

## Teachers Pay Policy

**Date approved by the Board:** (Enter date)

**Next review date:** (Enter date)

## Contents

1.	The Framework .....	3
2.	Annual Pay Award .....	3
3.	Principles.....	3
4.	Job descriptions.....	4
5.	Review of the Pay Policy.....	4
6.	Information and Confidentiality.....	4
7.	Financial Resource.....	5
8.	Appeals .....	5
9.	Responsibilities.....	5
10.	Committee Membership and Withdrawal from Meetings .....	6
11.	Qualified Teacher Learning and Skills Status (QTLS).....	6
	Leadership Group .....	6
12.	Implementation of new arrangements.....	6
13.	Leadership Pay Scale and Pay Ranges .....	7
14.	Setting pay for Headteacher posts.....	7
15.	Appointing to the wider leadership group .....	8
16.	Performance Related Pay – Leadership posts .....	9
17.	Temporary Arrangements .....	10
18.	Safeguarding .....	11
	Other Teachers.....	11
19.	Pay on Appointment.....	11
20.	Mainscale Classroom Teachers.....	11
21.	The Upper Pay Scale .....	13
22.	Process for UPS application .....	14
23.	Leading Practitioner Roles .....	16
24.	Unqualified Teachers.....	18
	Discretionary Allowances and Payments .....	19
25.	Teaching and Learning Responsibility Payments.....	19
26.	Special Educational Needs.....	20
27.	Recruitment and Retention Incentives .....	21
	Other Pay Provisions for Teachers .....	22
28.	Voluntary Continuing Professional Development Outside Directed Time .....	22
29.	Initial Teacher Training (ITT) Activities .....	22
30.	School Holiday Intervention Classes .....	22
31.	School to School Support.....	22
	Appendix A – Annual Assessment form .....	23
	Appendix B - Appeal Procedure to Pay Committee and Pay Appeal Committee .....	25
	Appendix C - Pay Range for Headteachers .....	27
	Appendix D - Leadership Pay Scale .....	28
	Appendix E – UPS Application Form.....	29
	Appendix F - Framework of professional standards for post-threshold teachers. ....	32
	Appendix G - Framework of professional standards for Leading Practitioner posts .....	34

## **1. The Framework**

- 1.1 The Rowan Learning Trust has adopted a teachers' pay policy to provide a clear framework for exercising its schools' discretionary powers in relation to the pay of individual members of staff.
- 1.2 These powers will be exercised to take account of the specific needs of the school and in accordance with the flexibility specified within: the School Teachers' Pay and Conditions Document (STPCD) and locally agreed conditions of service. All pay related decisions will also be taken in compliance with relevant employment and equality in employment legislation.
- 1.3 The provisions of the policy also apply to all part-time employees, where appropriate on a pro rata basis. The policy thereby complies with the 'Part time Workers (Prevention of Less Favourable Treatment) Regulations, 2000' and the STPCD which stipulates the basis on which part-time teachers pay must be calculated.
- 1.4 In respect of teachers' incremental pay decisions this policy should be read in conjunction with the Performance Management Policy.

## **2. Annual Pay Award**

- 2.1 All teachers will be awarded annually, the cost of living increase agreed nationally.

## **3. Principles**

- 3.1 In adopting and applying the Pay Policy, the LGB seeks to:
  - 3.1.1 meet its statutory duty to promote high standards of achievement amongst all pupils;
  - 3.1.2 support the aims/mission statement of the school and the implementation of the School Development Plan;
  - 3.1.3 ensure that each member of the staff is valued and receives proper recognition for his/her work and contribution to the school;

- 3.1.4 ensure fair, objective and open treatment of all staff within the school regardless of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment;
- 3.1.5 enhance and maintain staff morale through an awareness of the impact of decisions on all members of staff; and
- 3.1.6 use appropriate flexibilities within the national and local pay and conditions of service for all staff in a positive and constructive fashion within the resources available and according to the criteria stipulated within the policy.

## **4. Job descriptions**

- 4.1 The Headteacher will ensure that each member of staff is provided with a job description. Job descriptions may be reviewed from time to time in consultation with the individual employee concerned based on the changing needs of the school.

## **5. Review of the Pay Policy**

- 5.1 The Rowan Learning Trust will undertake an annual review of the Teachers' Pay Policy in the light of: any changes to national conditions of service which require amendment to the policy; experience of the previous year's implementation of the policy; or changes in the needs of the schools.
- 5.2 In the course of the annual review of the Teachers' Pay Policy, professional association/trade union representatives will be consulted.
- 5.3 By 30<sup>th</sup> September each year, or as soon as practicable thereafter, the Pay Committee will review the salaries of all teachers in relation to their performance related pay.
- 5.4 Following the annual pay review, each member of staff will be notified in writing of his/her salary point with effect from September of that year, and how it has been calculated in respect of the relevant pay scale and performance pay. **Appendix 1** shows the RLT pay statement.

