



# **St. Mary's Catholic College & Christ the King Catholic Primary**

## **Pay Policy**

**(Adapted from Blackpool Council Policy)**



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## **Pay Policy**

### **1. Introduction**

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) and has been consulted on with staff and/or the recognised trade unions.

In adopting this pay policy the aim is to:

- Maximise the quality of teaching and learning at the schools
- Ensure the schools become the employers of choice for teachers
- Support the recruitment and retention of a high quality teacher workforce
- Enable the school to recognise and reward teachers appropriately for their contribution to the school
- Help to ensure that decisions on pay are managed in a fair, transparent and consistent way.

- 1.1 The purpose of this local pay policy is to provide a clear framework for the Governing Body of Christ the King Catholic Primary School & St. Mary's Catholic College to exercise its powers in relation to the pay of employees for whom it is the relevant body i.e. locally managed.

This policy cannot override the requirements of the current national pay and conditions documents. The key purpose of the policy is to state the Governors' determination regarding the use of any discretionary pay elements.

- 1.2. This policy provides a framework for determining salaries on appointment and during the annual review which is mandatory for teachers. It outlines the principles that will apply to all teaching salary decisions.
- 1.3. The Governing Body strives to be an equal opportunities employer and as such, opposes all forms of unlawful or unfair discrimination. Governors will operate a pay system that is transparent, based on objective criteria and free from bias. All employees will be recruited, trained and developed on the basis of their ability and the requirements of the job. The Governors will ensure pay decisions throughout the School / Academy comply with the legal provisions of the Equalities Act 2010.
- 1.4 The Governing Body acknowledges the Department of Education (DfE) warning that pay discretion must not be exercised with the objective of increasing final salary for pension purposes. Teachers' Pensions Regulations allows the Secretary of State to intervene where there is evidence of an unreasonable increase in salary and may disregard for pension purposes any such award, specifically salary increase over 10% awarded in the teacher's final year will be disregarded by Teachers Pensions.
- 1.5 A copy of this policy will be made available to all teaching staff.

### **2. Definitions and Abbreviations**

- 2.1. The 'relevant body' is the body with the authority and responsibility for implementing teachers' pay and conditions of service. In a locally managed School / Academy this is the Governing Body and those given delegated responsibility by the Governing Body.
- 2.2. Reference to 'the Governors' is to the full Governing Body.
- 2.3. The 'Pay Committee' is a committee of Governors with delegated responsibility to hear pay recommendations on behalf of the full governing body.

- 2.4. The 'Appeals Committee' is a committee of governors (at least equal in number to the Pay Committee) who do not sit on the Pay Committee, with delegated authority to hear appeals arising from pay decisions.
- 2.5. The Department for Education (DfE)
- 2.6. The 'Local Authority (L.A)' is Blackpool Council.

### **3. Employees Covered By This Policy and Procedure**

- 3.1. This pay policy covers **all** teaching staff under the remit of the Governing Body.
- 3.2. This policy applies equally to part-time and temporary staff employed by the schools.
- 3.3. This policy does **not** cover staff who may regularly work in the schools but for whom the L.A remains the relevant body i.e. where appointment, deployment and staffing decisions are not locally managed by the Governors.

### **4. General Principles**

- 4.1. As the 'relevant body', the Governors agree to:
  - 4.1.1. maintain and improve the quality of services by having a staffing structure and pay policy which supports the mission statement of the Schools and the Schools' Development Plans;
  - 4.1.2. ensure that each member of staff is valued and receives proper recognition for their work and their contribution to the school;
  - 4.1.3. ensure fair and open treatment of staff within the Schools and to enhance and maintain staff morale through the management of the pay policy and through an awareness of the impact of decisions on all members of staff and on other schools;
  - 4.1.4. recognise the importance of a well motivated staff of the highest quality through the appropriate use of recruitment and retention policies;
  - 4.1.5. use the flexibility inherent in the national conditions of service for all staff in a positive and constructive fashion within the resources available.
  - 4.1.6. adhere to the principle of pay portability and will apply this principal in practice when making all new appointments
  - 4.1.7. preserve the current mainscale and upper pay scale points as reference points for pay decisions
- 4.2. In seeking to apply these aims, the Governors will take account of advice issued by: the L.A; the DfE, National Employers' Organisations and the Teacher Associations and Trade Unions.
- 4.3. The Governing Body will undertake an annual review of the pay policy in light of the previous year's implementation and any changes to national conditions of service. The Governing Body will through monitoring trends ensure that this policy is managed in a fair, transparent and consistent way.

