



St Gregory's Catholic Primary School
Pay Policy

St Gregory's Catholic Primary School
PAY POLICY FOR TEACHING STAFF 2015/2016

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PAY POLICY FOR TEACHING STAFF

The Governing Body of St Gregory's adopted this policy on 23 November 2015

INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD), and has been consulted on with staff and/or the recognised trade unions. A copy of this policy can be obtained from school office and website.

In adopting this pay policy the aim is to:

- *maximise the quality of teaching and learning at the school/academy*
- *support the recruitment and retention of a high quality teacher workforce*
- *enable the school/academy to recognise and reward teachers appropriately for their contribution to the school/academy*
- *help to ensure that decisions on pay are managed in a fair, just and transparent way].*

Pay decisions at this school are made by the Governing Body via the finance and personnel sub-committee who have the delegated powers.

PAY REVIEWS

The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1 September, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled. Where a teacher is on long term absence at the relevant time consideration will be given to adjusting the timing on a case by case basis.

Within one month of the determination, the Governing Body will provide the teacher with an individual written statement setting out their salary and any allowances to which they are entitled, and advising where a copy of this policy (including the staffing structure) may be inspected.

Pay reviews for all teachers, including the head teacher, will be based on performance as recorded through staff appraisal. Every appraisal report will contain a pay recommendation. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. Judgements on pay decisions will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they

have contributed to pupil progress; wider outcomes for pupils; specific elements of practice; and have made a wider contribution to the work of the school/academy. Full details of the arrangements for teacher appraisal are set out in the school/academy's appraisal policy and can be obtained from **the office and/or website**.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

PAY RANGE FOR LEADERSHIP GROUP

Leadership Group Pay – Following changes to the determination of leadership group pay introduced in the 2014 Document, the individual pay ranges for those in a leadership post should only be reviewed when the individual's responsibilities have significantly changed on or after 1 September 2014.

Schools and academies may choose to review the pay of all of their leadership posts in accordance with the new arrangements introduced in the 2014 Document if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014 or with pay arrangements for a member or members of the leadership group whose responsibilities have significantly changed on or after that date.

Pay range for head teachers

The Governing Body has a statutory duty to assign a school group size whenever it sees fit. In addition it must also determine a pay range for the head teacher including when it proposes to appoint a new head teacher. When determining the leadership pay range the relevant body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the relevant body may wish to take into account the extent to which the leadership pay range reflects how closely their preferred candidate meets the requirements of the post. The relevant body must ensure that there is appropriate scope within the range to allow for performance related progression over time.

Pay ranges for head teachers should not normally exceed the maximum of the head teacher group. However, the head teacher's pay range (where determined on or after the 1 September 2014) may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment.

It should also re-determine the head teacher's pay range if it becomes necessary to change the head teacher group (including where the head teacher becomes responsible and accountable for more than one school in a federation on a permanent basis). They may also determine the head teacher's pay range at any time if they consider it necessary to reflect a significant change in the responsibilities of the post. The relevant body should not take account of the salary of the serving head teacher if they re-determine the head teacher pay range for a new appointment.

The Governing Body will calculate the head teacher group size each September and determine the pay range within the parameters of the current STPCD.

*Please note that a 1% uplift has been applied to the statutory minima of the eight head teacher group pay ranges for 2015. Where a head teacher is paid on the minimum of the pay range, their salary must be increased in line with the 1% uplift. For head teachers currently paid at the maximum of one of the eight head teacher group pay ranges, the Governing Body of the school/academy **must not** apply any annual pay award uplift. For all other leadership group members on this pay range, schools and academies must determine how to apply the uplift to individual salaries, and how to take account of the uplift to the national framework in making individual pay progression decisions.*

***N.B.** The freezing of the maximum point of the leadership group range and the maxima of the eight head teacher group ranges does **not** mean that those points must be frozen where they apply to a head who is not at the top of a school group range.*

The Governing Body will ensure that the process of determining the remuneration of the head teacher is fair and transparent. There should be a proper record made of the reasoning behind the determination of the pay range and any temporary payments made to the head teacher.

The pay range for the head teacher for the academic year 2015-2016 is as follows:

L12-L18

The pay range is not an incremental scale and there is no automatic right to pay progression. Any movement up the pay range will only be made where there has been sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school/academy, and will be subject to a review of performance against performance objectives before any performance points will be awarded.

When a head teacher is appointed to be permanently responsible and accountable for more than one school or academy, the relevant body should base the determination of the head teacher group size for the federation in accordance with the STPCD.