## **6. Information and Confidentiality**

- 6.1 Each member of staff has the right of access to his/her personal salary record by giving notice to the Headteacher.

- 6.2 All decisions of the Pay and Pay Appeal Committees, together with the criteria used and evidence to inform decisions, will be formally minuted and reported to the LGB in the confidential section of the LGB minutes. The information will be reported by protected characteristics and the minutes will be retained as confidential on the school's pay file.

## **7. Financial Resource**

- 7.1 The LGB will allocate funding annually for staff salaries including a sum for PRP purposes.

## **8. Appeals**

- 8.1 Any employee may seek a review of any decision in relation to his/her pay and any other decision taken that affects his/her pay.
- 8.2 The procedure for the Pay Committee reviewing pay decisions and the Pay Appeals Committee hearing is attached as **Appendix 2** to this policy.

## **9. Responsibilities**

- 9.1 The Rowan learning Trust has responsibility for establishing the schools' Pay Policy and ensuring its consistent application. The LGB is responsible for determining the annual pay budget.
- 9.2 The LGB will establish a Pay Committee with delegated responsibility and authority to implement the pay policy on its behalf and to hear any representations concerning decisions made, should these be requested.
- 9.3 The LGB will establish a Special Purposes Committee to hear appeals against decisions of the Pay Committee concerning the pay of individual members of staff.
- 9.4 The Reviewers will make recommendations on the award of PRP points to relevant teachers. The initial recommendations will be moderated by the Headteacher to ensure a fair and consistent approach, before they are submitted to the Pay Committee. In the event that the Headteacher considers that a change to the initial pay recommendation is necessary, they will discuss this with the Reviewer and then will explain the decision to the individual teacher concerned before it is submitted to the Pay Committee. In the case of the Headteacher's review, the RLT Pay Committee will review the

Headteacher's performance and award the PRP points and set the ISR.

- 9.5 The Headteacher will provide the Pay Committee with sufficient information to be satisfied that a robust and fair performance management process is in place. A summary template can be found in Appendix 4. In the event of a review of a pay decision, or an appeal, it is expected that all the documents relating to the pay recommendation and the pay decision will be shared with the relevant parties, on a confidential basis.

## **10. Committee Membership and Withdrawal from Meetings**

- 10.1 Governors who are employed by the school cannot be a member of the Pay Committee or appeal committee. The Headteacher will act as an advisor to the Pay Committee and appeal committee, but will not be a member of either Committee.
- 10.2 The Headteacher must withdraw during discussion and determination of his/her own pay and during discussion of the Deputy's pay if a question of differentials between the Deputy and the Headteacher is to be discussed.

## **11. Qualified Teacher Learning and Skills Status (QTLS)**

- 11.1 From 1 April 2012, teachers with QTLS status are able to teach in schools as fully qualified teachers. Headteachers will assess QTLS holders' performance against the Teachers' Standards.

## **Leadership Group**

## **12. Implementation of new arrangements**

- 12.1 However, where a new appointment is made to, or responsibilities increase in, a leadership post, schools may choose to review the pay of all leadership posts to maintain consistency in pay arrangements within the group.

- 12.2 Teachers already in leadership posts at 1 September 2014 will continue to have their existing pay arrangements applied to them, until such time as their post is reviewed in the circumstances outlined in paragraph 15.1 above; at that point the revised pay arrangements set out below will apply.

## **13. Leadership Pay Scale and Pay Ranges**

- 13.1 The Headteacher, Deputy Headteacher(s) and, where appointed, Assistant Headteacher(s) have substantial strategic responsibilities for school leadership and will be paid on the leadership spine.
- 13.2 In this policy, the former leadership pay scale will be retained for use in schools.
- 13.3 The leadership pay scale is attached at **Appendix 3A**.
- 13.4 A seven-point range will be used for headteacher posts and a five-point range for other leadership posts.

