



Red Hall Primary School

Pay Policy 2021/22

STATUS	DATE
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REVIEWED BY:	EPM September 2021
DESCRIPTION OF CHANGES	Updated in line with STPCD 2021
REVIEWED BY THE GOVERNING BODY:	20 th October 2021
NEXT REVIEW DATE:	Autumn Term 2022

1 Introduction

- 1.1 The Governing Body has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all staff employed in the school.
- 1.2 The Governing Body is committed to taking decisions in accordance with the “key principles of public life”: objectivity, openness and accountability. It recognises the requirement for a fair and transparent policy to determine the pay and grading for all staff employed in the school, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.
- 1.3 The Governing Body recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and will ensure that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.
- 1.4 This policy is based on a whole school approach to pay issues. Pay decisions will take account of the resources available to the school. The school staffing structure will support the school improvement plan. The Governing Body will exercise its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in school pay decisions.
- 1.5 The Governing Body recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair equitable and transparent way. The Governing Body also recognises the importance of annual appraisal of performance for support staff.
- 1.6 This policy has been agreed by the Pay Review Committee of the Governing Body following consultation with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by the committee. The Pay Review Committee will have full authority to take decisions on behalf of the Governing Body on pay matters as defined in this policy.
- 1.7 The school staffing structure is available from the School office. Any subsequent changes to the staffing structure will be subject to consultation.

2 Aims of the policy

2.1 The Governing Body aims to use the school pay policy to:

- Maintain and improve the quality of teaching and learning at the school;
- Support the school improvement plan;
- Underpin the school's Appraisal policy;
- Ensure that all staff are valued and appropriately rewarded for their work contribution in the school;
- Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
- Demonstrate that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;
- Provide flexibility to recognise individual staff performance linked to pay decisions;

2.2 The Governing Body will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation

3 Staffing Structure

3.1 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

4.1 The Governing Body will ensure that every teacher's salary is reviewed on an annual basis with effect from 1 September, no later than 31 October and 31 December (HT).

4.2 The teacher's appraisal report will contain a recommendation on pay. The Head Teacher will be responsible for submitting any recommendations for pay progression, in accordance with the relevant sections of this policy, to the Governing Body for approval.

4.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.

4.4 A review may occur at other times where there has been a significant change affecting an individual teacher's pay. A revised written statement will be issued to the teacher in such circumstances, including any salary safeguarding arrangements that may apply.

- 4.5 The Governing Body will also ensure an annual review of all support staff salaries by no later than 1st April.

5 Recruitment

Teaching Staff

- 5.1 Advertisements for vacant posts in the school will be considered by the Head Teacher and Pay Review Committee where appropriate. All posts will be advertised either internally or externally, locally or nationally as appropriate.
- 5.2 The advertisement will include the relevant pay band for the post from the range of bands determined by the Governing Body as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.
- 5.3 In respect of the Head Teacher post becoming vacant the Governing Body will agree a broad pay range based on the arrangements set out in paragraph 6.2.1 of this policy. The post may be advertised with an indicative pay range but with flexibility to pay up to the maximum of the agreed broad range for the selected candidate as appropriate.
- 5.4 Where an applicant for a classroom teacher post does not meet the criteria for the level of post advertised within the school pay structure but the post would otherwise prove difficult to fill, the Governing Body may appoint at a lower level but also consider a recruitment payment in accordance with the school policy set out in section 9.4 Any recruitment and retention payment considered in respect of the Head Teacher will be included in the calculation of the pay range for the post, in accordance with paragraph 6.2.1 of this policy and will not be made as an additional recruitment and retention payment.
- 5.5 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.
- 5.6 Within the framework of relevant statutory legislation, the advertisement may also include reference to any underrepresentation within the school to encourage applications from any disadvantaged and underrepresented groups.

Support Staff

- 5.7 The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade.