Consideration also needs to be given to the remuneration of other teachers who, as a result of the head teacher's role, are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the head teacher's enlarged role; it is not automatic.

When head teachers are appointed temporarily accountable for more than one school or academy, this role should be regarded as an acting headship on a temporary basis. There is an expectation that these temporary arrangements should be time limited and subject to regular review and the maximum duration should be no longer than two years.

The circumstances in which the Governing Body will consider awarding a pay point are **Governors need to check with NAHT/HR for this**

***Example** – Where their appraisal outcome confirms the head teacher has met their individual objectives; is meeting all of the head teacher standards; pupil progress is improving; there has been positive impact on wider outcomes for pupils; improvements can be evidenced in specific elements of practice such as behaviour management or lesson planning; evidence exists of positive impact on the effectiveness of teachers or other staff and they are making a wider contribution to the school/academy.*

The circumstances in which the Governing Body will consider awarding additional pay points are **Governors need to check with NAHT/HR for this.**

Example – Where their appraisal outcome confirms the head teacher has made a specific exceptional contribution to school/academy life which exceeded their individual objectives and has had a demonstrable impact on pupil progress outcomes; on the quality of teaching and learning across the school/academy and applications for places are increasing.

N.B. Where the ISR was determined prior to 1 September 2011 and is partly or wholly above the maximum of the leadership pay spine, the amount of each pay spine point must be specified.

Determination of temporary payments to head teachers

The Governing Body will determine a pay range which takes into account the full responsibilities of the head teacher's post. Temporary payments in addition to the salary arising from the head teacher's point on the pay range will be made in accordance with the current STPCD.

The total sum of the temporary payments made to a head teacher in any school/academy year (with the exclusion of residential payments and/or relocation expenses) must not exceed 25% of the annual salary which is otherwise payable to the head teacher. Furthermore, the total sum of salary and other payments made to a head teacher must not exceed 25% above the maximum of the head teacher group unless there are wholly exceptional circumstances, external independent advice has been sought and with the agreement of the Governing Body.

Head teachers are not eligible for teaching and learning responsibility payments or recruitment and/or retention allowances. Where the relevant body conducts a formal review of a recruitment or retention incentive or benefit awarded to a head teacher, deputy head teacher or assistant head teachers awarded under a previous document, they may continue to make that payment at its existing value until such time as the head teacher, deputy head teacher or assistant head teacher's pay range is determined under this document.

Pay range for other leadership group members (other than head teachers)

The Governing Body has determined that 1 deputy head teacher post is to be included in the school staffing structure.

The professional duties of deputy head teacher is set out in the STPCD.

The Governing Body will determine a pay range for the deputy head. The Governing Body must ensure that the pay range for the deputy head teacher is determined in accordance with the current STPCD, and with due regard to pay rates for other teaching posts and the head teacher.

The pay range for the deputy head teacher for the academic year 2015-2016 is as follows:

L2-L6

Please note that a 1% uplift has been applied to the statutory minima of the leadership group range for 2015. Where a teacher is paid on the minimum of the leadership group range, their salary must be increased in line with the 1% uplift. For all other teachers on the leadership pay range, schools and academies must determine how to apply the uplift to individual salaries, and how to take account of the uplift to the national framework in making individual pay progression decisions.

The Governing Body will determine the pay range for the deputy head teacher in the following circumstances:

- When it proposes to make new appointments;
- Where there is a significant change in the responsibilities of serving deputy or assistant head teachers; or
- When it has decided that all leadership posts should be reviewed to maintain consistency (it should also take account of the responsibilities and challenges of the post).

The deputy and assistant head teacher ranges are not incremental scales and there is no automatic right to pay progression. Decisions regarding pay progression will be made annually with reference to the most recent performance appraisal report, and the pay recommendation they contain. Any movement up the pay range will only be made where there has been sustained high quality of performance in respect of school/academy leadership and management and pupil progress.

The circumstances in which the Governing Body will consider awarding one point are **Governors to check with NAHT and HR**

Example – Where their appraisal outcome confirms the deputy or assistant head has met their individual objectives; is meeting all of the Teacher Standards for their

career position; pupil progress is improving; they have had a positive impact on wider outcomes for pupils; improvements can be evidenced in specific elements of practice such as behaviour management or lesson planning; evidence exists of positive impact on the effectiveness of teachers or other staff and they are making a wider contribution to the school/academy. Schools and academies should also consider the professional responsibilities of deputy and assistant head teachers.