### **5. The Role and Responsibilities of the School**

- 5.1. The Governing Body has a statutory responsibility to determine a pay policy which defines how they would remunerate teaching staff. Pay decisions and the basis for pay determination (including safeguarding) must be given in writing to all teachers within one month of the pay decision and an opportunity to appeal with representation afforded.
- 5.2. To Governing Body need to establish a Pay Committee with delegated responsibility to hear pay recommendations and a separate Appeals Committee to hear appeals arising from pay decisions.

- 5.3 In accordance with The School Governance (Procedures)(England) Regulations 2003 the Governing Body has delegated pay decision making powers to a pay committee of the Governing body (comprising of three non-employee governors)
- 5.4 Headteachers will need to moderate the objectives set and the evidence that is being considered, as well as the pay recommendations being made to ensure that they comply with the schools' policies and display consistency.
- 5.5 The Headteachers maintain records of decisions and recommendations made, demonstrating that all decisions are made objectively and fairly, in compliance with equalities legislation.

## **6. Financial Considerations**

- 6.1 The Governors will allocate monies annually for staff salaries to cover all planned commitments for the coming year.
- 6.2 In considering the financial support for pay decisions, the Governors will ensure best value for money.

## **7. Mainscale Classroom Teachers**

### **7.1 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 to be offered to the successful candidate.

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

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context

The governors will adhere to the principle of pay portability and will apply this principal in practice when making all new appointments

The governing body may, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

### **7.2 Pay determinations for existing mainscale teachers, effective from 1 September 2013**

The governing body will follow the provisions of the **STPCD 2012** and award a point on the mainscale pay range, unless the teacher has been notified that their service has been unsatisfactory for the previous academic year.

As a result, September 2013 will be the last time when teachers on the main scale receive annual increments and the pay decisions made in September 2014 will need to be linked to assessments of performance. Therefore, there will no longer be annual increments

The pay committee will exercise this discretion only in the context of a formal capability procedure. The pay committee will restore the withheld point at the conclusion of the capability procedure should satisfactory performance be achieved.

Where the teacher is subject to the Appraisal Regulations 2012, the pay committee may award one additional point provided the teacher's performance in the previous School / Academy year was excellent, having regard to the results of the most recent appraisal (paragraph 18.2.1 (c), the Document 2012).

Where the teacher is not subject to the Appraisal Regulations 2012, the pay committee may award one additional point where the teacher's performance in the previous 12 months was excellent having regard to all aspects of his/her professional duties and the Teachers' Standards, but in particular classroom teaching, in accordance with paragraph 18.2.1(c) of the Document 2012.

### **7.3 Pay determinations for existing main pay range teachers, effective from 1 September 2014**

The pay committee will use the following pay points as reference points. Therefore the pay scale for mainscale teachers in these schools is:

M1  
M2  
M3  
M4  
M5  
M6

(Please note these values will be inserted once the consultation on a 1% increase for teachers is concluded on the 26<sup>th</sup> July 2013).

#### **Objective setting**

Objectives will be meaningful and SMART (Specific, Measurable, Achievable, Realistic, and Time limited) and linked to the School's/ Academy's Improvement Plan, policy aims and objectives.

All teaching staff and appraisers should have a common understanding of the Teachers' Standards in the school (detailed later in the policy) as these are an essential reference point to help ensure that teachers continue to make a wider contribution, rather than adopt a narrow focus.

The overall appraisal outcome will reflect the attainments of individual's performance objectives and requirements of the teacher standards.

#### **Evidence**

All pay judgments will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or marking/assessment
- an increasing contribution to the work of the schools
- an increasing impact on the effectiveness of staff and colleagues