6 Teaching Staff Pay

- 6.1 In this school all teaching staff are employed in accordance with the provisions of the School Teachers Pay and Conditions Document. The following pay arrangements have been agreed by the Governing Body, using the flexibilities contained within the STP&C Document.
- 6.1.1 The Governing Body will consider any recommended future uplift to the national framework and will decide annually on whether or not these should be applied to the pay ranges detailed in this policy.
- 6.1.2 Where a decision is taken to apply any future uplift to the pay ranges set out in this policy the Governing Body may determine that all or part of any agreed future uplift will be subject to performance where it relates to a teacher's individual salary.
- 6.2 **Head Teacher**
- 6.2.1 The Governing Body will assign a seven-point Individual School Range based on the school group size and any permanent additional relevant factors as determined within the framework of the School Teachers' Pay and Conditions document. These additional factors will relate to the school context and challenge, and the wider accountability of the Head Teacher, which may also include circumstances where:
- the school is a school causing concern;
 - without such additional payment the Governing Body considers that the school would have substantial difficulty filling a vacant Head Teacher post;
 - without such additional payment the Governing Body considers the school would have substantial difficulty retaining the existing Head Teacher;
 - the Head Teacher has additional permanent responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.
- 6.2.2 The Individual School Range will be established in 3 pay bands as set out in Appendix 1 of this policy, and will take account of the Governors' leadership skills level descriptors set out in the school's Appraisal Policy / in Appendix 1 of this policy. Other than in exceptional circumstances, the Individual School Range will not exceed 25% of the maximum of the school group size. The Governing Body will ensure that other than in exceptional circumstances, there is no overlap of salary bands between the Head Teacher and other leadership posts.
- 6.2.3 In addition, the Governing Body may consider an additional payment to the Head Teacher in respect of temporary additional duties and responsibilities, e.g. where they are providing services to other schools as a consultant leader, school improvement partner, local or

national leader of education etc. including where the Head Teacher is appointed as a temporary Head Teacher of one or more additional schools, not included as a permanent factor in the calculation of the ISR.

The additional payment will be time limited and will not exceed 25% of the salary agreed under paragraph 6.2.1 or 25% of the maximum of the school group size, whichever is the lower.

- 6.2.4 In wholly exceptional circumstances the Governing Body may consider a payment in excess of 25%. In such circumstances the Governing Body will seek external independent advice.
- 6.2.5 The Governing Body will calculate the Head Teacher group size at the start of each academic year and determine the appropriate Individual School Range for the year. The Governing Body will determine the group size for the school in accordance with the provisions of the School Teachers' Pay and Conditions Document.
- 6.2.6 In setting the ISR the Governing Body will have regard to the indicative salary points for the leadership range contained within the relevant School Teacher's' Pay and Conditions Document.
- 6.2.7 On appointment the salary of the Head Teacher will be within the agreed Individual School Range up to a maximum of penultimate point on the agreed range for an outstanding candidate, matched against the Governors' leadership skills level descriptors.
- 6.2.8 Progression on the ISR for the Head Teacher will be subject to a review of the Head Teacher's performance set against the annual appraisal review and the Governors' leadership skills level descriptors. The Head Teacher will not move from Band 1 to Band 2, or from Band 2 to Band 3 on the ISR until all the elements of the Governors' leadership skills level descriptors for the post for either Band 2 or band 3 respectively have been met.
- 6.2.9 The Governing Body may award one increment for sustained high quality performance against the criteria in paragraph 6.2.8 above or may award two or more increments where performance has been exceptional and exceeded the expectations set out in paragraph 6.2.8.
- 6.2.10 Where performance has not been of a sustained high quality the Governing Body may decide that there should be no pay progression. The pay review for the Head Teacher will be completed by 31 December.
- 6.2.11 The Governing Body has determined that a Head Teacher appointed to band 1 on the ISR would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 3 years of taking up their post. In circumstances where the Head Teacher's performance is not at that level this will be addressed through the school's appraisal, and possibly capability procedure.

6.2.12 The Governing Body will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the Head Teacher's salary is fair and transparent.

