

Pay
Policy & Procedure
(For Teaching and Support Staff)

Policy

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and requirements of the School Teachers' Pay and Conditions Document (STPCD). The policy will be reviewed on an annual basis.

The school seeks to ensure that all members of the workforce are valued and receive proper recognition and remuneration for their work and their contribution to school life.

This pay policy should be read in conjunction with the school's performance management policy, which outlines the procedures and the criteria for determining pay progression on the grounds of performance.

1. Introduction

1.1 In adopting this policy the aim is to:

- assure the quality of teaching and learning at the school.
- support the recruitment and retention of a high quality 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 and transparent way.
- ensure accountability, objectivity and equality of opportunity¹.
- maintain and improve the quality of education provided for pupils in the school by having a pay policy that supports the schools stated aims and improvement plan.
- identify the principles by which the salary decisions for all staff will be made.
- operate pay arrangements in accordance with Equal Pay legislation and the principles of equal pay for work of equal value.
- show clearly the school staffing structure and the grade of each post within it.
- clearly identify the proposed timetable for annual salary reviews, including the consideration of staff for performance related pay.
- demonstrate to all staff that the Governing Body is managing its policy on pay in a fair, consistent and responsible way.
- show a commitment to involving all members of staff and their Trade Unions in consultation on discretionary areas within the Pay Policy.
- ensure that job descriptions and person specifications are available for all posts and that job descriptions are formally updated and agreed with existing staff as part of the annual performance management.

¹ Including compliance with equalities legislation i.e. Employment Rights Act 1996, Employment Relations Act 1999, Employment Act

- review staffing structure to provide career development opportunities for staff reflecting the school needs.
- ensure flexibility to respond to recruitment and retention.

2. The Pay and Review Committee

Pay decisions at this school are made by the Pay and Review Committee as set out at **Appendix 1**. It shall be responsible for the establishment and review of the Pay Policy, subject to the approval of the Governing Body, and shall have full authority to take pay decisions on behalf of the Governing Body in accordance with this policy. The Headteacher shall be responsible for advising the Pay and Review Committee on its decisions.

2.1 The Pay and Review Committee will ensure that:

- each teacher's salary is reviewed annually, with effect from 1st September, no later than 31st October each year and the 31st December in the case of the Headteacher. All teachers must be given a written pay statement setting out their salary and any other financial benefits.
- any changes in circumstances that lead to a change in pay can take place throughout the year and a revised written pay statement issued for teaching staff .
- where a change in pay leads to the start of a period of safeguarding (pay protection), the Pay and Review Committee will give the required notification no later than one month after the date of change.
- they apply criteria related to discretionary areas of pay, as identified within the Pay Policy in a fair and consistent way.
- they consider initial representations made by staff where there is a dispute regarding pay.
- they consider the recommendations of the Headteacher or nominated reviewer.

3. The Governing Body

3.1 The Governing Body will ensure that;

- any reviews of Support Staff posts needs to be considered in accordance with the appropriate guidelines, and the Job Evaluation Scheme for support staff determined by Hartlepool Borough Council.
- they agree a pay scale for leadership posts in accordance with the criteria specified in the STPCD.
- they agree the pay scales for Main Pay, Upper Pay, Leading Practitioners and Unqualified teachers within the minimum and maximum points as stated in the current STPCD.
- when setting pay scales they will seek to ensure that there is pay relativity between posts within the school. Where possible, appropriate differentials will be created and maintained.

4. Teaching Staff

4.1. Basic pay on appointment

The Governing Body will determine the pay range for a vacancy prior to advertising. 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, which may include:

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

In line with STPCD there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

Newly qualified teachers will start at point M1, irrespective of degree qualifications.

4.2 Setting Pay Scales

The Governing Body has established the following reference points (pay scales) for classroom teacher posts on the Main Pay Range and Upper Pay Range effective from 1st September 2015:

Main Pay Scale

England & Wales

1	£22,244
2	£24,002
3	£25,932
4	£27,927
5	£30,128
6 a	£32,509
6b	£32,831

Upper Pay Scale

England & Wales

1	£35,218
2	£36,523
3	£37,871

4.3 Leading Practitioners

The Governing Body will take account the STPCD when determining the role of a Leading Practitioner in this school. Additional duties will be set out in the job description of the Leading Practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement,
- the improvement of teaching schools, within school and within the wider school community if appropriate which impacts significantly on pupil achievement and outcomes,
- improving the effectiveness of staff and colleagues.