The circumstances in which the Governing Body will consider awarding more than one point in one year are **governors to check with NAHT and HR**

***Example** – Where their appraisal outcome confirms the deputy or assistant head has made a specific exceptional contribution to school/academy life which exceeded their individual objectives and has had a demonstrable impact on pupil progress outcomes; on the quality of teaching and learning across the school/academy and applications for places are increasing.*

The pay range will be determined on 1 September each year or at any other time of year to reflect changes in circumstances or job description that lead to a change in the basis for calculating pay.

In making any decision to exercise its discretion in this respect, the Governing Body will ensure that to action such an increase will offer the school/academy value for money in the services it is able to provide in relation to the costs incurred and will require evidence to support any such case.

Deputy and assistant head teachers are not eligible for teaching and learning responsibility payments or recruitment and/or retention allowances.

PAY RANGE FOR OTHER CLASSROOM TEACHERS

Basic pay determination on appointment

The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. In making such determinations, the Governing Body may take into account a range of factors, including:

- *matching the pay point of a teacher*
- *the nature of the post*
- *the level of qualifications, skills and experience required*
- *market conditions*

- *the wider school context*
- *always appointing to the bottom of the relevant pay range*
- *recognising service in other maintained schools and awarding an increment for each year*
- *recognising service in other CEC schools and awarding a point for each year*
- *recognising other teaching or non-teaching experience*
- *delegating the decision on a case by case basis to the appointing panel*

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school or academy.

Pay progression based on performance

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. Full details of the arrangements for teacher appraisal are set out in the school/academy's appraisal policy and can be obtained from the office and/or school website

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by giving staff notice and time to complete self-assessments about performance and couple this with evidence of impact on pupils outcomes against targets set the previous year.

The evidence we will use will include self-assessment, peer review, tracking pupil progress, lesson observations, the views of pupils and parents, book and planning scrutiny

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Body will consider its approach in the light of the school/academy's budget, and ensure that appropriate funding is allocated for pay progression at all levels.

In developing your policy on linking progression pay to performance, schools/academies should consider whether the measures of performance will be absolute or relative or a combination of both, the levels of performance that will be required for progression to be awarded, and how progression will be differentiated so that the very highest performers can progress faster.

Examples of the different approaches that schools/academies could take are provided in an appendix to this policy – schools/academies could choose to use one of these, but they are also free to use their own.

Schools and academies who require further advice and guidance are advised to contact Education HR Consultancy.

In this school/academy, judgements on performance and eligibility for pay progression will be based on the criteria in Appendix B.

Main pay range (MPR)

Qualified teachers who are not entitled to be paid on any other pay range will be paid in accordance with the school main pay range. The MPR minimum for the academic year 2015/16 is £22,244 and the maximum pay is £32,831. The school MPR is as below:

M1 = £22,244

M2 = £24,002

M3 = £25,932

M4 = £27,927

M5 = £30,128

M6 = £32,831

The professional responsibilities of classroom teachers are set out in the STPCD.

The main pay range is not an incremental scale and there is no automatic right to pay progression. Decisions regarding pay progression will be made annually with reference to the most recent performance appraisal report and the pay recommendation they contain.

Governing Bodies are only required to adopt the minimum and maximum of the pay range for qualified teachers as set out in the 2015 STPCD. GB's are free to determine whether to adopt incremental points within that range and if so, the number and value of these. GB's may wish to adopt reference scale points so that teachers have a reasonable understanding of the pay progression available to them subject to

performance.

Please note that a 1% uplift has been applied to the statutory minima of the main pay range for 2015, and a 2% increase to the maximum. Where a classroom teacher is paid on the minimum of the main pay range, their salary – excluding any allowances – must automatically be increased to the new minimum of £22,244 (pro rata for part time) in line with the 1% uplift. For all other classroom teachers, schools and academies must determine how to apply the uplift to individual salaries, and how to take account of the uplift to the national framework in making individual pay progression decisions.

In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. A decision not to award pay progression may be taken whether or not the teacher is subject to capability proceedings.

Upper pay range (UPR)

Qualified teachers who have been assessed by this school/academy as meeting the standards for payment on the upper pay range will be paid in accordance with the school's upper pay range. The UPR minimum for the 2015/16 academic year is £35,218, and the maximum pay is £37,871. The school/academy UPR is as below:

UPR 1 = £35,218

UPR 2 = £36,523

UPR 3 = £37,871

Decisions regarding pay progression will be made annually with reference to the most recent performance appraisal report and the pay recommendation they contain. The circumstances in which the Governing Body will consider awarding a pay increase within the upper pay range (including the rate of progression) will be on the basis of the appraisal process being completed and decisions made by 31st October every other year (at two yearly intervals)

Any points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another post in this school.