6.3 Other Leadership Posts

- 6.3.1 The Governing Body will determine a 5 point pay range for all other leadership posts. from within the indicative pay points for the leadership scale contained in the School Teachers' Pay and Conditions Document.
- 6.3.2 The relevant leadership range will be established in 3 pay bands as set out in Appendix 1 of this policy, and will take account of the Governors' leadership skills level descriptors set out in the school's Appraisal Policy / in Appendix 1 of this policy. The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. In the absence of the Head Teacher, a post with a designated deputy role will be appropriately remunerated above the range for other leadership posts.
- 6.3.3 Other than in exceptional circumstances, the Governing Body will ensure that there is no overlap of pay points between the Head Teacher and any other leadership post.
- 6.3.4 On appointment a teacher paid on the leadership scale will be appointed according to experience at any point below the maximum of the range matched against the Governors' leadership skills descriptors.
- 6.3.5 The pay range for teachers paid on the leadership spine will be reviewed by 1 September each year or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership spine.
- 6.3.6 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review and the Governors' leadership skills level descriptors. The teacher will not move from Band 1 to Band 2, or from Band 2 to Band 3 on the relevant leadership pay range until all the elements of the Governors' leadership skills level descriptors for the post for either Band 2 or band 3 respectively have been met.
- 6.3.7 The Governing Body may award one increment for sustained high quality performance against the criteria set out in paragraph 6.3.6 above or two or more increments where performance has been exceptional against the criteria set out in paragraph 6.3.6.
- 6.3.8 Where performance has not been of a sustained high quality the Governing Body may decide that there should be no pay progression. The pay review will be completed by 31 October.

- 6.3.9 The Governing Body has determined that a teacher appointed to Band 1 on the relevant leadership pay range would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 3 years of taking up their post.
In circumstances where the teacher's performance is not at that level this will be addressed through the school's appraisal, and possibly capability procedure.

- 6.3.10 The Governing Body will ensure that the reasons for setting the pay range at a given level are recorded and that the process for the determination all leadership posts is fair and transparent.

6.4 Other Posts paid above the Classroom Teacher Scale – Leading Practitioners

- 6.4.1 The Governing Body may also establish other teaching posts paid above the Upper Pay Spine. These posts will carry responsibility for modelling and leading the improvement of teaching skills across the school.
- 6.4.2 The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the School Teachers' Pay and Conditions Document, and will be determined by the role and range of responsibility of each post, which may vary across the school.
- 6.4.3 It is not envisaged that there will be Lead Practitioners at the school for the 2020/21 academic year. This decision will be reviewed annually.

6.5 Main Scale and Upper Pay Range Teachers

- 6.5.1 The Governing Body will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document.
- 6.5.2 The Governing Body has established a pay structure for these posts as detailed in Appendix 5.
- 6.5.3 The Governing Body has agreed Career Stage Expectations / Professional Skills Level Descriptors for each band which are detailed in the school's Appraisal Policy. (attached as Appendix 2 and 3 to this policy). The pay review will normally be completed by 31st October.

Pay Progression within bands

- 6.5.4 Pay progression within bands will be subject to sustained performance towards the next higher band, and meeting the relevant teacher standards and Career Stage Expectations / Professional Skills Level Descriptors for that band. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level and is below the school's expectations at that level

of post, the governors may determine that no incremental progression will be awarded in that year.

- 6.5.5 Progression within a pay band will be subject to a review of the teacher's performance set against the annual appraisal review and the Teacher Standards. The Governing Body may decide to award one increment for both sustained high quality performance and professional development in line with school expectations or two increments where performance has exceeded school expectations. For teachers on the upper pay range (Band 3 – Expert Teacher) progression will normally be considered after 2 years of sustained high quality performance or earlier where performance has exceeded school expectations.

Pay progression between bands

- 6.5.6 The Governing Body has determined that, other than in exceptional circumstances, a teacher would not move to :

- Band 2 (Accomplished Teacher) unless they are able to demonstrate a minimum 2 years teaching experience and including a period of a sustained level of performance at the higher level immediately prior to moving to Accomplished Teacher); or to
- Band 3 unless they are able to demonstrate a minimum of 4 years' experience, experience of working across different year groups, and including a period of a sustained level of performance at the higher level immediately prior to, moving to Expert Teacher.

- 6.5.7 Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the teacher standards and Career Stage Expectations / Professional Skills Level Descriptors for the new band.

- 6.5.8 The Governing Body has determined that a teacher appointed to Band 1 (Teacher) would, other than in exceptional circumstances, be expected to have progressed to the Accomplished Teacher band within 3 years of taking up their post). In circumstances where a teacher's performance is not at that level this will be addressed through the school's appraisal and possibly capability procedure.

- 6.5.9 A teacher reaching the top of Band 1 will automatically progress to the next band if they meet the criteria for the higher band and are recommended for progression by the appraiser.