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure. When determining the pay scales for such posts, the Governing Body will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

4.4 Unqualified Teachers / Instructors

The Governing Body recognises that there are some specific posts where the appointment of an unqualified teacher may be appropriate, with no expectation that the unqualified teacher be working towards qualified teacher status. For example:

- overseas trained teachers.
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993.
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS.
- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1st September 1989.

Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Governing Body determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.

It may be determined that an additional allowance in accordance with STPCD is payable where it is considered that the unqualified teacher has:

- a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teachers professional skills and judgement ; or
- qualifications or experience which bring added value to the role being undertaking

Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits.

The Governing Body has established the following reference points for unqualified teacher posts effective from 1st September 2014:

Unqualified Teachers	England & Wales
1	£16,298
2	£18,194
3	£20,088
4	£21,984
5	£23,881
6	£25,776

4.5 An Unqualified Teacher Who Becomes Qualified

Upon obtaining Qualified Teacher Status an unqualified teacher will be transferred to a salary within the Main Pay Range for teachers if there is a post available within school.

Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status the teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Governing Body considers to be appropriate.

A teacher who obtains Qualified Teacher Status retrospectively under the STPCD will be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when qualified teacher status was effectively obtained.

The lump sum will be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

4.6 Headteacher, Deputy and Assistant Headteachers

The Pay and Review Committee must assign its school to a Headteacher group for the purposes of determining a pay range for its Senior Leadership Team. The pay ranges for the Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s) will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities.

The Governing Body will establish pay ranges for the Senior Leadership Team:

Leadership	England and Wales
Headteacher	7 Point Range
Deputy Headteacher	5 Point Range
Assistant Headteacher	5 Point Range

The Governing Body will normally appoint new leadership teachers at the bottom point of the relevant pay range.

The Governing Body will pay teachers as Deputy or Assistant Headteachers only where the Governing Body is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role:

- (a) is focused on teaching and learning
- (b) requires the exercise of a teacher's professional skills and judgment
- (c) requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the school
 - accountability for the standards of achievement and behaviour of pupils across the school
 - accountability for the planning and deployment of the school's resources
 - leading policy development and implementation across the school in accordance with statutory provisions
 - managing whole school operational activity
 - working with external bodies and agencies, and
 - securing pupils' access to their educational entitlements
- (d) has an impact on the educational progress of the school's pupils
- (e) involves leading, developing and enhancing the teaching practice of the school's staff, and
- (f) includes line management responsibility for a significant number of people and/or the line management of other line managers

In the case of a Deputy Headteacher post, the Governing Body must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Headteacher employed in the same school, including responsibility for discharging full responsibilities in the absence of the Headteacher.

5. Pay Progression Based on Performance

All members of the teaching staff are required to participate in the arrangements made for their performance management, in accordance with their conditions of employment and the Education (School Teachers' Appraisal) (England) Regulations 2012 and the School's Policy for Performance Management.

Under the performance management arrangements as detailed in the schools Performance Management Policy, as adopted by the Governing Body, the reviewer will determine objectives which will be used along with the relevant Teacher Standards to assess the reviewee's performance. The decisions regarding pay progression will be made with reference to the teacher's performance management reports and the pay recommendations they contain.

The school recognises that the performance of a teacher is the most important factor in deciding on salary levels, but that high level performance is achieved through high quality and successful experience, and focused professional development. Therefore this policy recognises the links between experience and performance.

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual performance management that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher performance management are set out in the school's performance management policy.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by quality assurance and moderation by the Governing Body of the Pay Policy and pay decisions.

There will be meetings throughout the performance management process so that all teachers are aware of their progress towards meeting the criteria for pay progression. In the event that a teacher is unlikely to meet the criteria for pay progression they can expect to be alerted to this and given support to improve their performance.

Teacher's performance management reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the performance management report and taking into account advice from the senior leadership team.

5.1 Teachers Joining Part Way through the Year

Where teachers have joined the school part way through a performance management cycle, the Governing Body will, where necessary, seek evidence from the previous schools to assist pay decisions and will only, where necessary, seek evidence from the teachers themselves.

5.2 Newly Qualified Teachers

In the case of NQTs, whose performance management 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.