## **14 Setting pay for Headteacher posts**

- 14.1 The responsibilities and accountabilities of the post, and the required skills and relevant competencies should be defined by the Trust and the LGB and set out in the job description and person specification.
- 14.2 The school must be assigned to a Headteacher Group by calculating the total unit score in accordance with the method set out in the STPCD.
- 14.3 An individual seven point pay range will then be established for the headteacher post. The challenge and complexity of the role in the particular context of the school should be considered at this stage, and a judgement made on the appropriate level of pay. Examples of the matters to be considered are as follows:
- Context and challenge arising from pupils' needs, e.g. if there is a high level of deprivation in the community, or high numbers of looked after children or children with special needs, or a high level of pupil mobility, and this affects the challenge in improving outcomes;
  - The circumstances of the school, e.g. it is rated by Ofsted as requires improvement or is in special measures;
  - The level of complexity in the role, e.g. managing multiple stakeholders, or across dispersed sites;

- Whether there are recruitment or retention issues relative to the post.
- 14.4 There must be no 'double counting' of considerations, to avoid pay being increased more than once for the same reason.
  - 14.5 There should be no increase in base pay nor payment of an additional allowance for regular local collaboration which is part of the role of all headteachers.
  - 14.6 Account should be taken of pay differentials between the headteacher role and other leadership roles. The pay range for deputy or assistant headteachers must not overlap that of the headteacher.
  - 14.7 Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the Trust and LGB determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the headteacher's pay range does not exceed the maximum of the headteacher group by more than 25%.
  - 14.9 The maximum of the headteacher's individual pay range plus any additional temporary allowances must not exceed the maximum of the Headteacher Group by more than 25%.
  - 14.10 Any recruitment and retention considerations about the post should be taken into account when setting base pay, and so a headteacher will not be eligible to receive recruitment and retention incentives or benefits as a separate payment.
  - 14.12 Where there is a new appointment to a headteacher post, the Trust/LGB will need to decide on the starting leadership pay spine point for the headteacher, once they have selected their preferred candidate. Consideration will need to be given to how well the candidate fits the requirements of the role, whether he/she brings any particularly valuable skills or experience which will assist the school, and matters such as current salary, which may have a bearing on the starting salary.
  - 14.13 The LGB will formally record all decisions taken in respect of headteacher's pay, including any temporary allowances, together with the rationale for the decisions.

## **15. Appointing to the wider leadership group**

- 15.1 Appointments to positions other than the headteacher post in the wider leadership group require a similar consideration process to that outlined above for headteacher posts.

- 15.2 The pay range for a deputy or assistant head post must consist of five consecutive spinal column points on the leadership pay range.
- 15.3 In setting pay for leadership posts, consideration must be given to the duties and responsibilities of the role, the job weight and challenge, and how the role fits within the wider leadership structure of the school. Pay differentials must be taken into account to ensure that the maximum of the deputy or assistant teacher's pay range does not overlap the headteacher's individual pay range, and that the top of the deputy and assistant headteacher ranges do not go beyond the top of the headteacher group for the school. The pay range may overlap with other leadership and classroom teacher positions if appropriate, depending on the weight of the job.
- 15.4 Any permanent features of the deputy or assistant headteacher role must be taken into account when setting base pay. Any temporary responsibilities must be paid through an allowance rather than being consolidated in base pay.
- 15.5 Any recruitment and retention considerations about the post should be taken into account when setting base pay, and so a deputy or assistant headteacher will not be eligible to receive recruitment and retention incentives or benefits as a separate payment.
- 15.6 There must be no 'double counting' of considerations, to avoid pay being increased more than once for the same reason.
- 15.7 Where there is a new appointment to a deputy or assistant headteacher post, the successful candidate will normally be appointed on the first pay spine point of the range. However, in exceptional circumstances, consideration may be given to whether he/she brings any particularly valuable skills or experience which will assist the school, and matters such as current salary, which may have a bearing on the starting salary.
- 15.8 The LGB will formally record all decisions taken in respect of the deputy or assistant headteacher's pay, including any temporary allowances, together with the rationale for the decisions.

## **16. Performance Related Pay – Leadership posts**

- 16.1 On an annual basis, the performance of headteachers, deputies and assistants will be assessed by the Reviewer in order to ascertain whether the statutory criterion of 'sustained high quality of performance having regard to the results of the most recent Performance Management' has been met. The performance review will need to

assess whether leadership group members have grown professionally by developing their leadership and (if relevant) teaching expertise.

- 16.2 In determining whether these statutory criteria have been met, the Reviewer will consider whether the leadership member has:
- sustained high quality performance in the Headteacher/Deputy/Assistant Headteacher professional responsibilities as detailed within the STPCD;
  - achieved or made good progress towards the performance objectives under the school's Performance Management Policy; and
  - grown professionally by developing his/her leadership (and where relevant teaching expertise).
- 16.3 In considering whether the performance objectives have been met, account will be taken of whether particular unforeseen circumstances outside the teacher's control may have led to a particular challenging objective not being achieved.
- 16.4 The Reviewer will make recommendations and provide evidence, as appropriate, on whether the PRP criteria have been met. Where the criteria have been met, pay progression by one point would normally be recommended unless the individual has reached the top of their pay range. Where evidence shows that there has been exceptional performance by the leadership teacher, an award of two points in total may be recommended. If the evidence shows that the individual has not made expected progress, then the Reviewer may recommend that there should be no pay progression.
- 16.5 Before making a decision to withhold pay progression, the Pay Committee must be satisfied that the teacher has been made aware of concerns about their performance during the course of the Performance Management process, that the concerns have been documented, and that the teacher has had appropriate support from the school to improve. The possibility of progression being withheld must not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