A decision not to award pay progression may be taken whether or not the teacher is subject to capability proceedings.

Governing Bodies are only required to adopt the minimum and maximum of the upper pay range for qualified teachers as set out in the STPCD. GB's are free to

determine whether to adopt incremental points within that range and if so, the number and value of these. GB's may wish to adopt reference scale points as previously prescribed, i.e. UPR1 to UPR3, or to divide these further so that teachers have a reasonable understanding of the pay progression available to them subject to performance.

Please note that a 1% uplift has been applied to the statutory minima and maxima of the upper pay range for 2015. Where a teacher is paid on the minimum of the upper pay range, their salary – excluding any allowances – must automatically be increased to the new minimum of £35,218 (pro rata for part time) in line with the 1% uplift. For all other teachers on this pay range, schools and academies must determine how to apply the uplift to individual salaries, and how to take account of the uplift to the national framework in making individual pay progression decisions.

MOVEMENT TO THE UPPER PAY RANGE

Applications and evidence

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

Applications may be made at least once a year.

Applications should be submitted to the head teacher between 1 September and 31 October in any year and, if successful, will take effect from 1 September in the year of application, applying particular attention to ensuring every teacher is treated fairly

If a teacher is simultaneously employed at another school/academy, they may submit separate applications if they wish to apply to be paid on the upper pay range in that school/academy or schools/academies. This school/academy will not be bound by any pay decision made by another school/academy.

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 designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the period of time that evidence should cover, ensuring that teachers who have had breaks in service are treated equitably. Include also information about how and to whom (e.g. line manager/

subject leader/ head of school or academy/ head teacher) applications should be made and, if written applications are required, whether the school will provide a standard form].

The assessment

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

(a) the teacher is highly competent in all elements of the relevant standards; and

(b) the teacher's achievements and contribution to the school/academy are substantial and sustained.

For the purposes of this pay policy:

- 'highly competent' means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give 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' means of real importance, validity or value to the school; play a critical role in the life of the school/academy; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning];
- 'sustained' means maintained continuously over a long period e.g. X number of school year(s)].

The application will be assessed by the Headteacher initially with recommendations given to the personnel governors for ratification.

Processes and procedures

The assessment will be made within 10 working days, before the applicant will receive a response to their application, or if there is a single deadline for applications, whether there will be a single date for applicants to be informed of the outcome.

If successful, applicants will move to the upper pay range from the start of the academic year, including whether there will be a single date for all moves to the

upper pay range to take place. The Headteacher and personnel governors will make this decision.

If unsuccessful, feedback will be provided by the head teacher within 10 working days of decision.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under Appendix C of this policy.

ALLOWANCES AND PAYMENTS FOR CLASSROOM TEACHERS

Teaching and learning responsibility (TLR) payments

TLRs can only be awarded to posts held by qualified teachers paid on the main or upper pay scale. They cannot be awarded to unqualified teachers, Leading Practitioners or members of the Leadership Group. Please refer to the STPCD for full details of the criterion and factors for award of TLRs.

TLR payments are awarded at the discretion of the Governing Body. TLR1 and TLR2 payments will be awarded to the holders of the posts indicated in the attached staffing structure. A TLR1 or TLR2 payment when assigned will last for the duration of the post.

The Governing Body will award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. TLR3s are not subject to safeguarding.

The values of the TLRs to be awarded are set out below:

The annual values of a TLR payment for 2015/16 must fall within the following ranges:

- (a) the annual value of a TLR1 must be no less than £7,546 and no greater than £12,770;*
- (b) the annual value of a TLR2 must be no less than £2,613 and no greater than £6,386;*
- (c) The annual value of a TLR3 must be no less than £517 and no greater than £2,577.*

TLR2s will be awarded to the following values:

[£2,613] per annum to the holder of KS2 Leader

TLR3s payments will be determined on a case by case basis taking account of the additional responsibilities required by the teacher.

A TLR1 or TLR2 payment will only be awarded if the Governing Body of the school/academy is satisfied that the duties of the post include a significant responsibility that is not required of all classroom teachers, and that:

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

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

A teacher may not hold more than one TLR1 or TLR2 of any value concurrently. A TLR is a payment integral to a post in the school/academy's staffing structure and may therefore only be held by two or more people when job-sharing that post. Holders of a TLR1 or TLR2 will also be eligible to receive a TLR3.