NQTs receive regular feedback during their induction year, and the termly assessments will be used to inform the decision about whether they will receive an increment at the end of their first year of teaching.

The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

The Governing Body will make pay decisions according to the criteria for progression set out in the STPCD.

Where an award is made, this will be paid with effect from 1 September, backdated as appropriate.

6. Differentiated Pay Progression

The rate of progression may be differentiated according to an individual teacher's performance and where this is the case the school will show how this has been assessed.

Judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant Teacher Standards and how they have contributed to;

- impact on pupil progress
- impact on wider outcomes for pupils
- improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school.

The above list is non exhaustive and needs to be specific to the individual.

Teachers will not be eligible for a pay increase following an unsuccessful performance management review. Significant concerns about standards of performance should have been raised in writing with the teacher during the annual performance management cycle.

Teachers will be eligible for a pay increase of 1 pay point if they meet all their objectives, are assessed as fully meeting the relevant Teacher Standards and all teaching is assessed as at least good with some teaching being assessed as outstanding.

Teachers will be eligible for 2 pay points on the Main Pay Range if they exceed all their objectives, are assessed as fully meeting the relevant Teacher Standards and all of their teaching is assessed as outstanding.

Teachers on the Main Pay Range will be awarded pay progression following each successful performance management review. Teachers on the Upper Pay Range will be awarded pay progression following two successful performance management reviews.

6.1 Headteacher, Deputy and Assistant Headteacher

The Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s) may be awarded additional scale points in accordance with the provisions of the STPCD,

i.e. they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

6.2 Movement to the Upper Pay Range

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made in writing once a year. Where teachers wish to be assessed, they should notify their reviewer in writing using the application form (as at **Appendix 2**) which should be submitted by the teacher to the reviewer at the performance management planning meeting. The teacher's application will be appended to their performance management planning statement.

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.

6.2.1 The Assessment

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant Teacher Standards
- (b) the teacher's achievements and contribution to the school are substantial and sustained

The application will be assessed by the Headteacher who will make a recommendation to the Pay and Review Committee of the Governing Body so that they can make the final determination.

For the purposes of this pay policy, the Governing Body will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria have been satisfied as evidenced by two successful and consecutive performance management reviews.

In making its decision, the Governing Body will have regard to the two most recent performance management reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

6.2.1 The Process of Assessment

The assessment and determination of the Governing Body will be made by 31 October and applicants will receive a response within 10 working days of the date of the determination.

All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria.

If successful, applicants will move to the upper pay range from the start of the academic year. Successful applicants will be placed on the minimum of the upper pay range.

If unsuccessful, feedback will be provided in writing by the Headteacher as soon as possible and at least within 10 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher.

Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's general appeals arrangements (**Appendix 3**).

7. Part-time Teachers

Teachers who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations, the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a fulltime teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

8. Short Notice / Supply teachers

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated prorata.

Teachers who are employed to teach for the full day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full day which they teach to arrive at the hourly rate.

9. Discretionary Allowances & Payments

9.1 Acting/Interim Allowances

Acting allowances may be paid to teachers who are assigned and carrying out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher.

The Pay and Review Committee will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Payments will be backdated to the day on which the teacher assumed those duties.

If the Pay and Review Committee determines that an allowance will be paid, any teacher who carries out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher, will be paid at an appropriate point of the Headteacher's pay range, Deputy Headteacher's pay range or Assistant Headteacher's pay range as determined by the full Governing Body.

9.2 Special Educational Needs (SEN)

The Pay and Review Committee shall award SEN allowances in accordance with the criteria and provisions set out in the STPCD.

EITHER:

All teachers will receive the special needs allowance².

OR

- (a) any teacher whose post requires a mandatory SEN qualification;
- (b) any teacher of pupils in one or more designated special classes or units in school;
- (c) any teacher in any non-designated setting that is analogous to a designated special class or unit, where the post –
 - i. involves a substantial element of working directly with children with special educational needs;
 - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - iii. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school/unit/service.

Where a SEN allowance is payable, the Governing Body have delegated to the Pay and Review Committee responsibility for determining the spot value of the

² This is only applicable to special schools where all classroom teachers must be awarded an SEN allowance.

allowance as prescribed by the STPCD, taking into account the structure of the school's SEN provision and the following factors:

- (a) whether any mandatory qualifications are required for the post;
- (b) the qualifications or expertise of the teacher relevant to the post; and
- (c) the relative demands of the post.