The following table should be read alongside the Teachers' Standards

Appraisal Objectives	Qualified Teacher (M1-3)	Experienced Teacher (M4-6)	Expert Teacher (UPR1-3)
Standards & Progress	The majority of classes/pupils make expected progress.	The progress of own classes/pupils are in line with or above national expectations. There is a contribution to and accountability for progress within the phase/department.	The progress of own classes/pupils are above national expectations. There is a contribution to and accountability for progress within the school/beyond the department.
Quality of Teaching	The majority of teaching is graded good.	Teaching is consistently graded good.	Teaching is consistently graded good and some lessons are graded outstanding.
Ethos	Contribute to the personal, spiritual or faith development of the child through identified good practice or out of hours provision.	Contribute to the personal, spiritual or faith development of the child through identified good practice or out of hours provision and share the practice with others/lead provision.	Contribute to the personal, spiritual or faith development of the child through identified good practice or out of hours provision and develop the practice of others/lead provision.
Policy Implementation	Fully implement key teaching & learning, marking, behaviour and intervention policies & practices.	Fully implement key teaching & learning, marking, behaviour and intervention policies & practices with evidence of good practice.	Fully implement key teaching & learning, marking, behaviour and intervention policies & practices and share best practice with others.
Professional Development	Teacher takes responsibility for own professional development to improve quality of teaching, progress of students or contribution to the ethos of the school/college.	Teacher takes responsibility for own and others' professional development to improve quality of teaching, progress of students or contribution to the ethos of the school/college.	Teacher takes responsibility for own and others' professional development to improve quality of teaching, progress of students or contribution to the ethos of the school/college.

The evidence we will use will include tracking pupil progress, lesson observations, work & marking scrutiny, performance and monitoring data, for example, on Behaviour, Collective Acts of Worship.

Staff will have three graded lesson observations over a period of two years. Based on their date of appointment to the school, a member of staff will have two graded lesson observations, as part of the performance management/appraisal cycle, in their first year and every other year thereafter. In the second year following their appointment, and every other year thereafter, one graded lesson observations as part of the performance management/appraisal cycle.

The evidence and judgements for pay progression will be based on the previous two performance management/appraisal where available.

### **Ratings**

For the purposes of this pay policy:

**'Outstanding'** occurs when a teacher exceeds the Teachers' Standards and meets the appraisal objectives for the next level in the above table. Meeting eight or more objective areas, including both objectives for standards & progress and quality of teaching in both years, over a two year period.

Alternatively, four objectives, at the next level including both objectives for standards and progress or quality of teaching, if only one year's data is available.

**'Good'** occurs when a teacher meets the Teachers' Standards and meets the objectives for their level in the table above. Meeting six or more objective areas, including at least one objective for standards & progress or

quality of teaching each year, over a two year period.

Alternatively, three objectives, including at least one objective for standards & progress or quality of teaching, if only one year's data is available.

**'Requires Improvement'** occurs when the teacher's performance falls some way short of standards and/or objectives for their level in the table above. Falling short of objectives is determined as not meeting either the objective for standards & progress or quality of teaching in a year. When this occurs the recommendation should make clear that there is no pay progression, but without implying the need for capability procedures.

### **Progression based on Ratings**

To move up the mainscale pay range, one annual point at a time, teachers will need to have made good progress towards their objectives and have shown that they are competent in all elements of the Teachers' Standards. Teaching should be 'good', as defined by Ofsted.

If the evidence shows that a teacher has outstanding performance, the governing body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of two annual points. Teaching should be 'outstanding', as defined by Ofsted.

If the evidence shows that a teacher has fallen short of meeting agreed targets and the majority of their teaching has been judged as 'requiring improvement' as defined by Ofsted then the governing body will consider using its flexibilities and may award no pay progression. In such cases governors should be satisfied that concerns around performance have been raised with the teacher during the annual appraisal cycle and confirmed in writing.

### **Assessment**

Reviews should 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.

Appraisers should ensure that at the monitoring and mid-year review stages, appraisees are reminded of what is being judged and what evidence is being looked at/considered to inform judgements. The place of the mid-year review will become much more significant; any risk to progression arising from performance must be signaled early.

Schools need to make adjustments to accommodate teacher absence, for example, as soon as a teacher returns from maternity or sick leave, it should be a matter of priority to ensure that objectives are set or adjusted. In addition, the school should be flexible about the evidence period. If the teacher has been in school 26 weeks in aggregate of a complete academic year, there should be time to ensure that there is a robust evidence base. If they have not been within the setting for 26 weeks then a judgement should be made based on the previous appraisal outcome.

The pay committee will be advised by the head teacher in making all such decisions. Any increase (i.e. no movement, one point, two points) will be clearly attributable to the performance assessment of the teacher in question. In the event of an appeal process the pay committee will be able to justify its decisions.

## **8. Applications to be paid on the Upper Pay Range**

### **Round 13 Applications for Threshold**



If a teacher reached M6 on 1 September 2012 and applies before the 31 October 2013, under Round 13, their applications will be assessed using the **STPCD 2012** (paragraph 20), i.e. against the Teachers' Standards and the post-threshold standards, having regard to the most recent appraisal reviews.