Special education needs allowances (SENs)

The Governing Body of the school/academy will award an SEN allowance to a classroom teacher –

- in any SEN post that requires a mandatory SEN qualification;
- in a special school/academy;
- who teaches pupils in one or more designated special classes or units in a school/academy or, in the case of an unattached teacher, in a local authority unit or service;
- in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post:

- involves a substantial element of working directly with children with special educational needs;
- requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
- 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/academy or unit within the school/academy or, in the case of an unattached teacher, the unit or service.

The SEN allowance is determined as a spot value, taking into account the structure of the school/academy's SEN provision and the following factors:

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

SEN allowances will be paid to the holders indicated in the attached staffing structure. The values of the SEN allowances to be awarded are set out below:

The values of SEN allowances payable to a classroom teacher for 2015/16 must be no less than £2,064, and no more than £4,075 per annum in accordance with the STPCD.

SEN1 [£2,064] per annum to the holder of SENDCo.

OTHER PAYMENTS TO TEACHERS

Acting allowance

Where a teacher is assigned and carries out duties of a head teacher, deputy head teacher, or assistant head teacher, but has not been appointed as an acting head teacher, deputy head teacher or assistant head teacher, the Governing Body will, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an 'acting allowance' must be paid in accordance with the following provisions.

Where the Governing Body determines that an acting allowance will not be paid but the relevant duties continue, then the Governing Body may review this decision and make a further determination at a future date as to whether or not an acting allowance may be paid.

Where a teacher is assigned and carries out duties of a head teacher, deputy head teacher or assistant head teacher in relation to where a pay range has been determined, remuneration must not be lower than the minimum of that range.

For as long as an acting allowance is being paid, the teacher will be expected to undertake the professional responsibilities applicable to a head teacher, deputy head teacher or assistant head teacher and work to the relevant teachers' standards.

Continuing Professional Development (CPD)

Teachers who undertake voluntary continuing professional development outside the school day will be entitled to an additional payment of TBC.

It is for the GB to determine such payments, but one possibility would be to determine an hourly rate as per short notice/supply teachers then multiply by a factor, e.g. x 1.5 x 2 etc to compensate for out of hours work. Another possibility would be a flat rate payment in line with the teacher's level of responsibility and size of the commitment.

Out of school learning activities

Teachers who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a payment of TBC.

It is for the GB to determine such payments, but one possibility would be to determine an hourly rate as per short notice/supply teachers then multiply by a factor, e.g. x 1.5 x 2 etc to compensate for out of hours work. Another possibility would be a flat rate payment in line with the teacher's level of responsibility and size of the commitment.

Activities that will attract payment will include breakfast clubs, homework clubs, summer schools (study support, literacy, gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.

In order to ensure effective work life balance and also value for money in the delivery

of the services provided the Governing Body should consider carefully who is best placed to undertake these activities. It may not necessarily be a teacher. Activities should be offered to staff following a fair and transparent process.

Provision of services for the head teacher

Teachers who take on additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools will be entitled to a payment of TBC.

Recruitment and retention incentive and benefits

The Governing Body may make such payments or provide such other financial assistance, support or benefits, to a teacher as it considers being necessary as an incentive for the recruitment of new teachers and retention in their service of existing teachers.

Where the Governing Body is making one or more such payments, the Governing Body must conduct a regular formal review of all such awards.

Payments will not be made under the 'recruitment and retention' criteria for additional work undertaken, for specific responsibilities or to supplement pay for other reasons. Nor will any recruitment and retention payment be made to a head teacher, deputy or assistant head teacher other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a member of the leadership group including non monetary benefits must be taken into account when determining the pay range and is subject to the overall 25% limit on salary and payments as contained in the current STPCD.

Where the Governing Body already pays a recruitment or retention incentive or benefit awarded to a head teacher, deputy head teacher or assistant head teacher under a previous document, subject to review, it may continue to make that payment at its existing value until such time as the respective Pay Range is determined under the current STPCD.

In the case of retention, a recommendation to offer incentives or benefits would be made by the head teacher to the personnel governors.

In the case of recruitment difficulties, a recommendation to offer incentives or benefits would be made by the chair of the selection panel to the personnel governors unless authority in respect of this function has been delegated to the selection panel itself.

In either case, before a recruitment and retention incentive or benefit is agreed, a business case with supporting evidence should be constructed by the head teacher, or the selection panel, for consideration by the governors. Recommendations and authorisations must be recorded.

