Teachers and other adults authoritatively impart knowledge to ensure pupils are engaged in learning and generate high levels of commitment to learning across the school.</li> <li>• Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.</li> <li>• Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match needs accurately.</li> </ul> <p><i>* This will be determined using Ofsted's definition.</i></p>
<p><b>Good</b></p>	<p><i>Where the teacher has met all objectives and consistently demonstrated positive behaviours.</i></p> <p>Teaching over time in most subjects, including English and mathematics, is consistently good, with examples of some outstanding teaching. As a result, most pupils* and groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.</p>

	<p>Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.</p> <p>Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.</p> <p>Reading, writing, communication and mathematics are taught effectively.</p> <p>Teachers and classroom support staff create a positive climate for learning in their lessons and pupils are interested and engaged.</p> <p>Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.</p> <p>Effective teaching strategies, including setting appropriate homework and well-targeted support and intervention, are matched closely to most pupils' needs, including those most and least able, so that pupils learn well in lessons.</p> <p><i>* This will be determined using Ofsted's definition.</i></p>
<b>Requires Improvement</b>	Where the teacher has met or partially met only some of the objectives and demonstrated some positive behaviours. Overall performance does not meet the required standard in some aspects. Teaching requires improvement as it is not good.
<b>Inadequate</b>	<p>Teaching is likely to be inadequate where <b>any</b> of the following apply:</p> <p>As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.</p> <p>Pupils cannot communicate, read, write, or apply mathematics as well as they should.</p>

## Behaviour and Safety

### Outstanding (1)

Pupils' consistently display a thirst for knowledge and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons

Pupils attitudes to learning are of an equally high standard across subjects. Incidences of low-level disruption in lessons are extremely rare.

Parents and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life.

Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.

Pupils have an age appropriate awareness of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.



Pupils' excellent conduct and behaviour reflects the school's effectively strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.

All groups of pupils are safe and feel safe at school at all times. They have an age appropriate understanding of what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

### **Good (2)**

Pupils' attitudes to all aspects of learning are consistently positive, including when being taught as a whole class or working on their own or in small groups. These positive attitudes have a good impact on the progress the pupils make

Pupils respond very quickly to staff's instructions and requests allowing lessons to flow smoothly and without interruption. Low-level disruption in lessons is rare.

Pupils' attitudes to learning are positive across subjects.

Pupils are properly prepared for each lesson, bring the right equipment and are ready and eager to learn.

There are no well-founded concerns expressed by parents, staff and pupils about behaviour and safety. Pupils understand the importance of good attitudes and behaviour in school life.

There is a positive ethos in and around school. Pupils conduct themselves well at all different times of day, including at lunchtime, attend regularly, have good attitudes and are punctual to lessons.

Pupils take pride in their work, their appearance and their school.

Pupils have a good age appropriate awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively.

Pupils' good conduct and behaviour reflect the school's efforts to promote high standards. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.

Pupils are safe and feel safe at school and have an age appropriate understanding of how to keep themselves safe in different situations.

### **Requires improvement (3)**

Behaviour and safety require improvement as these aspects are not good.

### **Inadequate (4)**

Behaviour and safety are inadequate when **any** of the following apply.

Pupils' lack of engagement and persistent low-level disruption of learning contribute to reduced learning and/or a disorderly classroom environment.

A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school.

Pupils exhibit negative attitudes about the value of good manners and behaviour as key factors in school life.

Incidents of bullying overall or specific types of bullying are frequent, and/or pupils/parents have little confidence in the teacher's ability to address bullying successfully.

Pupils or particular groups of pupils are not safe or do not feel safe at school.

Attendance is consistently low for all pupils or groups of pupils and shows no or little sign of improvement.

Pay progression will be recommended where a teacher has been assessed as 'Outstanding' or 'Good'.

- Where an assessment of '**Outstanding**' has been awarded the school has the discretion to advance by more than a single DRP.
- Where an assessment of '**Good**' has been given, progression to the next DRP will be recommended.
- Where an assessment of '**Requires Improvement**' has been given and significant progress has been made against the support/improvement plan put in place (such that the appraiser is confident that the relevant performance improvement will be achieved) progression to the next pay point will be recommended.
- Where an assessment of 'Requires improvement' has been given and significant progress against the support plan has **not** been made, progression to the next pay point will **not** be recommended. The support plan should continue to be followed (with additional interventions if necessary) **and** the school will consider managing the teacher's performance under the capability procedure. **However**, if there are **sufficient mitigating circumstances** the school may decide not to manage the teacher's performance under the capability procedure at this stage.
- Where an assessment of '**Inadequate**' has been given, progression to the next pay point will **not** be recommended. The expectation is that supportive interventions will have failed and that the teacher's performance will be managed under the capability procedure.