The Governing Body recognise that any differentiation in SEN payments between posts must be justified using the above criteria and relevant statutory guidance and regulation, assessed against the published job outline(s) as contained within Appendix A of this Policy. The Governing Body will assign monetary values to posts with an SEN allowance in accordance with the STPCD.

9.3 Teaching & Learning Responsibility Payments (TLRs)

The Governing Body will pay TLR 1 and TLR 2 payments to teachers as indicated in the attached staffing structure, in accordance with the pay ranges specified in the STPCD.

Before awarding any TLR 1 or 2 payments, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that they:

- a. are focused on teaching and learning;
- b. require the exercise of a teacher's professional skills and judgement;
- c. require the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d. have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e. involve leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

9.4 Fixed Term TLR (TLR3)

Before making any TLR3 payment, the Governing Body must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

The Governing Body will consider the annual value of the TLR3 payment in accordance with the STPCD.

The Governing Body will ensure that the use of TLR3 applies only to clearly time limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

The Governing Body will set out in writing to the teacher the duration of the fixed term (it is recommended that this is no less than one term and no longer than a maximum of 18 months) and the amount of the award which will be paid in monthly instalments.

The award of a TLR3 will be for a fixed period and therefore will not be subject to safeguarding on completion.

9.5 Discretionary Payments to the Headteacher

In relation to a Headteacher, 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 if they have already made an award or have taken such reason (recruitment or retention) into account when determining the Headteacher Pay Range. Discretionary payments to the Headteacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.

10. Other Payments

10.1 Continuing Professional Development Outside Directed Time; Initial teacher Training Activities and; Out of School learning activities

The Pay and Review Committee reserves its right to exercise discretion to make additional payments to teaching staff, including the Headteacher, 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 activities agreed between the teacher and the Headteacher, or between the Headteacher and the Governing Body;
- Additional responsibilities and activities due to, or in respect of, the provision of services by the Headteacher relating to the raising of educational standards to one or more additional schools;

The Governing Body recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following

consideration by the Pay and Review Committee, at a higher level reflecting the responsibility.

10.2 Provision of Services to Other Schools;

Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the Governing Body (or the finance/resources committee) and decisions duly minuted. The disposition of any payment, including personal remuneration, must be agreed in advance in accordance with the determinations of the Governing Body. The terms of such an agreement must be set out in a memorandum signed by the Chair of Governors and any other members of staff involved.

Any income derived from external sources for the work of a school's staff should accrue to the school. The Governing Body should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities, and if so, determine the appropriate amount.

10.3 Recruitment and Retention Incentives and 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 to a teacher as it considers necessary.

From 2014 Headteachers, deputy Headteachers and assistant Headteachers may not be awarded recruitment and retention allowances. Those that are already in receipt of such a payment may continue to do so however the relevant body should revise pay ranges where required.

The Pay and Review Committee will consider exercising its powers under the STPCD 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.

The Governing Body will consider 'The three-stage process' for new appointments to headship or the wider leadership team.

10.4 Salary Sacrifice Arrangements

In accordance with the STPCD where the employer operates a salary sacrifice arrangement. Teachers' may participate in any such arrangement and the teacher's gross salary will be reduced accordingly.

Participation in any salary sacrifice arrangement has no effect upon the determination of any safeguarded sum to which the teacher may be entitled under any provision of the document.

10.5 Residential duties

Any payment to teachers for residential must be determined by the Governing Body.

10.6 Safeguarding

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the STPCD.

10.7 Non- pay terms and conditions

The Governing Body is able to use their discretion to make sensible professional judgements at school level about how to apply statutory principles underlying the non-pay conditions to best meet the needs of the pupils.

Schools should however note that the core provisions on the principles of working time, planning, preparation and assessment (PPA) time, “rarely cover” and not routinely being required to undertake administrative and clerical tasks remain unchanged. Schools are responsible for ensuring full compliance with all the statutory provisions.

11. Support Staff

The Governing Body will ensure that support staff jobs in the school are evaluated using the council’s Job Evaluation Scheme. The Governing Body will comply with the National Joint Council for Local Government Services National Agreement of Pay and Conditions of Service (Green Book); and any local agreements on employees’ conditions of service

11.1 Annual Review of Support Staff

While taking into account the appropriate Conditions of Service, the Headteacher will annually review the duties and responsibilities of support staff to ascertain whether:

- the job description is still current or requires modification
- the job evaluation for the post, salary scale or rate are still appropriate
- additional payments are appropriate in view of any additional tasks or responsibilities undertaken
- market supplements are appropriate.