Teachers on point six of the Mainscale Teacher Pay Range can apply to be paid on the Upper Pay Range (UPR). 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 UPR in that school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay. Particular care needs to be taken in relation to maternity leave and sick leave. Wherever possible, schools need to make adjustments to accommodate such leave. For example, as soon as a teacher returns from maternity or sick leave, it should be a matter of priority to ensure that objectives are set or adjusted. In addition, the school should be flexible about the evidence period. If the teacher has been in school 26 weeks in aggregate of a complete academic year, there should be time to ensure that there is a robust evidence base. If they have not been within the setting for 26 weeks then a judgement should be made based on the previous appraisal outcome.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their 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 application in support of their application.

## **8.2 Process:**

One application may be submitted annually. The closing date will be **31st October 2014**; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's application form;
- 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.
- Submit the application form and supporting evidence to the head teacher by the cut-off date of **31st October 2014**.
- You will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the pay committee of the relevant body;
- The application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the head teacher is not the assessor;
- The pay committee will make the final decision, advised by the head teacher;
- Teachers will receive written notification of the outcome of their application by **30 November 2014**. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 School / Academy working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR on **1 September 2014**.
- Unsuccessful applicants can appeal the decision.

### 8.3 Assessment:

The teacher will be required to meet the criteria set out in paragraph 17 of the Document, namely that:

- 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.

In this school, this means:

**"highly competent"**: the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

**"substantial"**: the teacher's achievements and contribution to the School / Academy are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to School / Academy improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

**"sustained"**: the teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

In the case of **Newly Qualified Teachers**, 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

### 9.3 Pay determinations effective from 1 September 2013

In accordance with paragraphs 19.5 and 19.6 of the **STPCD 2012** the pay committee will determine that one point be awarded to a teacher on the upper pay spine whose achievements and contribution to the school, throughout the relevant period have been substantial and sustained (paragraph 19.5. of the **STPCD 2012**).

In reaching its decision, the pay committee shall have regard to the results of the teacher's two most recent appraisal reports, including any pay recommendation, when exercising its discretion in accordance with the provisions of paragraph 19.5.1 of the **STPCD 2012**.

### 9.4 Pay determinations effective from 1 September 2014

The pay committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- paragraph 21, and the criteria set out in paragraph 17.2, Document 2013;
- the evidence base, which should show that the teacher has had a successful appraisal and has made good progress towards objectives;
- evidence that the teacher has maintained the criteria set out in paragraph 17.2, namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the School / Academy are substantial and sustained. The meaning of these criteria is set out in this policy (9.2).

Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out in 9.2, and has made good progress towards their objectives, the teacher will move to UPR1 on the Upper Pay Range; or if already on the mid-point, will move to the top of the Upper Pay Range.

Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and where the teacher has met or exceeded their objectives, the pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching should be 'outstanding' as defined by Ofsted.

If the evidence shows that a teacher has fallen short of meeting agreed targets and the majority of their teaching has been judged as 'requiring improvement' as defined by Ofsted then the governing body will consider using its flexibilities and may award no pay progression.

In such cases governors should be satisfied that concerns around performance have been raised with the teacher during the annual appraisal cycle and confirmed in writing.

The pay committee will be advised by the head teacher in making all such decisions.

## **10. Unqualified Teachers**

### **10.1 Pay on appointment**

The pay committee will pay any unqualified teacher in accordance with paragraph 19 of the STPCD 2013. The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The pay committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 28 of the STPCD 2013.

### **10.2 Pay determinations effective from 1 September 2013**

The governing body will follow the provisions of the Document 2012 and award a point on the unqualified teacher scale (paragraph 35 of the STPCD 2012), unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The pay committee exercise this discretion only in the context of a formal capability procedure. The pay committee will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.

Where the teacher is subject to the Appraisal Regulations 2012, the pay committee will award one additional point where the teacher's performance in the previous 12 months was excellent having regard to the results of the most recent appraisal.

Where the teacher is not subject to the Appraisal Regulations 2012, the pay committee will award one additional point where the teacher's performance in the previous School / Academy year was excellent and exceeded expectations, having regard to all aspects of the teacher's professional duties, in particular, classroom teaching.