Accelerated progression

- 6.5.10 As part of their annual appraisal meeting at the start of the appraisal cycle, a teacher may request to be considered for accelerated pay progression either within the pay band or to the next pay band at the end of that review cycle. This will be subject to review of performance

against the school's skills level descriptors and may require additional or more challenging objectives to be set for the appraisal period as set out in the school's appraisal policy.

Appointments

6.5.11 A newly appointed teacher will usually be appointed at any point in the band to take account of a teacher's previous salary and/or relevant experience as determined by the Head Teacher.

6.5.12 The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

6.5.13 A teacher transferring roles internally within the school will continue paid the same salary on the main scale (Bands 1 and 2) or the Upper Pay Scale (Band 3) as paid in the previous role.

6.6 Application to move onto the Upper Pay Range (Band 3 – Expert Teacher)

6.6.1 Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.

6.6.2 The Governing Body will consider applications from a teacher during the Summer term for progression at the start of the Autumn term. A teacher may submit one application in any academic year.

6.6.3 If a teacher is simultaneously employed at other 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.

6.6.4 For an application to be successful the teacher will need to demonstrate that they meet all the teacher standards and the professional skills level descriptors agreed by the Governing Body for teachers on the upper pay range (Band 3 – Expert Teacher). The teacher will also need to demonstrate that they have been working at that level for a significant period of at least 2 terms, prior to the submission of the application, and show evidence through recent appraisal statements of sustained skills development.

6.6.5 As defined in the School Teachers' Pay and Conditions Document, a teacher being considered for a move onto the Upper Pay Range (Expert Teacher – Band 3) must therefore be able to demonstrate:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

as exemplified by the school's career stage expectations / professional skills level descriptors.

In addition, for the purposes of this Pay Policy:

- 'highly competent' includes performance which demonstrates that all aspects of teaching over time are at least good and many aspects are outstanding, including evidence to show that the teacher can provide coaching and mentoring to other teachers, model effective teaching practice and show other teachers how to make a wider contribution to the work of the school which supports them to develop their teaching practice and meet the relevant standards;
- 'substantial' means of significant importance and value to the school, being a role model for teaching and learning and making a significant contribution to raising pupil progress and outcomes both in their own classroom and across the school;
- 'sustained' means continuously over a period of 2 terms, showing teaching practice which has grown over that period and is now consistently good to outstanding.

- 6.6.6 Where a teacher has been on maternity leave or long-term sick leave, adjustments may be made to take account of special circumstances. This may include evidence of skills and performance over a different period but in any case, the exact adjustments will be made on a case-by-case basis, depending on the circumstances of the individual teacher and the school.
- 6.6.7 An application for progression to the upper pay range (Band 3 – Expert Teacher) will be assessed by the Head Teacher and a decision notified to the teacher in writing within 20 working days of the Governing Bodies decision.
- 6.6.8 If successful the teacher will receive confirmation that their application has been successful and that they will move to the upper pay range with effect from 1 September following the date of submission of the application.
- 6.6.9 If unsuccessful the teacher will be provided with feedback by the Head Teacher.
- 6.6.10 Any appeal against the decision, which should be submitted within 10 working days, will be considered in line with the school's pay appeals procedure set out in appendix 4.

6.7 **Unqualified Teachers**

- 6.7.1 The Governing Body will appoint unqualified teachers to a salary within the range set out in the School Teachers Pay and Conditions Document.

6.7.2 The Governing Body has determined that the salary range is as detailed in Appendix 5.

6.7.3 Unqualified points 4, 5 and 6 overlap with Band 1 (Teacher) on the Qualified Teacher scale and therefore the Governing Body will take account of the professional skill level descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.

6.7.4 A newly appointed unqualified teacher will usually be appointed at any point in the band determined by the Head Teacher. The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

6.7.5 Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. The Governing Body may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Governing Body made decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.

6.7.6 The pay review will be completed by 31 October.

6.7.7 Where an unqualified teacher obtains qualified teacher status whilst employed by the school, they will transfer to the relevant pay band for qualified teachers at a salary at least equivalent to the salary they were being paid as an unqualified teacher.

6.7.8 The Governing Body may pay additional allowances to an unqualified teacher where, the teacher has either:

- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgment; or
- gained qualifications or experience which bring added value to the role being undertaken.

6.7.11 An unqualified teacher will not be awarded any Teaching and Learning Responsibility payment.

7 Supply Teachers

7.1 Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 (194 days for the

school year beginning in 2021). For temporary teachers on short notice this will be multiplied by the number of days to be worked.

- 7.2 Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1265 to give an hourly rate.
- 7.3 A short notice teacher who is employed by the school throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.
- 7.4 Teachers appointed from a supply agency will be expected to meet the appropriate professional skills level descriptors required for the post. The school will reimburse the supply agency at the relevant salary rate applicable to that post i.e. as a teacher, accomplished teacher or expert teacher.

8 Part time teachers

- 8.1 The Governing Body will ensure that part time teachers' pay and working time will be dealt with in accordance with the School Teachers' Pay and Conditions Document. Pay scales and pay progression will be as detailed earlier in this policy.
- 8.2 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non-contact time and directed time allocated on a pro rata basis.

9 Allowances etc.

9.1 Teaching and Learning Responsibility Payments (TLRs)

- 9.1.1 TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.
- 9.1.2 TLR payments will be awarded to a teacher on the main scale or upper pay range as detailed in paragraph 6.5.2 where a teacher is required to undertake a sustained additional responsibility within the school's staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e. where a post:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and

- involves leading, developing and enhancing the teaching practice of others.
- 9.1.3 The Governing Body will award TLR payments within the range prescribed in the School Teacher's Pay and Conditions Document. In this school the Governing Body has determined that TLR payments will be as detailed in Appendix 5.
- 9.1.4 A teacher will not be awarded more than one permanent TLR of any value.
- 9.1.5 A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 9.2 of this policy in respect of Special Educational Needs.
- 9.1.6 The Governing Body may award a temporary TLR payment (TLR3) as detailed in Appendix 5 to a post on the main scale or upper pay range as detailed in paragraph 6.5.2 requiring additional duties for a time limited period for a specific project identified as a priority within the school development plan or other substantial school improvement projects or exceptional one off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day.
- 9.1.7 The value of any temporary TLR3 will be determined within the above range on an individual basis according to complexity and level of responsibility of the role.
- 9.1.8 The fixed term for which they are to be awarded must be established at the outset of the award.
- 9.1.9 A teacher will not be awarded consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above.
- 9.1.10 There will be no safeguarding of any temporary TLR3 payments.

9.2 **Special Educational Needs (SEN)**

- 9.2.1 The Governing Body will award a Special Educational Needs Allowance to a classroom teacher in the following circumstances
- in any SEN post that requires a mandatory SEN Qualification;
 - who teaches pupils in one or more designated special classes or units in the school;
 - in any non-designated setting (including any pupil referral unit) 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 judgment in the teaching of children with special educational needs;
- 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.

9.2.2 The Governing Body will determine a spot value for each post, taking account of the structure for SEN provision in the school and:

- whether any mandatory qualifications are required for the post; • the qualifications and expertise of the teacher relevant to the post; **and**
- the relative demands of the post.

9.2.3 It is not envisaged that there will be any SEN Allowances at the school for the 2020/21 academic year. This decision will be reviewed annually.

9.3 **Acting Allowances**

9.3.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least 4 weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post, and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.4 **Recruitment and Retention**

9.4.1 The Governing Body may, on the advice of the Head Teacher, consider the award of a recruitment and retention payment where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- to recognise a teacher's performance which exceeds the school's expectations and which is not recognised through accelerated salary progression in other sections in this policy.

9.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future.

- 9.4.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of 3 years but will be subject to annual review which may extend the period if appropriate.
- 9.4.5 Other than in respect of housing or re-location expenses, the Head Teacher and Deputy Head Teacher will not be entitled to a separate recruitment and retention payment. Remuneration in respect of any recruitment and retention payment will be reflected in the Individual School Range for the Head Teacher's salary.
- 9.4.4 Remuneration in respect of any recruitment and retention payment will be reflected in the Individual School Range for the Head Teacher's salary.