## **17. Temporary Arrangements**

- 17.1 The Pay Committee may consider paying a teacher who is temporarily carrying out the full duties of an absent Headteacher when the absence extends beyond four weeks. The temporary pay point will not be the same as the point on the leadership spine of the substantive post holder but will not be less than the minimum point of the established

individual pay range. The increase in salary will be back-dated from the first day of absence. In the case of a Deputy or Assistant Headteacher's absence for the same period the Headteacher will consult with the CEO/Executive Headteacher/Chair of Governors about following the same temporary pay arrangement. If payment takes place, this will be reported to the LGB at the next meeting.

- 17.2 In the case of planned prolonged absence of more than four weeks, an acting pay point within the Headteacher or Deputy or Assistant Headteacher pay ranges will be established in advance and paid from the first day of absence.
- 17.3 When the temporary period of acting up comes to an end, the teacher concerned will return to the point on his/her substantive pay range.

## **18. Safeguarding**

- 18.1 In accordance with statutory provisions, members of the leadership group who will or may have their substantive salaries reduced as a result of an internal reorganisation of the staffing structure or otherwise, are subject to time-limited cash safeguarding for a maximum of three years.

## **Other Teachers**

### **19. Pay on Appointment**

- 19.1 Qualified classroom teachers who have not yet applied to be paid on the Upper Pay Range shall be paid on the Main Pay Scale for Qualified Teachers. The LGB should match existing salary points for all new appointments.
- 19.2 The LGB may, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice, in line with paragraph 24 of this policy.

### **20. Mainscale Classroom Teachers**

- 20.1 The following pay scale will apply for main scale classroom teachers:

<b>Scale point</b>	<b>Annual salary</b>
<b>M1</b>	23,720
<b>M2</b>	25,594
<b>M3</b>	27,652
<b>M4</b>	29,780
<b>M5</b>	32,126
<b>M6</b>	35,008

- 20.2 Performance Management objectives will be relevant to the experience and skills that teachers have developed over time as they progress up the main pay scale.
- 20.3 Teachers will have the opportunity to progress up the main pay scale one point at a time, on an annual basis. To move to the next point on the scale, teachers will need to have made good progress towards their objectives and have shown that they are competent in the elements of the Teachers' Standards, based on their skills and experience, having regard to the internal teaching and learning policy within the School.
- 20.4 If the evidence shows that a teacher has exceptional performance, the Pay Committee will consider the award two points in total. Exceptional performance could, for example, be exceeding the majority of their objectives or achieving a particularly challenging objective, as well as demonstrating competence in all elements of the teachers' standards.
- 20.5 If the evidence shows that a teacher has not made good progress, as described above, then the Pay Committee may award no pay progression.
- 20.6 Before making a decision to withhold pay progression, the LGB must be satisfied that the teacher has been made aware of concerns about their performance during the course of the Performance Management process, that the concerns have been documented, and that the teacher has had appropriate support from the school to improve. The possibility of progression being withheld must not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

- 20.7 All pay judgements will be properly rooted in evidence; relate to Teachers' Standards; other relevant professional standards; the progress of pupils and the teacher's individual objectives.
- 20.8 All pay recommendations for teachers on the main scale will be moderated by the Headteacher.
- 20.9 The Pay Committee will be advised by the Headteacher in making all such decisions. Any award made will be clearly attributable to the performance of the teacher.

## 21. The Upper Pay Scale

### 21.1 Post Threshold

The following Upper Pay Scale will be used for teachers who meet the criteria:

<b>Scale point</b>	<b>Annual salary</b>
<b>U1</b>	36,646
<b>U2</b>	38,004
<b>U3</b>	39,406

### 21.2 Applications to be paid on the Upper Pay Scale

21.2.1 Teachers on point six of the Main Pay scale can apply to be paid on the Upper Pay Scale (UPS). The Headteacher may identify those teachers who are eligible to apply, and remind them of the timescale for applications. If a teacher is simultaneously employed at another school, they may submit separate applications if they wish to apply to be paid on the UPS in that school.

21.2.2 All applications must be made on the UPS summary form (Appendix 4) together with the documents from the two most recent Performance Management rounds. Where teachers have moved school during the assessment period, the Headteacher should consult with the Headteacher of the previous school to seek evidence as to the teacher's suitability for progression.