In reaching its determination, the Pay and Review Committee will;

- consider the advice of the LA in respect of equal pay and consider, where appropriate, a re-evaluation of a post by a JE analyst from the LA

- ensure that details of changes including, where appropriate, amendments to job outlines, are forwarded to the Local Authority as soon as possible in order that payroll changes are implemented expediently.

11.2 Incremental Progression

Incremental progression will be awarded on the anniversary of appointment until the maximum of the Band is met.

11.3 Support Staff Allowances

The Governing Body have agreed to implement the Single Status Agreement which is a collective agreement relating to terms and conditions reached between Hartlepool Borough Council and recognised Trade Unions / Professional Associations. In addition, the Governing Body agree to adhere to all minor changes to the Single Status Agreement and all significant changes following consultation with Headteachers, and any future collective agreements reached between these parties, relating to terms & conditions of employment for support staff in school.

The Governing Body recognise allowances are subject to on-going negotiations between Hartlepool Borough Council and recognised Trade Union / Professional Associations. The Governing Body agree to follow the advice received from the Local Authority relating to such allowances and note they may be subject to change.

11.4 Protection Arrangements

Where a pay determination leads, or may lead, to the start of a period of protection, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination. Details of protection arrangements are outlined within the Single Status Agreement.

12. Appeals

The arrangements for considering appeals on pay determination are set out in **Appendix 3** of this policy.

13. School Staffing Structure

The Schools staffing structure can be found at Appendix 4.

14. Responsibility Flow Chart

A flow chart outlining the roles of responsibilities of the Headteacher and Pay and Review Committee can be found in Appendix 5.

15. List of relevant legislation

In applying this policy the Governing Body will have due regard to the following:

- The School Teachers' Pay and Conditions Document and Guidance currently in force;
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- Conditions of Service for School Teachers in England and Wales (Burgundy Book, August 2000);
- The National Joint Council for Local Government Services National Agreement of Pay and Conditions of Service (Green Book).
- The Education (Review of Staffing Structures) (England) Regulations 2005
- The School Staffing (England) Regulations 2009
- Locally agreed conditions of service negotiated and facilitated by Hartlepool Borough Council, including the job evaluation arrangements for support staff.

The Pay and Review Committee will comprise at least three governors. All governors, including those employed at the school, will be eligible for membership of the Pay and Review Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school.

Establishment of the Pay Policy

The Pay and Review Committee is responsible for:

- establishing the Pay Policy, in consultation with the Headteacher, staff and trade union representatives, and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- formal approval of the Pay Policy.

Monitoring and review of the Pay Policy

The Pay and Review Committee is responsible for:

- reviewing the policy annually, in consultation with the Headteacher, staff and trade union representatives; and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

Application of the Pay Policy

The Headteacher is responsible for:

- ensuring that pay recommendations for the Deputy and Assistant Headteacher(s), classroom teachers and support staff are made and submitted to the Pay and Review Committee in accordance with the terms of the policy;
- advising the Pay and Review Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay and Review Committee and of the right of appeal.

The Pay and Review Committee is responsible for:

- taking decisions regarding the pay of the Deputy and Assistant Headteacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the Headteacher;
- taking decisions regarding the pay of the Headteacher following consideration of the recommendations of the governors responsible for the Headteacher's performance review;
- submitting reports of these decisions to the Governing Body; and
- ensuring that the Headteacher is informed of the outcome of the decision of the Pay and Review Committee and of the right of appeal.

The Appeals Committee should comprise of three governors and is responsible for:

- taking decisions on appeals against the decisions of the Pay and Review Committee in accordance with the terms of the appeals procedure of the policy.

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teachers achievements and contribution are substantial and sustained.

Meanings

- 'highly competent' – performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give them advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice
- 'substantial' – of real importance, validity or value to the school; play a critical role in life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of the appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- 'sustained' – maintained continuously over a long period.