### **10.3 Pay determinations effective from 1 September 2014**

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

Where it is clear from the evidence that the teacher's performance is exceptional and exceeds expectations, the pay committee may award enhanced pay progression of up to two points on the unqualified teacher scale.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the School
- an increasing impact on the effectiveness of staff and colleagues

Information on sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the head teacher in making all such decisions.

Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

## **11. Teaching and Learning Responsibility Payments**

### **11.1 TLR 1 and TLR 2 Payments**

The pay committee may award a TLR to a classroom teacher in accordance with paragraph 23 - 25 of the STPCD 2013 and paragraphs 31 to 37 of the section 3 guidance. TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out at paragraph 23 - 25.

## **12. Leadership Posts (Headteacher, Deputy, Assistant Headteacher)**

### **12.1 Head teacher Pay**

#### **Pay on appointment**

For appointments on or after 1 September 2013, the governing body will determine the pay range to be advertised and agree pay on appointment, taking account of the full role of the head teacher and in accordance with paragraphs 11 and 6.2(e) of the STPCD 2013 and paragraphs 11 to 26 of the section 3 guidance:

The pay committee will review the school's head teacher group and the head's Individual School / Academy Range (ISR) in accordance with paragraphs 7, 8 and 10 (ordinary school), or paragraphs 7, 9 and 10 (special school);

If the head teacher takes on permanent accountability for one or more additional schools, the pay committee will set an ISR in accordance with the provisions of paragraphs 11.2.4 and 6.2(e).

The pay committee will have regard to the provisions of paragraph 11.2.2 and will also take account of any other permanent payments, made to staff within the School / Academy to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;

The pay committee will exercise its discretion under paragraph 6.2(e) and pay on any of the bottom four points on the ISR, in order to secure the appointment of its preferred candidate.

The pay committee will consider exercising its discretion to award a discretionary payment under 11.5(b) where the governing body consider the School / Academy would have difficulty recruiting to the vacant head teacher post;

The pay committee will consider the need to award any further discretionary payments to a head teacher in line with paragraph 11.4.1 to 11.6.2;

The pay committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in paragraph 11.6.2. However, before agreeing to do so, it will seek the agreement of the governing body which in turn will seek external independent advice before providing such agreement.

## **12.2 Current Serving head teachers**

The governing body will determine the salary of a serving head teacher in accordance with paragraph 6 of the Document.

The pay committee will review the head teacher's pay in accordance with paragraph 6.2(b) of the Document and award up to two performance points where there has been a sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any recommendation on pay progression in the head teacher's most recent appraisal report.

The pay committee may determine the head's ISR, within the group range for the school, as at 1 September or at any time if they consider it is necessary (paragraph 12 of section 3 guidance);

If the pay committee makes a determination to change the ISR, it will determine the head's ISR within the group range for the school, in accordance with paragraph 11; and paragraph 13 of the section 3 guidance;

If the head teacher takes on temporary accountability for one or more additional schools, the pay committee will consider awarding a discretionary payment under paragraphs 11.4.2 and 11.5(d).

The pay committee will consider the use of discretionary payments, as per the provisions of paragraphs 11.4.1 to 11.6.2.

The pay committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in paragraph 11.6.2. However, before agreeing to do so, it will seek the agreement of the governing body which in turn will seek external independent advice before providing such agreement.

## **12.3 Deputy/Assistant Head teachers**

### **Pay on appointment**

The governing body will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

The pay committee will determine a pay range in accordance with paragraph 12 of the STPCD 2013, taking account of the role of the deputy/assistant head teacher set out at paragraph 55 of the Document.

The pay committee will record its reasons for the determination of the deputy/assistant head pay range, in accordance with paragraph 29 of the section 3 guidance.

The pay committee will exercise its discretion under paragraph 12.3 of the STPCD 2013, and pay any of the bottom three points on deputy head pay range, in order to secure the appointment of its preferred candidate.

The pay committee will exercise its discretion under paragraph 47 of the STPCD 2013 where there are recruitment issues.

#### **12.4 Serving deputy/assistant head teachers**

The pay committee will review pay in accordance with paragraphs 12.1 or 12.2 and award up to two points where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the deputy/assistant head's most recent appraisal report.

The pay committee will review and, if necessary, re-determine the deputy/assistant head pay range where there has been a significant change in the responsibilities of the serving deputy/assistant head teacher (paragraph 29 of section 3 guidance).

The pay committee may determine the deputy head pay range at any time in accordance with paragraph 29 of the section 3 guidance pursuant with the discretionary provisions of that paragraph and to maintain differentials.