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

## 22. Process for UPS application

22.1 One application may be submitted annually. The closing date will be **30<sup>th</sup> September**, 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:

- The teacher should submit the RLT summary document and supporting evidence to the Headteacher by **30<sup>th</sup> September**;
- The assessor will assess the application, and will make a recommendation to the headteacher;
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor;
- The Pay Committee will make the final decision, advised by the Headteacher;
- Teachers will receive written notification of the outcome of their application within one month of the Pay Committee's decision. 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.
- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging manner and will include advice and support on areas for improvement to help meet the relevant criteria.
- Successful applicants will move to the minimum of the UPS with effect from **1st September** of the year in which they made their application.
- Unsuccessful applicants have the right to appeal against the decision, in accordance with the appeals process set out in paragraph 11 and Appendix 4 of this policy.

22.2 Assessment process for UPS application

- the teacher is highly competent in all elements of the relevant standards;
- and the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

### 22.3 In this school, this means,

‘relevant standards’: these are the Teachers’ Standards, and the professional standards for post-threshold teachers (Appendix 5).

“highly competent”: the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards and the post-threshold 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 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 improvement, which impacts on pupil progress and the effectiveness of other teachers and colleagues.

“sustained”: the teacher must have had two consecutive successful Performance Management reports and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

### 22.4 UPS pay determinations

22.4.1 Teachers will have the opportunity to progress up the Upper Pay Scale by one point every two years.

22.4.2 The Pay Committee will determine whether there should be any movement on the Upper Pay Scale.

22.4.3 Performance Management objectives will reflect post threshold standards and become more challenging as the teacher gains experience and progresses up the upper pay scale.

22.4.4 Pay progression on the Upper Pay Scale will be clearly attributable to the performance of the individual teacher.

22.4.6 Where it is clear that the evidence shows the teacher has made good progress the teacher will move up one point on the Upper Pay Scale.

22.4.7 If the evidence shows that a teacher has not made good progress, as described above, then the LGB may award no pay progression.

22.4.8 Before making a decision to withhold pay progression, the LGB must be satisfied that the teacher has been made aware of concerns about their performance during the course of the Performance Management process, that the concerns have been documented, and that the teacher has had appropriate support from the school to improve. The possibility of progression being withheld must not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

## **23 Leading Practitioner Roles**

23.1 The role of a Leading Practitioner

23.2 The following Pay Scale will apply:

<b>Scale point</b>	<b>Annual Salary</b>
LP1	40,162
LP2	41,168
LP3	42,196
LP4	43,246
LP5	44,324
LP6	45,435
LP7	46,658
LP8	47,735
LP9	48,927
LP10	50,183
LP11	51,486
LP12	52,672
LP13	53,989
LP14	55,335
LP15	56,712
LP16	58,219
LP17	59,557
LP18	61,055

23.3 Pay on appointment

23.3.1 When appointing to a Leading Practitioner role, the LGB will determine a pay range for the post, consisting of five consecutive points within the Leading Practitioner Scale.

23.3.2 In determining the five-point range, the LGB should take into account the following criteria, together with any other criteria they consider appropriate:

- the nature of the work to be undertaken, including any work with teachers from other schools
- the degree of challenge of the role
- how the post will fit into the structure of the school, in terms of internal pay relativities
- the status of the grade as an alternative to posts paid on the leadership spine

23.3.3 Applicants for Leading Practitioner posts will normally be expected to be on the Upper Pay Scale; or to be on M6, and have demonstrated that they meet the criteria to move onto the first point of the Upper Pay Scale, and would be moved on to that point if they were not appointed as a Leading Practitioner.

23.3.4 Leading Practitioners will usually be appointed to the first point of the specified five point pay range.

23.3.5

## **23.4 Pay determinations**

23.4.1 The Headteacher will agree Performance Management objectives for the Leading Practitioner.

23.4.2 The Pay Committee shall have regard to the results of the Leading Practitioner's Performance Management, including the pay recommendation, when exercising any discretion in relation to their pay.

23.4.3 The Pay Committee will take account of evidence which should show whether the Leading Practitioner:

- has made good progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community;
- has made a substantial impact on the effectiveness of other teachers and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards;

- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.
- meets the standards for Leading Practitioners, as set out in Appendix 6 of this document.

23.4.4 'Highly competent' and 'substantial' are defined at 22.4.2 of this policy.

23.4.5 If the evidence shows that a teacher has not made good progress, as described above, then the LGB may award no pay progression.