Teacher Name: _____

Part 1 - Guidance Notes for Teacher

From **1 September 2013**, an application to be paid on the upper pay range will be successful where the governing body is satisfied that:

- the teacher is competent in all elements of the relevant standards
 - the teacher's achievements and contribution to an educational setting or settings are substantial and sustained
1. Please enclose copies of your appraisal reports and/or planning and review statements that relate to the 2 years immediately prior to the date on which you submit your request. (If you have been absent for part of the previous 2 year PM period, please submit a statement and accompanying evidence that you wish the Headteacher to consider)
 2. If you wish to provide details of appraisal / performance management from another school please give details on this form and enclose copies of relevant planning and review statements. (You must include school name, dates of employment and Headteacher name)
 3. **You must** - Print, sign and date the form, keeping a copy and pass it to your head teacher for consideration.

Signature: _____

Date: _____

Part 2 – Guidance for the Headteacher or their delegated appraiser

1. Assess whether the teacher has met all of the below criteria;
 - The Teacher is competent in the Core Teacher Standards (Part 3)
 - The UPS1, UPS2 or UPS3 Teacher can provide evidence within their Performance Management of the Post Threshold Teacher Standards (P) (Part 4)
 - The Teacher's achievements and contribution to the school are substantial and sustained.
2. Complete the Head Teacher's comments section (Part 5). If you have assessed that the Teacher does not meet all of the standards then include an explanation of your rationale.
3. Sign, date and retain a copy of the form (Part 5 – Headteacher comments)
4. Inform the Teacher in writing of the outcome of the decision within 4 academic weeks of the application date. Where you have assessed that the Teacher has not met all of the criteria, you should also provide verbal feedback. Feedback should include the actions required to achieve successful assessment.
5. Notify the governing body pay review committee & inform Payroll.

Part 3 - Core Teacher Standards Assessment

PART ONE: TEACHING

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 phonics⁸
- 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.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Part 4 – Post Threshold Standards Assessment

Professional Attributes

- **Frameworks**

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

Professional Knowledge and Understanding

- **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.

- **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.

- **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.

- **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.

Professional Skills

- **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.

- **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.

- **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.

Part 5 – Headteacher or delegated appraiser comments

[please delete as appropriate]

A. I have assessed the Teacher as having **met all** Teacher Standards and Threshold Standards to a competent level. The Teachers achievements and contribution to the school **is substantial and sustained**.

B. I have assessed that the Teacher as having **NOT met** all Teacher Standards and Threshold Standards to a competent level / The Teachers achievements to the school are **NOT substantial and sustained**.

If you have assessed that the Teacher Standards have not been met, please detail below the rationale for assessing the Teacher as not having met the teacher standards; (continue

on additional page if necessary)

Full Name: _____

Signed: _____

Date: _____

UPPER PAY RANGE PROGRESSION CRITERIA

Guidance for progression through Upper Pay Spine levels

(1) Professional attributes

1.1 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 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 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.

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

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

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

3.1 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 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 Promote collaboration and work effectively as a team member.

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

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions. The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Teachers & Support Staff may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

- a. incorrectly applied any provision of the STPCD / SSA;
- b. failed to have proper regard for statutory guidance;
- c. failed to take proper account of relevant evidence;
- d. took account of irrelevant or inaccurate evidence;
- e. was biased; or
- f. otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision maker within ten working days of the decision.
3. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow the formal appeal process.
4. Formal Appeal Process - The employee should set down in writing the grounds for appeal / questioning the pay decision and send it to the decision maker who made the determination within ten working days of the original notification or ten working days following the outcome of the informal decision
5. The decision maker who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the employee an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. During the informal and formal process the member of staff will be given at least five working days notice of the date, time and location of the meeting / hearing.
7. Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the employee is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows.

1. The Management representative to present the facts of the case and may call witnesses.
2. The employee or his/her representative to have the opportunity to question the Management representative and any witnesses about the facts provided.
3. Members of the Committee and HR representative to have the opportunity to question the Management representative and any witnesses.
4. The employee or his/her representative to put his/her case and to call such witnesses as he/she wishes.
5. The Management and HR representative to have the opportunity to ask questions of the employee or his/her representative and witnesses
6. Members of the Committee and HR representative to have the opportunity to ask questions of the employee or his/her representative, or the witnesses
7. The Management representative to have the opportunity to sum up his/her case. (No new evidence should be submitted at this point)
8. The employee or his/her representative to have the opportunity to sum up his/her case. (No new evidence should be submitted at this point)
9. The Management representative and the employee and his/her representative to withdraw.
10. The members of the Appeals Committee to consider the facts presented to them.