#### **12.5 Leadership Acting Allowances**

Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with paragraph 30 of the STPCD 2013. The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher, who carries out the duties of head, deputy head, or assistant head, for a period of four weeks or more, will be paid at an appropriate point of the head's ISR, deputy head range or assistant head range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

**In all cases, acting-up arrangements are intended to be temporary, should be regularly reviewed and should cease as soon as it is practicable to make permanent arrangements.**

#### **13. Special Needs Allowance**

The pay committee will award an SEN spot value allowance on a range of between £2001 and £3954 to any classroom teacher who meets the criteria as set out in paragraph 27 of the STPCD 2013.

When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, 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 (paragraph 27.3 of the Document). The governing body will also establish differential values in relation to SEN roles in the School / Academy in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The governing body will take account of paragraphs 38 to 43 of the section 3 guidance.

## **14. Part Time Teachers**

In accordance with paragraphs 43 and 58 of the STPCD 2013 and paragraphs 57-66 and 83-91 of the STPCD guidance each School / Academy will calculate the proportion of time a part time teacher works against the school's timetabled teaching week (STTW). The STTW refers to the School / Academy session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding:

- break times;
- registration; and
- assemblies.

The STTW of a full time classroom teacher is to be used as the figure for calculating the percentage of the STTW for a part time teacher at the school.

No teacher employed part time may be required to work on any day of the week, or part of a day, that they do not normally work. This provision also covers INSET days. Schools are advised to take into account part time teachers patterns of work when setting INSET days/and or secure the part time teachers agreement to attend the INSET day and reimburse them accordingly.

## **15. Additional Discretionary Payments for Teaching Staff**

In accordance with paragraph 46 of the Document and paragraphs 67-77 of the section 3 guidance, the relevant body may make payments as they see fit to a teacher, including a head teacher 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 head teacher or, in the case of the head teacher, between the head teacher and the relevant body;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the head teacher relating to the raising of educational standards to one or more additional schools.

The pay committee will make additional payments to teachers in accordance with the provisions of paragraph 46 of the Document where advised by the headteacher

Payment will be calculated on a daily basis at 1/195<sup>th</sup> of the teacher's actual salary.

### **15.1 Recognition of Outstanding Attendance**

The recognition of outstanding attendance of a member of staff will be noted through the issuing of a letter of congratulations and vouchers to a value determined by the Headteacher.

To qualify for the scheme which is available to all members of staff – teaching and support staff – employed at the schools:

- A member of staff must have been employed and working at the Schools for a minimum of one hundred and eighty calendar days on the final day of the Summer Term.
- Meetings, relating to the working of the schools or its students, professional development and other educational activities as directed by the schools and previously agreed through the Schools' stated procedures will count as attendance.
- Leave of absence for one day, previously agreed through the Schools' stated procedures, for a funeral will count as attendance.
- Day's absences taken without pay and maternity leave will not be included in the calculations.

- Outstanding attendance is defined as 98.0% or better over a full calendar year running from the first day of the schools' Summer Holidays to the final day of the Summer Term in the subsequent year.
- Calculations will be based on 195 working days for teaching staff. The calculation will be made pro rata for part-time staff, those who commenced employment other than on the 1st September and noting the exceptions above. For support staff a similar calculation will be undertaken based on working days.
- Special recognition will be given to staff who maintain 100.0% attendance for a year though receipt of vouchers equal to double the amount distributed to staff with outstanding attendance.

### **15.3 External Payments to Staff**

Where a member of staff is permitted to attend an event at which they will receive additional pay from an external source then the following rules will apply:

- The member of staff must have prior permission, from the Headteacher (or Chair of Governors in the case of the Headteacher), to attend the event if it falls on a school day during term time or an INSET day.
- In lieu of the payment made from an external source the member of staff will be required to repay to the school/have deducted from salary up to one day's salary or the payment made by the external source whichever is the lesser amount.
- The calculation of one day's salary will be 1/365<sup>th</sup> of the member of staff's annual salary on the day that the event occurs.
- Any deduction from salary/reimbursement will not apply if the event is at a weekend or during school holidays.
- Any deduction from salary/reimbursement will not apply if the event holders pay to the school a release voucher or supply costs.