### **Pay Progression Based on Performance for the Leadership Group**

The Governing Body must consider annually (providing the employee has one or more years' employment since the last pay determination), whether to increase the salary of members of the leadership group and if so to what salary within the relevant pay range. This will be determined by an assessment of performance carried out by the appointed Governors responsible for appraising the Headteacher or, in the case of the Assistant/Deputy, the Headteacher.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by (insert here how the school will ensure that objectives and assessments are consistent, including any arrangements for quality assurance and moderation).

#### Evidence

The [Schools Financial Value Standard \(SFVS\)](#) guidance will help school governors meet basic standards for good financial health and resource management.

The SFVS Checklist asks questions of school governors in six areas of resource management including staffing. It links to guidance that provides clarification for each question, examples of good practice, and details of further support available to assist schools in addressing specific issues. Two staffing-related questions in the checklist that governors should consider using cover the use of professional independent advice to inform the pay decision process in relation to the school's headteacher and benchmarking against similar schools.

Other evidence we will use will include:

- Objectives that have been set for the leadership group.
- Peer reviews.
- Statistical measures.

- Performance of tasks delivered over and above the objectives achieved.
- Impact on school improvement priorities.
- Student outcomes and progress.
- Teachers' Standards.
- Behaviours and attitudes (including those specified in relation to personal and professional conduct as detailed in the Teachers' Standards).
- Advice of the independent advisor for the Headteacher, or other external reports on the moderation of the school's progress.
- In this school, judgements of performance and pay progression will be made against the criteria outlined below.

### **Assessment Criteria For Performance and Pay Progression All Teachers**

A teacher's overall performance will be assessed as:

**Outstanding:** Where the teacher has exceeded most objectives and made a significant contribution to whole school priorities, for example through the school improvement plan. They have also consistently role modelled positive behaviours.

**Good:** Where the teacher has met all objectives and consistently demonstrated positive behaviours.

**Requires Improvement:** Where the teacher has met or partially met only some of the objectives and demonstrated some positive behaviours. Overall performance does not meet the required standard in some aspects.

**Inadequate:** Where the teacher has failed to meet key objectives and demonstrated some negative or inconsistent behaviour. Overall performance is below the required standard and is inadequate.

Pay progression will be recommended where a teacher has been assessed as 'Outstanding' or 'Good'.

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

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

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

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

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

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

Teachers, who are not recommended to go up an Advisory Point, will receive the percentage increase for their existing Advisory Point.

Reminder Note: in 2018/19 West Sussex reverted to a 6-point Main Pay Range and removed M6B making pay point M6 the maxima of the Main Pay Range as prescribed in the STPCD.

### **Process Information**

#### **Process – Classroom Teachers, Unqualified teachers, and Leading Practitioners**

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

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

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

#### **Process – Leadership Group**

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

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

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

#### **Process – All Teachers**

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

The Governors' Pay Committee will aim to meet at such time in November that changes to teachers' pay can be backdate to September and be reflected in the December payrun.

## **Movement To The Upper Pay Range**

### **Applications and Evidence**

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.

Applications may be made at least once a 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 should include documentary evidence of performance reviews for two previous performance management cycles under the Appraisal Regulations 2012 regulations, including any recommendation on pay. Where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria.

In order for an assessment to be robust and transparent, it will be a broad evidence-based process only. Teachers therefore should ensure documentary evidence supporting the summary in the written application is available on request in the assessment of the application.

Those teachers who are not subject TO THE Appraisal regulations 2012, or who have been absent through sickness, disability or maternity, may cite written evidence from a 3-year period before the date of the application, from this school and other schools, in support of their application.

### **The 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 relevant standards; and
- (b) The teacher's achievements and contribution are substantial and sustained.

For the purposes of this pay policy, 'highly competent' means that we would expect the teacher to demonstrate competence in the areas of:

- Pupil progression
- Teacher effectiveness
- Wider contribution /effectiveness and
- Personal and professional development.

For the purposes of this pay policy, 'substantial' means that the teacher has at least four years' experience within a classroom setting or has other relevant subject matter or other relevant transferable experience.

For the purposes of this pay policy, 'sustained' means that a teacher will be able to supply evidence of at least two consecutive appraisals where the overall assessment of performance has been 'Good' or 'Outstanding'. These will usually be obtained within the school in which they have applied to admission to the Upper Pay Range. However, in exceptional circumstances evidence from another source may be considered.

The application will be assessed robustly, transparently, and equitably. The appraiser will make their recommendation to the Headteacher and the role of the Governing Body in making the final determination.

### **Processes and Procedures**

The assessment will be made by 31<sup>st</sup> October each year.

If successful, applicants will move to the Upper Pay Range from the start of term/academic year (backdated). The decision will be taken by the Headteacher and the SLT and the Headteacher will take such decisions to the Governors' Pay Committee for ratification taking into account the following considerations:

- The nature of the current post and the responsibilities it entails.
- The level of qualifications, skills, and experience of the teacher.
- Is on TMS6

If unsuccessful, feedback will be provided by (insert who will provide the feedback e.g., line manager / subject leader / Headteacher / head of school), how it will be given, what it will include and when it will be provided within 20 working days of decision.

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.

### **Progression Through The Upper Pay Range**

Progression through the Upper Pay Range will be determined every other year. A teacher can expect to progress through the Upper Pay Range if they have had two consecutive annual appraisals where the overall assessment of performance has been 'Good' or 'Outstanding' whilst in the Upper Pay Range and can fully demonstrate the indicators set out above.

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

Note: refer to section 5 of the guidance document that accompanies this policy document for more information on Upper Pay Range progression.

## **6. Appeals Procedure**

### **Stage 1 - Informal Stage**

Any teacher, including the Headteacher, who is dissatisfied with the pay recommendation that has been made by their appraiser or decision not to admit them to the UPR, should first discuss this informally with the Headteacher (or their Appraiser in the case of the Leadership Group) BEFORE the recommendation is put forward to the Pay Committee.

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

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

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

### **Stage 2 - Formal Stage**

A formal representation to the person or Governors committee making the pay determination.

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

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

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

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

This list is indicative rather than exhaustive. Any additional evidence the employee wishes to be considered by the panel must be submitted with their appeal letter.

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

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

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

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

### **Stage 3A** - Formal appeal hearing with an appeals panel of governors

If the employee is dissatisfied with the decision of the Pay Committee, the teacher may appeal to the Chair of Governors.

The teacher (Headteacher) must submit their appeal in writing and state the grounds on which they believe their pay recommendation is incorrect (as described in Stage 2).

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

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

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

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

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

The outcome should be notified in writing within 5 working days of the meeting.

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

If the appeal is upheld, then a summary of the evidence considered and reason for the decision should also be given in writing in the outcome letter. The Headteacher is then responsible for ensuring that the relevant adjustment to the teacher's pay is made (or Chair of Governors in the case of the Headteacher).

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

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

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

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

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

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

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

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

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

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

During the adjournment, the Appeal Chair and panel will consider all the information that they have heard and reach a balanced decision. The rationale for their decision must be recorded in the notes of the meeting. The Appraising manager will not play any part in the Appeal deliberation and decision-making process and must leave the room. The employee and their companion will then be asked to re-join the meeting and be given the outcome verbally, which will be confirmed in writing. If the Appeal Panel/Chair cannot reach a decision on the day, the employee will be told of this, and advised of the outcome of the meeting within 5 working days.

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

## **7. General Provisions**



## **Equality**

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

Schools and local authorities must stay within the legal framework set out in the Document and the procedures for determining pay and comply with all the requirements of discrimination legislation, for example, the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

## **Job Descriptions**

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

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

The Governing Body will monitor the outcomes of this policy on a regular basis. In this school the monitoring will take place annually including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with Equalities legislation.

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

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

## **Pay Differentials**

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

## **Pay Increases for Teachers Arising from Changes to the Document**

All teachers are paid in accordance with the statutory provisions of the [School Teachers' Pay and conditions Document \(STPCD\)](#).

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

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

## **Pay Recommendations for Teachers**

Pay recommendations are made by the teacher's appraiser. The school's leadership group may moderate all recommendations made to ensure consistency amongst appraisers and refer the final recommendations to the Pay Committee for approval.

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

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

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

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

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

### **Pay Ranges**

The pay ranges for teachers and school leaders are set out within Appendix 1 of this policy.

### **Salary Safeguarding**

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

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

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

### **Vacancies**

All vacancies will be advertised with an indication of the salary range that the school is prepared to pay for the role. This will reflect the tasks/level of responsibility of the post. Tasks carrying additional payments, whether permanent or temporary, will be made known to staff and applicants.

## **8. Part-Time and Short Notice / Supply Teachers**

### **Short Notice / Supply Teachers**

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days (194 days for the school year beginning in 2023), with periods of employment of less than a day being calculated pro rata based on 1265 hours (1258.5 hours for the school year beginning in 2023).

Existing supply teachers will continue on their current salary point, and this should be guaranteed all the time they continue within the same school.

Newly appointed supply teachers, or supply teachers taking on a new supply contract in a different school, will have their salary determined in accordance with this policy.

### **Part-Time Teachers**

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

The Governing Body will give them a written statement, detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

## **9. Allowances and Other Provisions**

### **Acting Allowances**

Teachers who are assigned and carry out the duties of the Headteacher, Deputy Headteacher, or Assistant Headteacher can receive an acting allowance.

The Governing Body will, within a four-week period of the teacher starting acting duties, decide whether or not the acting post holder will be paid an allowance.

In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and will be paid from the first day of absence.

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

- Not be lower than the minimum of the pay range set for the post the teacher is covering.
- Be a reasonable and appropriate amount.
- Be paid only for as long as the teacher occupies the position on an acting basis. If the teacher is appointed permanently to the post, then they will be appointed in accordance with Appendix 1 of this policy.

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

The Governing Body may make additional payments as it sees fit to classroom teachers (but not headteachers) in respect of:

- Continuing Professional Development undertaken outside the school day.
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school.
- Participation in out-of-school hours learning activity agreed between the teacher and the headteacher.
- 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.

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

Note: refer to the guidance document that accompanies this policy document for more information on Additional Payments.

## **Recruitment and Retention Allowance**

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

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

Headteachers, Deputy and Assistant Headteachers may not be awarded payments for recruitment and retention other than for reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations must be taken into account when determining the salary range.

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

A SEN allowance of no less than £2,384 and no more than £4,703 per annum is payable to a classroom teacher in accordance with this paragraph.

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

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

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

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

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

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

The Governing Body may award a TLR to a classroom teacher (except unqualified teachers) as set out in the following paragraphs.

A TLR1 or a TLR2 will be paid for clearly defined and sustainable additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning.

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

- Subject leader; assistant head of faculty, deputy head of faculty, head of faculty, deputy head of learning community, head of learning community, deputy director of learning, director learning.
- The value of the TLR is subject to a minimum and maximum amount as set out in the [School Teachers' Pay and conditions Document \(STPCD\)](#). TLRs within this school will be paid on one of the Levels listed in Appendix 1, which will be determined according to the size and complexity of the duties for which they are being awarded. Please find below an illustration of the types of responsibility which will attract TLRs of specified reference points:
- (The Governing Body needs to illustrate here what types of responsibilities will attract which level of TLR).

A TLR1 and TLR2 may not be held at the same time and cannot be awarded to unqualified teachers.

Posts to which TLRs have been attached will be reviewed regularly by the Governing Body, who will ensure that the posts meet the criteria for the payment of TLRs.

The Governing Body may award a TLR3 of between £600 and £2,975 for a clear time limited period. The Governing Body will set out in writing to the teacher the period of time the TLR3 will be awarded for and the amount of the award. The TLR3 will be paid in monthly instalments. The Governing Body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic. No salary safeguarding will apply in relation to the ending of an award of a TLR3.

Note: refer to section 5 of the guidance document that accompanies this policy document for more information on TLRs.

### **Temporary Discretionary Payments to Headteachers**

Any additional payment made to the Headteacher must be for clearly temporary duties and responsibilities that are in addition to the post for which their salary has been determined. The Governing Body will not take into account factors which were considered when determining the pay range for the post.

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

Only in wholly exceptional circumstances will the Governing Body consider awarding an additional temporary discretionary payment to the Headteacher that exceeds the 25% limit. Where this is proposed the approvals process set out in the guidance document which accompanies this policy. The limit does not apply to payments that are made:

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

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

Note: refer to the guidance document that accompanies this policy document for more information on Temporary Discretionary Payments.

### **Unqualified Teachers' Allowance**

The Governing Body may award an additional allowance to an unqualified teacher, where the teacher has taken on a sustained additional responsibility which: is focused on teaching and learning or requires the exercise of a teacher's professional skills and judgement; or where he/she has qualifications or experience which bring added value to the role being undertaken.