23.4.6 Before making a decision to withhold pay progression, the LGB must be satisfied that the teacher has been made aware of concerns about their performance during the course of the Performance Management process, that the concerns have been documented, and that the teacher has had appropriate support from the school to improve. The possibility of progression being withheld must not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

## 24 Unqualified Teachers

24.1 It may be necessary, from time to time, to employ unqualified teachers, for example when a maternity cover advert has not drawn the quality of teacher required but a suitable high quality cover supervisor with a degree is already employed at the school. In such circumstances, the LGB will seek to support the unqualified teacher, where possible, to become qualified through the recognised routes to QTS.

24.2 The following Pay Scale will apply:

<b>Scale point</b>	<b>Annual Salary</b>
1	17,208
2	19,210
3	21,210
4	23,212

5	25,215
6	27,216

## Pay on appointment

24.3 The Pay Committee will pay any unqualified teacher in accordance with the above pay scale. 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.

## Pay determinations

24.4 Unqualified teachers will have the opportunity to progress up the Unqualified Teachers' Pay Scale one point at a time, on an annual basis. To move to the next point on the scale, unqualified teachers will need to show that they have made good progress towards their objectives.

24.5 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.

24.6 All pay judgements will be properly rooted in evidence; evidence will be included in the annual Performance Management reports, and will relate to teachers' standards; the progress of pupils and the teacher's individual objectives.

## Discretionary Allowances and Payments

### 25. Teaching and Learning Responsibility Payments

#### 25.1 TLR 1 and TLR 2 Payments

25.1.1 The values of TLRs are:

TLR 2	TLR 1
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A £2,721	A £7,853
B £4,530	B £9,661
C £6,646	C £11,473
	D £13,288

## 25.2 TLR 3 Payments

25.2.1 The Headteacher may award a fixed term TLR3 for time-limited school improvement projects. The annual value of a TLR3 must be no less than £517 and no greater than £2577. The basis on which the TLR3 has been awarded, the duration of the fixed term, and the amount of the award, which will be paid in monthly instalments, will be set out in writing to the teacher. No safeguarding will apply in relation to an award of a TLR3.

25.2.2 Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a TLR3 concurrently.

25.2.3 The value for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed term of less than one year then the total value should be determined proportionately to the annual value. For part-time teachers the pro-rata principle does not apply to TLR3s.

## 26 Special Educational Needs

26.1 An SEN allowance, of no less than £2064 or no more than £4075, will be awarded to a classroom teacher:

- (a) in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- (b) in a special school;
- (c) who teaches pupils in one or more designated special classes or units in a school;
- (d) 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 SEN;
  - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and

- iii. has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

26.2 Should decisions be made which result in the withdrawal of the allowance, normal safeguarding arrangements will apply to the individuals concerned for a three-year period.

## **27. Recruitment and Retention Incentives**

27.1 The discretion to award recruitment or retention incentives and benefits to classroom teachers or Leading Practitioners will only be considered where there is specific evidence to support one of the following criteria:

27.1.1 it is proving very difficult to recruit to a post, (for example, where, following one or more advertisements, insufficient staff of the right quality apply for the post); or

27.1.2 where a key member of staff with skills and expertise that are in high demand is likely to seek employment elsewhere in the near future and it has not proven possible to allocate additional responsibilities and award an appropriate grading.

27.2 In such circumstances, the recruitment or retention incentives or benefits will be for a fixed period only; the reason for the payment, the value of the incentive or benefit, the expected duration, and the review date after which they may be withdrawn will be clearly set out at the start of the fixed period.

27.3 The Headteacher will consider awarding an additional temporary TLR payment to a teacher, who is temporarily carrying out the full duties of an absent teacher, when the absence extends beyond four weeks. Where the temporary arrangement is approved, the increased salary will be back-dated to the first day of absence.

27.4 Supply teachers engaged by the school will be paid at the rate determined by the statutory provisions for calculating short notice teachers' pay within the STPCD.

## **Other Pay Provisions for Teachers**

### **28. Voluntary Continuing Professional Development Outside Directed Time**

- 28.1 Consideration will be given to exercising this discretion in the case of training in respect of major national initiatives supported by external earmarked funding and where training cannot be undertaken on one of the specified teacher training days or in school session time because of difficulties with supply cover.
- 28.2 In these instances, classroom teachers will be paid a daily rate of 1/195<sup>th</sup> of their salary point.

### **29. Initial Teacher Training (ITT) Activities**

- 29.1 No specific additional payments will be made to individual teachers involved in school-based ITT activities (such as observing and giving feedback on classroom practice and acting as professional mentors).
- 29.2 However, teachers with significant involvement in ITT may receive pay recognition through TLR payments or their pay ranges on the leadership spine.