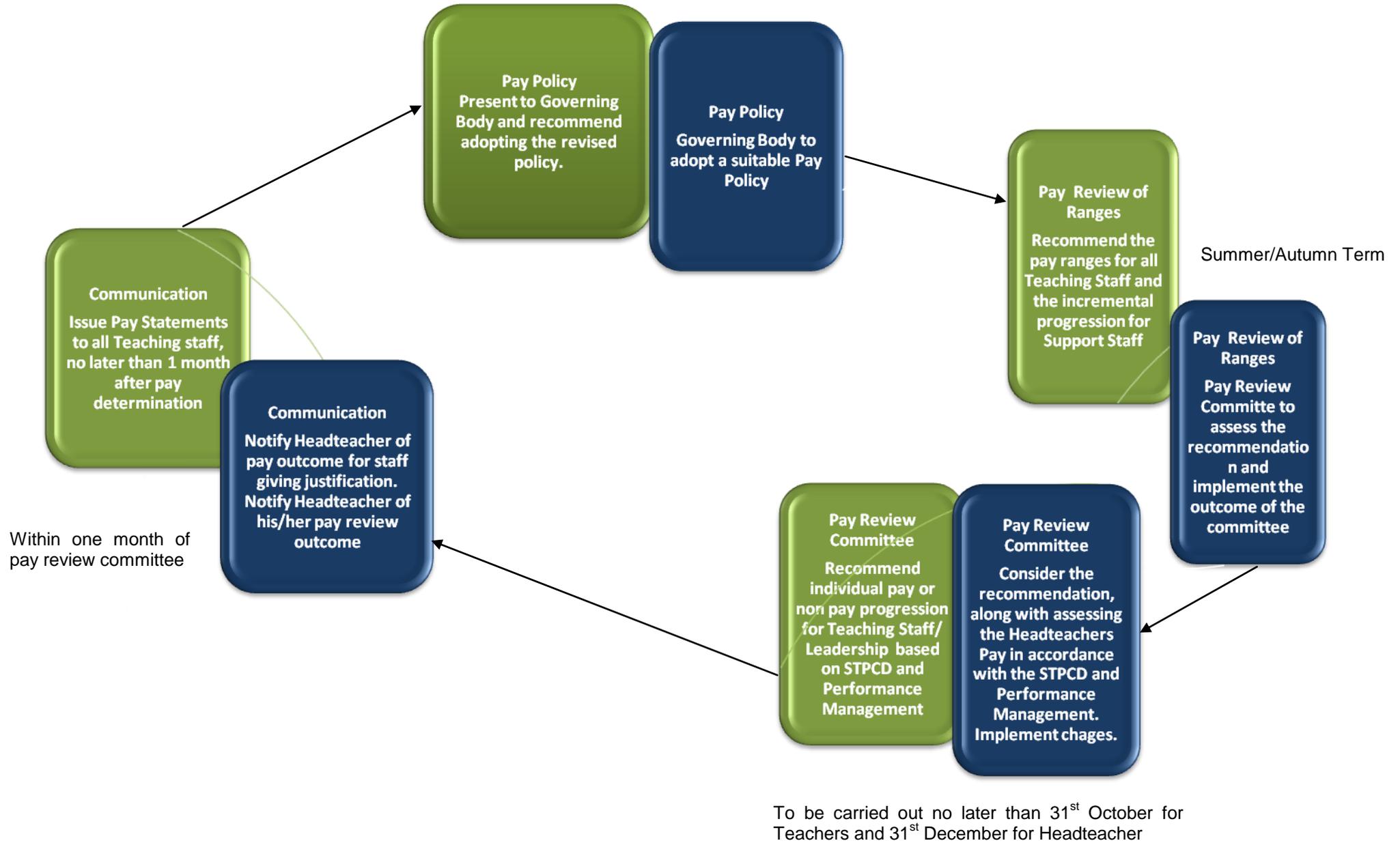
The appeal hearing may also be adjourned at the deliberation stage, in order to allow for further investigation if the Committee feels that there are points that need clarification. An opportunity may be given to re-examine the evidence/witnesses.

School Staffing Structure

APPENDIX 4

(To be inserted)

Headteacher and Governor Responsibilities on reviewing the Pay Policy and Pay decisions



Appeals Process for Headteacher and Governors +

Headteacher **Governors** Both