9.5 Out of School Learning Activities

- 9.5.1 Teachers who undertake agreed voluntary learning activities outside the normal school day, and whose salary range does not take account of such activity may be entitled to an additional payment. The Governing Body advised by the Head Teacher, will consider each case individually before the activity takes place.
- 9.5.2 The rate of payment will be determined according to circumstances, but will usually be at the teacher's normal hourly rate.

9.6 Continuing Professional Development

- 9.6.1 The Governing Body, advised by the Head Teacher, may consider in advance awarding additional payments to teachers in respect of continuing professional development undertaken outside of the school day. The Governing Body will consider each case on an individual basis. Where approved additional payments will be calculated based on the teacher's normal hourly rate.

9.7 Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school

- 9.7.1 The Governing Body may award an additional payment for work undertaken on a voluntary basis relating to the provision of initial teacher training (ITT), where this is provided as part of the normal activity of the school.
- 9.7.2 Payment for these activities, where agreed in advance, will be calculated based on the teacher's normal hourly rate
- 9.7.3 The Governing Body will not award additional payments in respect of School Centered ITT (SCITT) where the school takes the lead in providing ITT courses including planning and

preparing materials for an ITT course and taking responsibility for the well-being and tuition of ITT students. Such duties may be considered under a separate non-teaching contract.

9.8 Payment for In Service Teacher Training (INSET)

- 9.8.1 The Governing Body may consider a payment to teaching staff who undertake voluntary INSET at weekends or during school closure periods, where it can be demonstrated that the school has made significant savings by avoiding the need for supply cover.

10 Salary Sacrifice

- 10.1 The Governing Body will support salary sacrifice arrangements for teachers in respect of the following:

- Childcare vouchers / childcare benefit schemes
- Cycle or cyclist's safety equipment scheme

- 10.2 Participation in any salary sacrifice scheme arrangement will have no effect upon the determination of any safeguarded sum to which the teacher may be entitled.

11 Safeguarding

- 11.1 The Governing Body will apply the salary safeguarding provisions of the School Teachers Pay and Conditions Document.

12 Appeals

- 12.1 A member of staff may seek a review of any determination in relation to their pay or any decision taken by the Governing Body (or committee or individual acting with delegated authority) that affects the pay of the member of staff.

- 12.2 The Governing Body has agreed to consider appeals on the following grounds:

That the person or committee making the decision: -

- incorrectly applied any provision of the School Teachers Pay and Conditions Document or other statutory provision;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased
- otherwise unlawfully discriminated against the teacher.

12.3 The procedure for considering appeals is set out in appendix 4 of this policy.

13 **Support Staff Pay**

13.1 **Conditions of Service**

13.1.1 The pay and conditions of service for support staff employed in this school are in accordance with the National Joint Council for Local Government Services and those agreed locally by and applied Council and the school as appropriate.

13.2 **Pay scales**

13.2.1 The pay scales adopted by the Governing Body for support staff employed in this school are in accordance with 13.1.1. A copy can be obtained from the School Office.

13.2.2 The Governing Body have agreed to use generic profiles for all school support staff and will ensure any decisions with regard to pay and grading are made after taking into consideration the appropriate pay levels for the relevant profile.

Any post which is identified outside of the generic profile will be evaluated for the purposes of pay determination in accordance with good practice in job evaluation.

13.2.3 The Governing Body will apply any pay awards agreed nationally/locally.

13.3 **Starting salaries**

13.3.1 The Governing Body will normally appoint to the minimum of the grade, unless the individual member of staff was previously paid under the same conditions of service at a higher salary, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the grade. Exceptionally the governors may also consider appointing above the minimum of the grade where previous experience and/ or qualifications or previous salary justify doing so, within the overall grade of the post.

13.4 **Incremental Progression**

13.4.1 Support staff may, subject to satisfactory performance, progress by annual increments to the maximum of the scale for the post. In exceptional circumstances, incremental progression may be withheld where the performance of the member of staff is poor.

13.4.2 Subject to the above, incremental progression, will take place on 1 April each year, except where a member of staff starts after 1 October in the previous year, in which case incremental progression will occur at the appropriate point of the month following completion of 6 months service and then on 1 April in subsequent years.

13.5 Deductions from pay

13.5.1 In a case where a member of staff has been paid for work which they have not undertaken e.g. uncertified sickness absence or unapproved leave of absence, the Governing Body may recover the amount from the member of staff. The member of staff will have the right of appeal through the pay appeals procedure if they are unhappy with the decision.