The member of staff must have prior permission, from the Headteacher (or Chair of Governors in the case of the Headteacher). Permission will be granted where there is a direct impact, as determined by the Headteacher (or Chair of Governors in the case of the Headteacher), on the member of staff's ability to discharge effectively their duties or significantly enhance the reputation of the school.

## **16. Recruitment and Retention Benefits**

The governing body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 47 of the Document and paragraphs 78 - 81 of the section 3 guidance).

The pay committee will consider exercising its powers under paragraph 47 of the Document where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The governing body will, nevertheless, conduct an annual formal review of all such awards.

In relation to a head teacher, any 'additional payments' under this section will form part of the 25% limit on the use of all discretions, unless the governing body choose to use the 'wholly exceptional circumstances' discretion. The governing body will not award a recruitment or retention payment under paragraph 47 if they have already made an award under paragraph 11.5(c) or have taken such reason (recruitment or retention) into account when determining the ISR under an earlier Document (paragraph 11.4.1 of the Document).



## **17. Salary Sacrifice Arrangements**

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and his gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 49 of the Document.

## **18. Pay Committee and Remit**

The Governing Body will establish a Pay Committee. It is recommended that three non employee Governors are appointed to the Committee

The Committee may be selected from members of the Staffing Committee.

Under the Education (School Government) (England) Regulations 1999, any person who is employed to work at the school must withdraw from any meeting during the consideration or discussion of the pay or performance of any individual employed to work at the school. Therefore, no teacher/staff governor can be present at any meeting of the Committee when it is considering pay matters.

Headteachers put pay recommendations to the Committee and ensure they have sufficient information upon which to make their decisions. Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Committee, having regard to the appraisal report and taking into account advice from the senior leadership team. The Committee 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

The Headteacher has the right to attend all meetings of the Committee (except in relation to discussion and decision making about his/her own salary when he/she must withdraw from the meeting) in order to provide information and offer advice.

The Pay Committee will have delegated responsibility and authority to implement the policy by:

- contributing to the Governing Body's annual review of the pay policy in the provision of information on the previous year's implementation;
- determining which discretionary pay decisions are to be delegated to the Head teacher and Performance Managers;
- applying the statutory elements of the School Teachers' Pay and Conditions Document and the National Conditions of Service for Support Staff;
- ensuring that the implementation of the discretionary elements of the pay policy meets the needs of the School / Academy to recruit, retain, develop and motivate staff and also has regard to employment legislation, equal pay and the Governing Body's policy on equal opportunities;
- ensuring that each member of staff is consulted by senior management over the content of their job description and that all pay decisions are properly referenced to job descriptions;
- ensuring that all members of staff have the opportunity to discuss particular concerns regarding their salary with a member of the senior management team;
- ensuring that details and further particulars of all vacant posts (including temporary and acting) and opportunities for paid additional responsibility are made known to staff;
- reviewing the unit total of the School / Academy in accordance with the Teachers' Pay and Conditions Document;
- seeking a balance between pay and other conditions of service, for example: non-contact time for teaching staff;

- keeping in touch with the pay policies of other schools, seeking advice from the L.A and by being aware of the impact of their decisions on other schools;
- having regard to guidance issued by the L.A and Professional Associations / Trade Unions as appropriate, and where necessary seeking advice;
- maintaining reasonable pay differentials / relativities as appropriate;
- receiving pay recommendations arising from the appraisal cycle and determining to approve or otherwise;
- delegating responsibility for upper pay range applications to the Headteacher.

## 19. Records

All decisions of the Pay Committee, together with criteria used, will be formally minuted (in accordance with the regulations applicable to any committee of the Governing Body). **Each teacher will annually be given a written statement of his/her salary review.**

## 20. Appeals Procedure

On receipt of the written statement of their annual salary review, all **teachers** have the right of appeal and must be informed of this entitlement. On notification of the outcomes of such a review, the same appeals procedure applies.

- The grounds for an appeal are that the Headteacher / Pay Committee:
- Incorrectly applied any Pay and Conditions of Service provision;
- Failed to have proper regard for statutory guidance;
- Failed to take proper account of relevant evidence (performance);
- Took account of irrelevant or inaccurate evidence (performance);
- Was biased; or
- Otherwise unlawfully discriminated against the employee.

The arrangements for considering appeals are as follows.