The Governing Body has determined that a **recruitment** award of TLR 2 will be paid to a senior leader in the following circumstances for when two advertising campaigns have failed to produce a suitable candidate for appointment. The Governing Body will review the level of any such awards annually and will notify candidates of the expected duration of such awards at the outset of the appointment.

The Governing Body has determined that a **retention** award of TLR 2 will be paid to senior teachers in the following circumstances for when two advertising campaigns have failed to produce a suitable candidate for appointment]. The Governing Body will review the level of any such awards annually and will indicate the expected duration of such awards when made.

Governing bodies are free to determine the value of any reward. In their determinations, the Governing Body should consider whether recruitment or retention incentives and benefits should be offered to new or existing teachers, and if so their nature, value, duration and the circumstances under which they may be paid. The Governing Body must make budget provision for such payments.

A recruitment or retention incentive benefit may include: a cash sum, a percentage uplift in salary, relocation allowances, travel allowances, or defined benefits such as healthcare or childcare provision.

When a recruitment or retention incentive benefit is agreed, written notification should be given to the teacher advising whether the reward is for recruitment or retention, the nature of the award, how it will be paid, and if it is not a one-off award, the start date and duration of payment after which they may be withdrawn, and the basis for any agreed uplifts during the period.

SALARY SACRIFICE

The Governing Body supports the following salary sacrifice arrangements e.g. childcare vouchers. Arrangements will be made to enable staff to participate in these schemes should they wish to do so.

APPEALS BY TEACHERS – SEE APPENDIX C FOR APPEAL PROCEDURE

Any teacher (including the head teacher) may appeal against any decision of the Governing Body in relation to his/her pay or any other decision taken by it under the STPCD that affects his/her pay, provided that the appeal is made in accordance with the procedure established by the Governing Body.

The following list includes the usual reasons for seeking a review of a pay determination. That the person or committee by whom the decision was made:

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

This appeals procedure also applies where, under the school/academy's Appraisal Policy, a teacher wishes to appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

This procedure performs the function of the school/academy's grievance procedure on teachers' pay and appraisal matters and therefore decisions should not be reopened under the school/academy's grievance procedure. Decisions made under this procedure do not affect teachers' statutory employment rights.

PART-TIME TEACHERS

Teachers employed on an ongoing basis at the school/academy but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay (and allowances as appropriate), subject to the provisions of the statutory pay and working time arrangements and by comparison with the school/academy's timetabled teaching week for a full-time teacher in an equivalent post.

Part time teachers who are requested to attend more INSET days than they are required to do under their contract will be paid for these extra days work

SUPPLY (OR SHORT NOTICE) 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 pro-rata.

Schools and academies are urged to agree hours with supply teachers before they start work. GBs are responsible for ensuring that supply teachers have a clear statement of the sessions and hours they will be required to work.

PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT

All teachers are paid in accordance with the statutory provisions of the STPCD as updated from time to time.

OVERPAYMENTS

Your employer is entitled to make deductions from an employee's salary for any sums (properly) owed to the school pursuant to section 14 of the Employment Rights Act 1996 (as amended).

Deductions will be made at a rate equivalent to the time period of the overpayment, e.g. if the overpayment covered two months, then the recovery period should be two months, unless the employee agrees to a quicker rate of recovery.

Where an employee is repaying an overpayment but leaves the school/academy before the full overpayment is recovered, the balance will be deducted from the final salary payment. Where the amount outstanding exceeds the final salary payment, an invoice for the outstanding amount will be raised and sent to the employee.

MONITORING THE IMPACT OF THE PAY POLICY

The Governing Body will monitor the outcomes and impact of this policy on a regular basis yearly, including trends in progression across specific groups of teachers to assess its effect and the school/academy's continued compliance with equalities legislation.

EQUALITY

St Gregory's will ensure that, when implementing the Pay Policy for Teaching Staff, no employee will be disadvantaged on the basis of their gender or transgender, marital status or civil partnership, racial group, religion or belief, sexual orientation, age, disability, pregnancy or maternity, social or economic status or caring responsibility. This means that the Policy may need to be adjusted to cater for the specific needs of an individual including the provision of information in alternative formats where necessary.

REVIEW

The policy will be reviewed in the light of operating experience and/or changes in legislation.