### **30. School Holiday Intervention Classes**

- 30.1 Teachers who volunteer to undertake intervention classes during school holidays will be paid a daily rate of 1/195th of their salary point on the teachers' main pay scale to a maximum of point M6. Teachers on the Leadership or Leading Practitioner Pay Scales will be paid as if at point M6 on the teachers' main pay scale.

### **31. School to School Support**

- 31.1 Teachers, e.g. Specialist Leaders of Education, who volunteer to take on temporary additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools, will be paid up to 25% of the commissioned work undertaken. This does not apply to Lead Practitioners or other colleagues who are appointed to roles involving school to school support.

# Appendix A – Annual Assessment form

## Annual Assessment of Classroom Teachers' Salary (September 2018)



name: \_\_\_\_\_

Effective Date: 1<sup>st</sup> September 2018

### Point on Scale

Mainscale	Point M	<input type="text" value="£"/>
Upper Pay Spine	Point UPS	<input type="text"/>
Unqualified	Point U	<input type="text"/>
Full time pay		<input type="text"/>

### TLR Payments

TLR 2	A	<input type="text"/>
	B	<input type="text"/>
	C	<input type="text"/>
TLR 1	A	<input type="text"/>

B

TLR 3

**Other allowances**

Special Needs SPN

Recruitment & Retention

**Safeguarding / Protection**

**Total**

**Signed**

## **Appendix B - Appeal Procedure to Pay Committee and Pay Appeal Committee**

### **General Points**

1. An appeal is appropriate if a member of staff is not satisfied with the decision of the Pay Committee concerning his/her pay and requests that the basis for the decision be reviewed.
2. The employee may wish to seek the support of a colleague or professional association/trade union representative when presenting their case.
3. After a decision of the Pay Committee has been conveyed to the employee in writing, together, where appropriate, with the specific reasons for the decision where a performance pay point has not been awarded, an appeal may be lodged. The employee must write to the Clerk to the LGB within ten working days of being notified of the Pay Committee's decision, setting down the grounds for appealing the pay decision.
4. The appeal hearing will be heard within ten working days of the receipt of the written appeal notification.
5. The decision of the Appeal Committee will be given in writing within one working week and, where the appeal is rejected, will include a note of the evidence considered and the reasons for the decision. There is no further right of appeal.

## **Procedure**

The Special Purposes Committee will meet and conduct an appeal hearing in the following manner:

1. The Chair of the Committee invites all parties to enter the room.
2. The Chair introduces the parties concerned and outlines the procedure.
3. Any questions of clarification relating to the procedure are raised with the Chair by any party.
4. The Headteacher explains the proposed pay level of the appellant, indicating why the original decision was made by the Pay Committee and submitting any evidence he/she feels appropriate.
5. Any questions for clarification are raised through the Chair from:
  - 5.1 members of the Committee
  - 5.2 the Appellant and/or companion
6. The Appellant or his/her companion indicates the reasons why the pay level is not felt to be appropriate, submitting any evidence (s)he feels is necessary.
7. Any questions for clarification are raised through the Chair from:
  - 7.1 members of the Committee
  - 7.2 the Headteacher
8. The Headteacher sums up the Management case.
9. The Appellant or his/her companion sums up his/her case.
10. All parties leave the room while the Committee considers the case.
11. All parties are recalled to indicate the decision of the Committee.
12. The Chair of the Committee informs all parties that the decision will be confirmed in writing within one working week and that there is no further right of appeal.

## Appendix C - Pay Range for Headteachers

The chart shows the Headteacher Groups as set out in the STPCD

	England and Wales £
<b>Group 1</b>	44,544 – 59,264
<b>Group 2</b>	46,799 – 63,778
<b>Group 3</b>	50,476 – 68,643
<b>Group 4</b>	54,250 – 73,876
<b>Group 5</b>	59,857 – 81,478
<b>Group 6</b>	64,417 – 89,874
<b>Group 7</b>	69,330 – 99,081
<b>Group 8</b>	76,466 – 109,366

The total unit score must be determined in accordance with the number of pupils on the school register, calculated as follows:

Key Stage	Units per pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	7
For each pupil in the third key stage	9
For each pupil in the fourth key stage	11
For each pupil in the fifth key stage	13