- A teacher may appeal against any determination in relation to their pay or any other decision taken by the Governing Body (or a Committee or individual acting with delegated authority) that affects their pay.
- The order of proceedings is as follows:
- The teacher receives written confirmation of the pay determination and where applicable, the basis on which the decision was made.
- If the teacher is not satisfied, he/she should try to resolve this by discussing the matter informally with the Headteacher within ten working days.
- Where this is not possible or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
- The teacher should set down in writing the grounds for questioning the pay

decision and send it to the Pay Committee who agreed the determination, within ten working days notification of the decision being appealed against or of the outcome of the discussion referred to at 2.above.

- The grounds for questioning the pay decision should be sent to the Clerk to the Governors. On receipt of such notification, the Clerk to the Governors will notify the Headteacher that the notification has been received and will invite the Headteacher to provide details of the basis on which this decision was made, if this has not already been done as required under paragraph 1 above. The teachers' grounds for questioning the decision and the Headteacher's written reasons for the pay decision will be sent to both parties as well as members of the Pay Committee, at the same time and in advance of the meeting referred to below in paragraph 6.
- The Pay Committee who agreed the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the hearing, the teacher should be informed in writing of the hearing's decision and the right of appeal.

Any appeal should be heard by the Pay Appeals Committee, made up of at least 3 Governors, who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification and give the teacher the opportunity to make representations in person. The decision of the Pay Appeals Committee will be given in writing and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.

**Note:**

For any formal hearing or appeal, the teacher is entitled to be accompanied by a union representative or colleague.

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

## 21. Teachers' Standards

### PREAMBLE

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

### PART ONE: TEACHING

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils
  - establish a safe and stimulating environment for pupils, rooted in mutual respect
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2 Promote good progress and outcomes by pupils
  - be accountable for pupils' attainment, progress and outcomes
  - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - guide pupils to reflect on the progress they have made and their emerging needs
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3 Demonstrate good subject and curriculum knowledge
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
  - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 4 Plan and teach well structured lessons
  - impart knowledge and develop understanding through effective use of lesson time
  - promote a love of learning and children's intellectual curiosity
  - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
  - reflect systematically on the effectiveness of lessons and approaches to teaching
  - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

- 5 Adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
  - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6 Make accurate and productive use of assessment
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
  - make use of formative and summative assessment to secure pupils' progress
  - use relevant data to monitor progress, set targets, and plan subsequent lessons
  - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 7 Manage behaviour effectively to ensure a good and safe learning environment
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
  - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
  - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
  - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8 Fulfil wider professional responsibilities
- make a positive contribution to the wider life and ethos of the school
  - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
  - deploy support staff effectively
  - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
  - communicate effectively with parents with regard to pupils' achievements and well-being.

## 22. Sources of Information and Support

### Further Sources of Information

#### Appraisal

Appraisal arrangements in England from September 2012 (including DfE's optional model policy):

- <http://www.education.gov.uk/schools/leadership/deployingstaff/b00201884/new-arrangements>

Appraisal arrangements in Wales (including model policy template):

- <http://wales.gov.uk/topics/educationandskills/publications/guidance/performance-management>

#### Standards

The Teachers' Standards (which apply in England) and Practising Teacher Standards (which apply in Wales) can be found in Annex 1 of the STPCD 2013. More information is available at

- <http://www.education.gov.uk/schools/teachingandlearning/reviewsofstandards/a00205581/teachers-standards1-sep-2012>
- <http://wales.gov.uk/topics/educationandskills/publications/circulars/practitioners>

#### Equalities Issues

Advice on the Equalities Act 2010

- <http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/equality-act-guidance-downloads/>
- <http://www.education.gov.uk/aboutfe/advice/f00215460/equality-act-2010-departmental-advice>

#### Ofsted expectations

Ofsted's expectations on quality of teaching – see paragraphs 109-116

Ofsted's expectations on quality of leadership and management – see paragraphs 121-124 of the school inspection handbook

- <http://www.ofsted.gov.uk/resources/school-inspection-handbook> and paragraphs 80 and 85-91 of Ofsted's supplementary guidance for inspectors
- <http://www.ofsted.gov.uk/resources/subsidiary-guidance-supporting-inspection-of-maintained-schools-and-academies>
- <http://www.ofsted.gov.uk/resources/school-inspection-handbook>

## 23. Interpreting the Policy

In the event of a dispute regarding the interpretation of the policy advice must be sought from LA People Services. The LA may seek national or local employers' organisation advice before issuing any guidance.

Any advice regarding interpretation will automatically become incorporated into this policy and will be binding on all schools that have adopted it. This is to ensure consistency in practice across all schools.