Prepared by: Education HR Consultancy (LG)
Date: 01/09/2015
Review date: August 2016

APPENDIX A – SCHOOL/ACADEMY STAFFING STRUCTURE

The Staffing Structure of St Gregory's for the year 2015 – 2016 is:

- Headteacher
- Deputy Headteacher
- TLR2
- Upper Pay Scale
- Main Scale

Teacher

Subject / Aspect Responsibilities (2014 – 2015)

John Daley (L18)

Headteacher

(Senior Leadership Team)

Assessment

Continued Professional Development

Performance Management

	Educational Visits
	Safeguarding
	Health & Safety
	Physical Education
Hayley Tyldesley (L6)	Deputy Headteacher (Senior Leadership Team) Curriculum Development Numeracy Key Stage 1 Leader ICT Subject Leader Phonics Development Leader MFL/History/Geography School Football
Sarah Sunter (UPS3)	Teaching & Learning Responsibility (TLR/UPS1) (Senior Leadership Team) Curriculum Development Key Stage 2 Leader Literacy Music
Lisa Crook (UPS3)	Senior Leadership Team (UPS1) SENCo Early Years Leader Deputy Designated Safeguarding Leader RE Subject Leader

Sacramental Leader

PSHE/SEAL/SRE

Staff Governor

Louise Gittins (UPS1)

Secondment

Numeracy

Design Technology/ART

Erin Dux

Science

Fiona Cooley

APPENDIX B – PAY PROGRESSION CRITERIA

Below are examples of the different approaches that schools/academies could take in terms of the criteria for pay progression. Schools and academies could choose one of these, but they are also free to use their own.

Example 1 – Absolute performance measures

In this school/academy, judgments of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to (**insert here** any specific impacts the school/academy may wish to take into account, e.g. 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/academy).

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria (it may be helpful to **indicate here** the size of individual pay progression increases that may result for each category, e.g. an increment of £x).

Teachers will be eligible for a pay increase of £x if (**insert here** what the minimum expectations are – e.g. “they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding”).

Teachers may be eligible for £y if (**insert here** the level of performance that may lead to less rapid progress in a year – e.g. “they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good”).

Teachers will be eligible for £z if (**insert here** how the highest performing teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that “they exceed all their objectives, are assessed as fully meeting the relevant standards and all of their teaching is assessed as outstanding”).

Example 2 – Relative performance measures

In this school/academy, judgments of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to (**insert here** any specific impacts

the school/academy may wish to take into account, e.g. 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/academy).

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of relative criteria (it may be helpful to **indicate here** the size of individual pay progression increases that may result for each category, e.g. an increment of £x).

Teachers will be eligible for a pay increase of £x if (**insert here** what the minimum expectations are – e.g. “they are judged as being within the top 20/15/x% of teachers in their school/academy”).

Teachers may be eligible for £y if (**insert here** the level of performance that may lead to less rapid progress in a year – e.g. “they are judged as being within the top 40/30/ y% of teachers in their school/academy”).

Teachers will be eligible for £z if (**insert here** how the highest performing teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that “they are judged as being within the top 10/5/z% of teachers in their school/academy”).

Example 3 – Combination of absolute and relative performance measures

In this school/academy, judgments of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to (**insert here** any specific impacts the school may wish to take into account, e.g. 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 rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of a combination of absolute and relative criteria (it may be helpful to **indicate here** the size of individual pay progression increases that may result for each category, e.g. an increment of £x).

Teachers will be eligible for a pay increase of £x if (**insert here** what the minimum expectations are – e.g. “they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding”).

Teachers may be eligible for £y if (**insert here** the level of performance that may

lead to less rapid progress in a year – e.g. “they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good”).

Teachers will be eligible for £z if (**insert here** how the highest performing teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that “they are judged as being within the top 10/5/x% of those teachers in their school/academy who also meet the absolute expectations for progression”).

APPENDIX C – TEACHERS’ APPEALS PROCEDURE

Model Appeals Procedure for School Teachers Dissatisfied with a Decision Relating to Pay

Background

The STPCD requires each school/academy Governing Body to have a pay policy, and that policy must contain a procedure to permit a teacher (including the head teacher) to appeal against any decision of the GB in relation to his/her pay or any other decision taken by it under the STPCD that affects his/her pay, provided that the appeal is made in accordance with the procedure established by the Governing Body.

The following list includes the usual reasons for seeking a review of a pay determination. That the person or committee by whom the decision was made -

- (1) incorrectly applied any provision of the STPCD;
- (2) failed to have proper regard for statutory guidance;
- (3) failed to take proper account of relevant evidence;
- (4) took account of irrelevant or inaccurate evidence;
- (5) was biased; or
- (6) otherwise unlawfully discriminated against the teacher.

This appeals procedure also applies where, under the school/academy’s Performance Appraisal Policy, a teacher wishes to appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

This procedure performs the function of the school’s grievance procedure on teachers’ pay and Performance Appraisal matters and therefore decisions should not be reopened under the school/academy’s grievance procedure. Decisions made under this procedure do not affect teachers’ statutory employment rights.

The Model Procedures below fulfill the requirements of the STPCD and are recommended for adoption by Governing Bodies.

It is recommended that the panel which hears pay appeals should comprise three governors who were not involved in previous discussions regarding the teachers’ pay determination.

Teachers making representation at stage two and making an appeal at stage three may be accompanied by a colleague or representative from a professional organisation or trade union.

Pay appeals should be formally clerked and a note of proceedings should be produced.

Teachers will receive written confirmation of pay decisions and, where applicable, the basis on which the decision was made.

Stage one – information discussion with the appraiser or head teacher prior to confirmation of pay recommendation

A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the appraiser or head teacher before the recommendation is actioned and confirmation of the pay decision is made by the school/academy. The decision must be communicated to the teacher.

Stage two – a formal representation to the person or governors' committee making the pay determination

If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made, he/she may make representation to the person (or governors' committee) making the decision. To begin the process the teacher should submit a formal written statement (within 5 working days of the decision arising from the informal discussion at stage one) to the person (or governors' committee) making the determination, setting down in writing the grounds for not agreeing with the pay recommendation.

The teacher is given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions, at a formal meeting with the person (or governors' committee) who will make the pay determination. Following this meeting the person (or governors' committee) will make a pay determination that will be communicated to the teacher in writing.

Stage three – a formal appeal hearing with an appeals panel of governors

Should the teacher not agree with the pay determination, the teacher may appeal (within 5 working days of the written communication in stage two). The appeal hearing will be before an appeal panel or governors.

In the hearing before governors (which will be set up wherever possible within a further 10 working days), both the teacher and the management representative

will have the opportunity to present their evidence and call witnesses, and to question each other. The panel is permitted to ask exploratory questions.

Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing, including their rationale for reaching the decision. The appeal panel's decision is final and, as set out in Section 3, paragraph 6 of the STPCD 2015, there is no recourse to the general staff grievance procedure.

The procedure to be adopted at any Appeal will normally be:

- 1 The Hearing will be conducted by a Committee/Panel or remaining members of the GB who did not sit on stage 2
- 2 The Panel may be assisted in the conduct of the Hearing by one or more advisers, who may be from the Authority's staff.
- 3 The Panel will satisfy themselves that the teacher understands the procedure for the Hearing and the power of the body to determine the matter and the possible implications arising from that determination.
- 4 The teacher's case may be presented by the teacher or his/her representative who will describe the case. The presentation may include witnesses, written statements or other documents where these are considered necessary.
- 5 The person (or governors' committee) at stage 2, supported/advised as appropriate, will be given the opportunity to question the teacher as well as any witnesses who may have given evidence.
- 6 The person (or governors' committee) at stage 2 will then be invited to respond to the case as presented. They may also produce witnesses, written statements or other documents in support of the case.

Where witnesses are school/academy or Council teachers they should be given reasonable time off with pay to attend the Hearing.

- 7 The teacher or his/her representative will be given the opportunity to question the person (or governors' committee) at stage 2 and any witnesses s/he called.
- 8 At any stage during the Hearing the Panel and any adviser(s) may ask questions of the teacher, the person (or governors' committee)

at stage 2 or such other persons, as they may consider appropriate in order to ascertain the facts and arguments.

- 9 The teacher or his/her representative will then be invited to make a closing statement not introducing any new material.
- 10 Finally the person (or governors' committee) at stage 2 will be given the opportunity to make a closing statement also without introducing any new material.
- 11 Both parties will withdraw to allow the Panel to review and consider the evidence in conjunction with any advisers.
- 12 The Panel will then recall both parties to inform them of their decision. The decision should normally be announced personally to the parties as soon as it is possible on the day of the hearing. If it is not possible to make a decision immediately the parties should be informed of this. In any event a decision must be made and communicated to the teacher within five working days of the hearing. The decision should be confirmed in writing and, where the appeal is rejected, the letter will include a note of the evidence considered and the reasons for the decision. The letter will be delivered to the teacher either by hand or recorded delivery, and by first class post, with a copy to the trade union representative and the person (or governors' committee) at stage 2.
- 13 The decision of the Panel will be final and cannot be subject to any further review under the GB's staff grievance procedures.

Date Approved by the Governing Body **September 2015**

Date to be reviewed by the Governing Body **Autumn 2016**