13.6 Acting up allowances / Additional responsibilities

13.6.1 Where a member of staff covers the full range of duties of a higher graded post, for a period of 4 weeks or more the Governing Body will pay that member of staff on the appropriate point on the higher scale (normally the minimum) for the period of acting up.

13.6.2 Where a member of staff is covering some, but not all of the duties of the higher graded post, the governors will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the proportion of higher graded work undertaken. In exceptional circumstances the Governing Body may wish to recognise this additional work through the award of an additional increment within the pay band

13.6.3 Where a member of staff is required to meet a short term excessive workload, to undertake essential tasks within a defined timescale, the Head Teacher may give prior approval to the member of staff to work additional hours at their normal hourly rate or to be paid at agreed overtime rates where the weekly hours worked exceed the standard hours for a relevant full time member of support staff.

13.7 Other additional payments

13.7.1 The Governing Body will consider other additional payments for support staff in accordance with the arrangements set out earlier in this document for teaching staff, where these are relevant and appropriate to support staff.

13.8 Safeguarding

13.8.1 The arrangements for the safeguarding of salaries for support staff will determined according to the circumstances of the case subject to a maximum of 3 years.

13.9 Salary Sacrifice

13.9.1 The Governing Body will apply the same arrangements as for teaching staff

13.10 Appeals

13.10.1 The arrangements for support staff wishing to appeal pay decisions as outlined for teaching staff but subject to the relevant conditions of service for support staff as detailed in section 13.1.1 and will follow the procedure outlined in Appendix 4.

Appendix 1

LEADERSHIP PROFESSIONAL SKILLS LEVEL DESCRIPTORS			
STANDARDS	Band 1 LEADER (Points 1 and 2)	Band 2 ACCOMPLISHED LEADER (Points 3 and 4)	Band 3 EXPERT LEADER (Point 5 and for HT's 6 and 7)
Leading Colleagues, Building Teams	Provides effective overall leadership; may require support in one or two areas while adapting to new role	Provides good leadership in all areas	Provides leadership which is good in all areas and outstanding in some
<i>Build a vision and communicate clear purpose and sense of direction (S4)</i>			
<i>Model the vision and values of the school (S5)</i>			
<i>Anticipate, lead and manage change (S6)</i>			
<i>Inspire, challenge, motivate and empower others to reach challenging outcomes (S8)</i>			
<i>Give feedback and provide support to improve performance (S36)</i>			
<i>Develop a culture of learning and continuous professional development (S37)</i>			
<i>Celebrate achievement and acknowledge excellence (S10)</i>			
Managing Personal Professional Development			
<i>Receive and act on feedback to build on strengths and improve personal performance (S39)</i>			
Acting on Evidence			
<i>Manage and use performance data (S17)</i>			
<i>Evaluate, review and develop systems and structures (S23)</i>			

<i>Think strategically, analytically and creatively (S1)</i>			
<i>Use research to support and challenge practice (S7)</i>			
Develop Teaching and Learning			
<i>Design, develop and deliver the curriculum (S12)</i>			
<i>Use developmental models for teaching and learning (S15)</i>			
<i>Create flexible and comprehensive learning opportunities for all pupils (S19)</i>			
<i>Develop and use effective assessment and moderation systems (S22)</i>			
<i>Achieve the best possible learning outcomes for all (S14)</i>			
<i>Capitalise on appropriate sources of external support and expertise (S20)</i>			
Handling Accountability			
<i>Work strategically with the Governing Body (S9)</i>			
<i>Hold people to account and challenge underperformance (S37)</i>			
<i>Consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning (S46)</i>			
<i>Negotiate and manage conflict, providing appropriate support (S35)</i>			
Managing Resources			
<i>Manage the school's financial, human and physical resources (S24)</i>			
<i>Create a working environment which takes account of workload and work-life balance (S30)</i>			

Appendix 2

Teacher Standards Career Stage Expectations (Initial Assessment and Audit)

Name:	Pay Point:	Date:	Self/School Assessment:		Page 1					Standards For Professional Dialogue
Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3	+	-		
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3(1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Much teaching good or better; some requires improvement	All teaching good or better	All teaching good; some outstanding	All teaching good; some outstanding	All teaching good; much outstanding			+ -	
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them			+ -	
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships with pupils, colleagues and parents	These relationships are securely focussed on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes	Plays a proactive role in building schoolwide teams to improve provision and outcomes			+ -	
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school			+ -	

PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all standards			+ -				
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+ Performance may exceed career stage expectations - Performance may be below career stage expectations

Appendix 3 - PROFESSIONAL SKILLS LEVEL DESCRIPTORS

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many – but not all – aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

Appendix 4

Pay Appeals Procedure

The Governing Body has adopted the following procedure to consider any pay appeals:

Stage 1 - Informal

- 1.1 If, following receipt of the written confirmation of the pay determination and where appropriate the basis upon which the decision was made, the member of staff is not satisfied, he / she should seek to resolve this by discussing the matter informally with the decision maker within 10 working days of the decision.
- 1.2 Where this is not possible, or where the member of staff continues to be dissatisfied with the decision, he / she may follow the formal Stage 2 Appeal process.

Stage 2 - Formal

- 2.1 The member of staff should submit a written appeal, setting out the grounds and the detail upon which the pay decision is appealed. This should be sent to the person or committee who made the determination, within 5 working days of the notification of the decision being appealed against, or the outcome of the informal discussion.
- 2.2 The person or committee who made the determination will arrange a hearing, within 10 working days of receipt of the written appeal, at which they will consider the appeal and give the staff member an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.3 Following the hearing the member of staff will be informed in writing of the decision and the right of appeal. Any appeal must be submitted within 5 working days from receipt of written confirmation of the decision.
- 2.4 Any further appeal will be heard by a panel of 3 governors who were not involved in the original determination. The appeal will normally be heard within 20 working days working days of the receipt of the written notification of appeal. The staff member will be given an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.5 The decision of the appeal panel will be given in writing within 5 working days and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision.
- 2.6 The decision of the panel will be final. There will be no further right of appeal.

Appendix 5

Leadership	
Discretionary Reference Points	
Leadership Point	Salary £
1	42,195 (Minimum)
2	43,251
3	44,331
4	45,434
5	46,556
6	47,735
7	49,019
8	50,151
9	51,402
10	52,723
11	54,091
12	55,338
13	56,721
14	58,135
15	59,581
16	61,166
17	62,570
18*	63,508
18	64,143
19	65,735
20	67,364
21*	68,347
21	69,031
22	70,745

Leadership	
Discretionary Reference Points	
Leadership Point	Salary £
23	72,497
24*	73,559
24	74,295
25	76,141
26	78,025
27*	79,167
27	79,958
28	81,942
29	83,971
30	86,061
31*	87,313
31	88,187
32	90,379
33	92,624
34	94,914
35*	96,310
35	97,273
36	99,681
37	102,159
38	104,687
39*	106,176
39	107,239
40	109,914
41	112,660
42	115,483
43	117,197 (maximum)

Spine points ending with an 'a' should be used only where the head teacher's maximum salary is at the maxima of one of the eight school group ranges. These points apply unless the governing body has exercised its discretion, in accordance with the STPCD, to exceed these limits

Teachers - Main Pay Range		
Band 1	Teacher	
MPR1	£25,714	Minimum
MPR2	£27,600	Advisory
MPR3	£29,664	Advisory
Band 2	Accomplished Teacher	
MRP4	£31,778	Advisory
MPR5	£34,100	Advisory
MPR6	£36,961	Maximum

Teachers - Upper Pay Range		
Band 3	Expert Teacher	
UPR1	£38,690	Minimum
UPR2	£40,124	Advisory
UPR3	£41,604	Maximum

Teacher - Unqualified		
Band A		
UQT1	£18,419	Minimum
UQT2	£20,532	Discretionary
UQT3	£22,644	Discretionary
Band B		
UQT4	£24,507	Discretionary
UQT5	£26,622	Discretionary
UQT6	£28,735	Maximum

TLR's	
TLR 1	
TLR1a	£14,030
TLR1b	£12,119
TLR1c	£10,203
TLR1d	£8,291
TLR 2	
TLR2a	£7,017
TLR2b	£4,786
TLR2c	£2,873
TLR 3	

From	£571
To	£2,833