## Appendix D - Leadership Pay Scale

<b>Leadership Pay Scale 2015</b> <b>(effective from 1.9.16)</b>					
<b>Spinal Column Point</b>	<b>£ per annum</b>	<b>Spinal Column Point</b>	<b>£ per annum</b>	<b>Spinal Column Point</b>	<b>£ per annum</b>
L1	39,965	L18	60,755	L27	75,735
L2	40,966	L19	62,262	L28	77,613
L3	41,989	L20	63,806	L29	79,535
L4	43,034	L21	65,384	L30	81,515
L5	44,106	L22	67,008	L31	83,528
L6	45,213	L23	68,667	L32	85,605
L7	46,430	L24	70,370	L33	87,732
L8	47,501	L25	72,119	L34	89,900
L9	48,687	L26	73,903	L35	92,135
L10	49,937	L18	60,755	L36	94,416
L11	51,234	L19	62,262	L37	96,763
L12	52,414	L20	63,806	L38	99,158
L13	53,724	L21	65,384	L39	101,574
L14	55,064	L22	67,008	L40	104,109
L15	56,434	L23	68,667	L41	106,709
L16	57,934	L24	70,370	L42	109,383
L17	59,265	L25	72,119	L43	111,007

## Appendix E – UPS Application Form

Name:

Teachers' Standards	Developing self and others	Evidence	Met/ not met
1. Set high expectations which inspire, motivate and challenge pupils	Take responsibility for schemes of work; play a proactive role in developing Teaching and Learning within and/or outside of the faculty; facilitate the development of others within and/or outside of the faculty; own teaching is typically never less than good and often outstanding.		
2. Promote good progress and outcomes by pupils	Take responsibility for intervention strategies across the faculty to support good progress and outcomes for all students to ensure that a significant proportion of students reach their Hawkey target.		
3. Demonstrate a good subject and curriculum knowledge	Demonstrate good to outstanding subject and curriculum knowledge; lead on items at faculty meetings to share subject knowledge and/or curriculum changes; take responsibility for promoting high standards of literacy and numeracy in the faculty.		
4. Plan and teach well-structured lessons	Develop others in own faculty and/or other faculties through the joint practice development model (joint planning, delivery and reflection).		

5. Adapt teaching to respond to the strengths and needs of all pupils	Develop and share strategies for meeting the needs of the different student sub-groups including developing effective strategies to remove barriers to learning so that all individuals and student groups to make outstanding progress over time.		
6. Make accurate and productive use of assessment	An expert in assessment for learning; supports other members of the faculty in the use of assessment data to inform planning including gap analysis and intervention; take responsibility for accurate cross-faculty moderation.		
7. Manage behaviour effectively to ensure a good and safe learning environment	Highly competent in behaviour management strategies which are embedded within the classroom to ensure a consistent positive climate for learning; models, mentors and coaches other staff in the improvement of their behaviour management strategies.		
8. Fulfil wider professional responsibilities	Regularly lead on faculty initiatives and contribute to whole school initiatives to impact on attainment and progress; promote opportunities for staff to work collaboratively; can demonstrate how own influence has impacted positively on the practice of others; astute and effective in all dealings with parents/carers; makes significant contribution to the development of the Hawkley Child; a highly reflective practitioner who can accurately pinpoint the developmental needs of others and work with them to improve their practice.		
<b>Points for further development</b>		<b>Recommendation to Governors</b>	

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**Signed:**

**Date:**

## **Appendix F - Framework of professional standards for post-threshold teachers.**

### **1. Professional Attributes**

#### **1.1 Frameworks**

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

### **2. Professional knowledge and understanding**

#### **2.1. Teaching and learning**

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

#### **2.2 Assessment and monitoring**

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

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

#### **2.3 Subjects and curriculum**

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

#### **2.4 Health and well-being**

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

### **3. Professional skills**

#### **3.1 Planning**

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

### **3.2 Teaching**

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

### **3.3 Team working and collaboration**

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

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

# Appendix G - Framework of professional standards for Leading Practitioner posts

## 1. Professional Attributes

### 1.1 Frameworks

LP1. Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own school, and, if required by the role, in other schools.

### 1.2 Personal professional development

LP2. Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

## 2. Professional knowledge and understanding

### 2.1 Teaching and learning

LP3. Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

### 2.2 Assessment and monitoring

LP4. Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

### 2.3 Subjects and curriculum

LP5. Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

### 2.4 Achievement and diversity

LP6. Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching.

## 3. Professional skills

### 3.1 Planning

LP7. Take a lead in planning collaboratively with colleagues in order to promote effective practice. Identify and explore links within and between subjects/curriculum areas in their planning.

### 3.2 Teaching

LP8. Have teaching skills which lead to excellent results and outcomes.  
LP9. Demonstrate excellent and innovative pedagogical practice.

### 3.3 Assessing, monitoring and giving feedback

LP10. Demonstrate excellent ability to assess and evaluate.

LP11. Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.

### **3.4 Reviewing teaching and learning**

LP12. Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.

### **3.5 Team working and collaboration**

LP13. Be part of or work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement.

LP14. Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.

LP15. Make well-founded Performance Managements of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies.

LP16. Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership.