

<b>Last review: September 2020</b>
<b>Review date: September 2021</b>
<b>Signed By:</b>
<b>Approval Committee: Governing Body</b>



**GILLINGHAM SCHOOL**  
**Hardings Lane, Gillingham**  
**Dorset SP8 4QP**  
**PAY POLICY**

## **Pay Policy for School Based Teaching Employees**

**1 September 2020 to 31 August 2021**

### **1 INTRODUCTION**

- 1.1 The School Teachers' Pay and Conditions Document (STPCD) places a statutory duty on schools and Local Authorities to have a pay policy in place which establishes the basis on which the school determines teachers' pay. The policy also provides a mechanism for teachers to appeal against any decision taken in respect of their pay.
- 1.2 The aim of establishing a pay policy is to ensure fair and equitable treatment for all teachers in the school.
- 1.3 The statutory pay arrangements for teachers give significant discretion to the Governing Body to make pay decisions. This includes pay progression, which is not automatic, and which will depend on the outcome of appraisal. When taking decisions regarding pay, the school will have regard to both the pay policy and to the teacher's particular post within the staffing structure of the school. (A copy of the school's staffing structure is attached to this policy.)
- 1.4 This policy has been consulted upon locally with the recognised Trade Unions.

### **2 SCOPE**

- 2.1 This policy applies to all teaching employees in Gillingham School. It applies the framework recommended to Governing Bodies by the Local Authority and covers all key areas of pay determination that the school / Governing Body need to consider.
- 2.3 The arrangements for determining pay in respect of school based non-teaching employees are outlined in the school's 'Pay Policy for School Based Non-Teaching Employees'.

### **3 POLICY STATEMENT**

- 3.1 All decisions relating to pay determination shall be taken in compliance with the STPCD.
- 3.2 The Governing Body will comply with relevant employment legislation: Employment Relations Act 1999, Part-Time Worker (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and the Equality Act 2010.
- 3.3 The school will take decisions about pay in respect of all teachers, in a fair, transparent and equitable manner.
- 3.4 The school will review its policy each year and consult with staff and Trade Unions, as appropriate, to ensure that the policy reflects the latest statutory position as determined by the STPCD.
- 3.5 This policy includes advice received from the Local Authority HR & OD Service on amendments that may need to be made to the recommended school's pay policy to

ensure that the policy reflects the latest statutory position, as determined by the STPCD and other legislation, as appropriate.

#### **4 PAY REVIEWS**

- 4.1 Pay reviews may take place at other times of the year (i.e. other than 1 September) to reflect changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.
- 4.2 A written pay statement will be given no later than one month after the determination, and where applicable, will give information about the basis on which the determination was made.
- 4.3 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 Determinations**

- 4.4 The Governing Body will establish a committee to make determinations of pay in accordance with the pay policy and the STPCD. (This may be a delegated responsibility of the school's existing staffing committee.) The committee has fully delegated powers and shall be established in accordance with the appropriate school governance regulations.<sup>2</sup>

#### **The Professional Standards**

- 4.5 The Teachers' Standards were introduced from 1 September 2012. The standards set a clear baseline of expectations for the professional practice and conduct of all teachers, from the point of qualification through to leadership.
- 4.6 The Teachers' Standards will be used to assess all trainees working towards QTS, and all those completing their statutory induction period. They will also be used to assess the performance of all teachers' subject to the Education (School Teachers' Appraisal) (England) Regulations 2012. This framework is intended to help teachers as they plan their careers and discuss their future development with their line managers. The standards provide a backdrop to discussions about how a teacher's performance should be viewed in relation to their current career and the career stage they are approaching.
- 4.7 The governing body recognises that within the framework the standards are designed to be cumulative and progressive. The teacher standards underpin all the subsequent standards and continue to apply at all subsequent career stages. Where teachers are subject to appraisal, assessment that a teacher meets the teacher standards is carried out through the appraisal process.
- 4.8 Decisions on basic pay determination in respect of part time employees; those employees employed on fixed term contracts; those employees on maternity, adoption or shared parental leave and those on long term sick leave will be taken in accordance with the same timescales and processes as for all other employees, so as to ensure equitable treatment of all groups of employees.

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<sup>2</sup> Further advice may be sought from Governor Services

- 4.9 Appropriate differentials will be created and maintained between posts within the school, recognising accountability, job weight and the school's need to recruit, retain and motivate employees at all levels.

### **Basic Pay Determination on Appointment**

- 4.10 The Governing Body will determine the pay range for a vacancy prior to advertising that post. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
- 4.11 In making such determinations, the Governing Body may take into account a range of factors including the nature of the post, the level of qualifications, skills and experience required and the context of the school structure,
- 4.12 When determining the starting pay for a classroom teacher who has previously gone through the threshold and is paid on the Upper Pay Range, the Governing Body may decide to pay on the Upper Pay Range. The decision will depend upon the post having been advertised at this level and the qualifications, skills and experience of the candidate.

### **Classroom Teacher Posts**

- 4.13 The Governing Body has established the following pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range

#### **Main Pay Range**

The school has adopted the use of the advisory points within the main pay range set out in the STPCD 2020 (Annex 3). This will introduce an uplift of 5.5% to the minimum of the range and 2.75% to the maxima. Points within the range have been uplifted proportionately between these two percentages. Teachers will assimilate directly across to the same pay point or to the nearest pay point above their current salary level where pay levels differ.

Main Pay Range (Option 3 – Advisory Points)	
1	£25,714
2	£27,600
3	£29,664
4	£31,778
5	£34,100
6	£36,961

#### **Upper Pay Range**

All pay points in the upper pay range have been uplifted by 2.75% in line with the Government's public sector 2.75% pay policy.

1	£38,690
2	£40,124
3	£41,604

Or

- 4.14 The Governing Body has decided not to have any Leading Practitioner posts in the school.

### **Unqualified Teachers**

All pay points in the unqualified teachers' pay range have been uplifted by 2.75% in line with the Government's public sector 2.75% pay policy.

- 4.15 The Governing Body has established the following pay range for unqualified teachers employed in classroom teacher posts:

### **Unqualified Teacher Pay Range**

1	£18,169		
2	£20,282		
3	£22,394		
4	£24,507		
5	£26,622		
6	£28,735		

### **Unqualified teachers – determination of pay**

- 4.16 The Governing Body can determine on which point to place unqualified teachers on the unqualified teachers' pay range when they are appointed, taking account of any relevant qualifications and experience and subject to the pay range determined for the post.
- 4.17 The Governing Body will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teachers' scale in the following circumstances: The Governing Body will pay an unqualified teacher on one of the employment based or pre-employment routes into teaching on the unqualified teachers' scale in the following circumstances:

Salaried school direct (UQ1 – UQ3)

Other unqualified colleague (UQ1 – UQ3)

Other experienced colleague (UQ3 – UQ6)

### **Unqualified teachers' allowance**

- 4.18 The Governing Body may pay an unqualified teachers' allowance to unqualified teachers where the Governing Body consider *either* that the teacher has taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement *or* the teacher has qualifications or experience which bring added value to the role he/she is undertaking. (STCPD 2020 para 22)

### **Leadership teacher posts (Head Teacher, Deputy and Assistant Head Teacher(s))**

All pay points in the Leadership teacher posts per pay range have been uplifted by 2.75% in line with the Government's public sector 2.75% pay policy.

#### 4.19 Head Teacher Group 8

##### Head Teacher Group 8

Pay Spine for Leadership	
Spine point	Annual Salary
	£
L28	£81,942
L29	£83,971
L30	£86,061
L31	£88,187
L32	£90,380
L33	£92,624
L34	£94,915
L35	£97,273
L36	£99,681
L37	£102,162
L38	£104,687
L39	£107,239
L40	£109,914
L41	£112,661
L42	£115,483
L43	£117,197

##### Leadership Pay Spine for Deputy Head Teachers and Assistant Head Teachers

Pay Spine for Leadership	
Spine point	Annual Salary
	£
01	£42,195
02	£43,251
03	£44,331
04	£45,436
05	£46,566
06	£47,735
07	£49,019
08	£50,151
09	£51,402
10	£52,723
11	£54,091
12	£55,339
13	£56,721
14	£58,135
15	£59,583
16	£61,167
17	£62,571
18	£64,143

19	£65,736
20	£67,365
21	£69,031
22	£70,746
23	£72,498
24	£74,295
25	£76,141
26	£78,025
27	£79,958
28	£81,942
29	£83,971
30	£86,061
31	£88,187
32	£90,380
33	£92,624
34	£94,915
35	£97,273
36	£99,681
37	£102,162
38	£104,687
39	£107,239
40	£109,914
41	£112,661
42	£115,483
43	£117,197

- 4.20 The current pay ranges for the Head Teacher, Deputy Head Teacher(s) and Assistant Head Teacher(s) have been determined in accordance with the Individual School Range and other criteria specified in the 2020 STPCD paras 5-11 and ensuring fair pay relativities.
- 4.21 The Governing Body has established the following pay ranges for the Head Teacher, Deputy Head Teacher(s) and Assistant Head Teacher(s):
- 4.22 Head Teacher pay range: L37-43
- 4.23 Deputy Head Teacher pay range: L23-27
- 4.24 Assistant Head Teacher pay range:L12-16 or L16-L20
- 4.25 The Deputy Head Teacher(s) will have the responsibility for discharging, in full, the responsibilities of the Head in the absence of the Head Teacher.

### **Deputy Head**

- 4.26 The pay range for the Deputy Head is based on the salary of the Head Teacher and has been determined as [school to select 5 points from the Leadership pay range allowing for pay progression and not exceeding the pay range for the Head Teacher]

### **Assistant Head**

- 4.27 The pay range for the Assistant Head is based on the salary of the Head Teacher [and Deputy Head Teacher where applicable] and has been determined as [school to select 5 points from the leadership pay range allowing for pay progression and not exceeding the pay range for the Head Teacher (or Deputy Head Teacher where applicable)].

### **Pay Awards**

- 4.28 The pay award for teachers for this year will be paid to all teachers.

### **Part time teachers**

- 4.29 Teachers employed at the school on an ongoing basis but who work less than a full working day or week are deemed to be part time.
- 4.30 Teachers employed on a part time basis have the right to not be treated less favourably than full time employees as outlined in the Part Time Workers (Prevention of Less Favourable Treatment) Regulations, 2000.
- 4.31 The Governing Body will provide part time teachers with a written statement in the form of their contract, detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements. The Governing Body will ensure this information is maintained and updated accordingly.
- 4.32 Part time teachers shall be paid a proportion of the remuneration that would be paid if they were employed on a full time basis.
- 4.33 Part time teachers are entitled to PPA time pro rata to full time teachers.

### **Short notice/supply teachers**

- 4.34 Teachers who work on a day-to-day or other short notice basis have their pay determined in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 days; periods of employment for less than a day being calculated pro rata. **(refer to STPCD 2020 paragraph 42.1)**
- 4.35 A teacher engaged by a school specifically **for the full day** is entitled to claim payment calculated by reference to 1/195<sup>th</sup> of the aggregate annual salary of an equivalent full time teacher. A full day's engagement would not ordinarily be limited to the duration of the school's sessional period and the teacher will be expected to undertake work other than the teaching of pupils, as directed, i.e. to undertake on that day the full range of work of the regularly employed teacher, for whom (s)he is substituting.
- 4.36 A teacher engaged on a particular day by a school specifically for a period or periods which amount to **less than a full day**, is entitled to claim payment for the time worked calculated pro rata to that of an equivalent full time teacher.



- 4.37 In this case payment will be claimed by reference to the hours agreed between the school and the teacher at the outset of the engagement or as subsequently modified, by agreement, for additional work undertaken. Normal mid session breaks will be included as part of the hours offered.
- 4.38 The hourly rate of payment will be determined by reference to the average directed time of an equivalent full time teacher – i.e. 6.5 hours per day.
- 4.39 The school will, in contracting the teacher, make clear at the outset the terms of the engagement, including the number of hours to be worked and the level of pay for that engagement. Where, following acceptance of these terms, the teacher requests confirmation of the details, this will be confirmed by the school in writing as soon as possible thereafter.

## **5 PAY PROGRESSION BASED ON PERFORMANCE**

- 5.1 The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. [The Governing Body recognises that funding cannot be used as a criterion to determine pay progression or progression to the UPS.]
- 5.2 The arrangements for teacher appraisal are set out in the school's Appraisal Policy.
- 5.3 Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the pay recommendations they contain. 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.
- 5.4 All teachers can expect progression to the top of their pay range as a result of successful appraisal reviews.
- 5.5 To be fair and transparent, assessments of performance will be based on evidence. Fairness and equity will be assured by annual monitoring by the Governing Body of the applications of the pay policy and pay decisions.
- 5.6 NQTs have no automatic entitlement to pay progression on completion of induction. The evidence from induction should inform decisions about their pay progression. The governing body can determine where, within the pay range, their annual salary will be fixed.

### **Head Teacher**

- 5.7 The Head Teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance (in accordance with the school's Performance Management Policy) against performance objectives before any performance points will be awarded. **(Refer to STPCD 2020, para 11)**
- 5.8 The Governing Body will consider the following in determining the amount of any pay progression. Headteacher performance in relation to the 'National Standards of Excellence for Headteachers' along with the associated progress related to the 3 performance management objectives set annually by the governing body. The following criteria will also be used as an indicator of expected performance.

Achieved expectations means:

- (i) Consistently demonstrates expected performance for their leadership role and career stage
- (ii) Where there is a teaching commitment, confidently demonstrates sound teaching skills, knowledge and practice and quality of teaching is consistently good or outstanding
- (iii) Has met performance management objectives to an appropriate and acceptable level
- (iv) Demonstrates consistent good performance
- (v) Consistently meets the requirements of the relevant standards in a manner appropriate for their leadership role and career stage
- (vi) In early stage of new leadership role, may seek professional support and guidance to guide further development
- (vii) Acts as a role model, offering professional guidance and cascading best practice within the school

5.9 Where the appraisal review does not demonstrate successful achievement of the above, no pay progression will be awarded. The appraiser will inform the appraisee during the course of the year if performance is falling short and should be given assistance to achieve the standards required.

#### **Deputies and Assistant Heads**

5.10 Deputies and Assistant Heads must demonstrate sustained high quality of performance in respect of school leadership, management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. **(Refer to STPCD 2020, para 11)**

5.11 The Governing Body will consider the following in determining the amount of any pay progression.

- (i) Consistently demonstrates expected performance for their leadership role and career stage
- (ii) Where there is a teaching commitment, confidently demonstrates sound teaching skills, knowledge and practice and quality of teaching is consistently good or outstanding
- (iii) Has met performance management objectives to an appropriate and acceptable level
- (iv) Demonstrates consistent good performance
- (v) Consistently meets the requirements of the relevant standards in a manner appropriate for their leadership role and career stage
- (vi) In early stage of new leadership role, may seek professional support and guidance to guide further development
- (vii) Acts as a role model, offering professional guidance and cascading best practice within the school

5.12 Where the appraisal review does not demonstrate successful achievement of the above, no pay progression will be awarded. The appraiser will inform the appraisee during the course of the year if performance is falling short and should be given assistance to achieve the standards required.

## **Post Threshold Teachers**

- 5.13 Post Threshold teachers will be subject to an annual review of performance. Progression within the UPR will normally be at two yearly intervals and is subject to two consecutive successful appraisals and the Governing Body being satisfied that the teacher's achievements and contribution to the school have been substantial and sustained. For annual progression to be awarded, teachers will be expected to demonstrate a significant and sustained contribution to Gillingham School.

The relevant definitions for the purposes of this pay policy are:

- (i) Highly competent – meaning 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
  - (ii) Substantial – meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupils standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning
  - (iii) Sustained – meaning continuously maintained over a period of 2 school years
- 5.14 Where the appraisal review does not demonstrate successful achievement of the Upper Pay Range criteria no pay progression will be awarded. The appraiser must tell the appraisee during the course of the year if performance is falling short and should be given assistance to achieve the standards required.

## **Classroom Teachers on the Main Scale**

- 5.15 Main scale classroom teachers will be awarded pay progression on the Main Pay Range following each successful appraisal review. The criteria for pay progression is set out below:
- (i) Consistently demonstrates expected performance for teacher (and unqualified teacher) of their career stage and role
  - (ii) Confidently demonstrates sound teaching skills, knowledge and practice
  - (iii) Has met all performance management objectives to an appropriate and acceptable level
  - (iv) Demonstrates consistent good performance
  - (v) Consistently meets the requirements of all teaching standards in a manner appropriate for their career stage and role
  - (vi) May seek professional support and guidance to guide further development and in strong areas can offer guidance and cascade best practice to others
  - (vii) Quality of teaching is consistently good or outstanding
- 5.16 A classroom teacher may be awarded additional pay progression on the main pay range for excellent performance over the previous academic year, having regard to all aspects of their professional duties, but in particular classroom teaching. The Governing Body will only exercise this discretion on the recommendation of the reviewer, where the outcomes of the performance review demonstrate that such an award is clearly merited.

5.17 Where the appraisal review does not demonstrate successful achievement of the main pay range criteria no pay progression will be awarded. The appraiser will inform the appraisee during the course of the year if performance is falling short and should be given assistance to achieve the standards required.

#### 5.18 **Unqualified Teachers**

5.19 Unqualified teachers will be awarded pay progression on the Unqualified Teachers Pay Range following each successful appraisal review. The criteria for pay progression is set out below

- (i) Consistently demonstrates expected performance for teacher (and unqualified teacher) of their career stage and role
- (ii) Confidently demonstrates sound teaching skills, knowledge and practice
- (iii) Has met all performance management objectives to an appropriate and acceptable level
- (iv) Demonstrates consistent good performance

5.20 An unqualified teacher may be awarded additional pay progression on the unqualified teachers pay range for excellent performance over the previous academic year, having regard to all aspects of their professional duties, but in particular classroom teaching. The Governing Body will only exercise this discretion on the recommendation of the reviewer, where the outcomes of the performance review demonstrate that such an award is clearly merited.

5.21 Where the appraisal review does not demonstrate successful achievement of the Unqualified Leader pay range criteria no pay progression will be awarded. The appraiser must tell the appraisee during the course of the year if performance is falling short and should be given assistance to achieve the standards required.

## 6 **DISCRETIONARY ALLOWANCES AND PAYMENTS**

### **Teaching and Learning Responsibility Payments (TLRs) (Refer to STPCD, 2020, para 20)**

6.1 TLRs will be awarded to the holders of the posts indicated in the attached staffing structure.

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

TLR2s will be awarded to the following values:

2.1	£2,873
2.2	£4,785
2.3	£7,017

TLR1s will be awarded to the following value:

1.1	£8,291
1.2	£10,204
1.3	£12,119
1.4	£14,030

- 6.3 Before awarding any TLR1 or TLR2 payment, 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:
- 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 the 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
- 6.4 In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the sustained, additional responsibility referred to above includes line management responsibility for a significant number of people.
- 6.5 Teachers will not be expected to undertake permanent or additional responsibilities without payment of an appropriate permanent TLR1 or TLR 2 payment. A TLR1 and TLR2 payment cannot be paid concurrently.
- 6.6 The Governors can award a fixed term TLR3 payment to a 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 will be made on a monthly basis for the duration of the fixed term. TLR3 payments do not attract safeguarding and can be paid concurrently with a TLR1 or TLR2 payment.

TLR 3s will be awarded to the following value

- 3.1 £571
- 3.2 £1,702
- 3.3 £2,833

#### **Special Educational Needs Allowances (Refer to STPCD 2020, para 21)**

- 6.7 The annual value of an SEN allowance is set within the **range of no less than £2,270 and no more than £4,479 (STPCD 2020, para 21.1)**.
- 6.8 SEN allowances will be paid in the following circumstances<sup>7</sup>:
- In any post that requires a mandatory SEN qualification, and involves teaching pupils with SEN.
    - (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
    - (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
- 6.9 The annual value of SEN allowances paid in the school will be based on the following

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<sup>7</sup> Please note if the criteria are met, it is mandatory for an SEN allowance to be awarded

criteria:

- The structure of the school's SEN provision
- Whether any mandatory qualifications are required for the post
- The qualifications or expertise of the teacher relevant to the post and
- The relative demands of the post

6.10 Those teachers who have a greater level of involvement in the teaching of children with SEN will receive an SEN allowance – SEN 1 £2,270

6.11 The decision to make SEN awards to teachers and the value of those awards will be made on a rational, transparent and fair basis.

6.12 The value of SEN allowances in payment will be reviewed each year to ensure that the appropriate amount is paid. If payments are reduced, safeguarding will be paid in the usual way.

## **7 OTHER DISCRETIONARY PAYMENTS<sup>9</sup>**

### **Recruitment and Retention Incentives and Benefits Refer to STPCD 2020 paragraph 27**

7.1 The Governing Body will pay recruitment awards to teachers of 1 or 2 scale points in the following circumstances – shortage subjects. This payment will be reviewed and may be extended.

7.2 The Governing Body will review the level of payment/benefits annually or as set out above.

7.3 Head Teachers, Deputy Head Teachers and Assistant Head Teachers may not be awarded recruitment or retention allowances other than reasonably incurred housing or relocation costs. Otherwise recruitment and retention difficulties should be taken into account when determining the pay range under the STPCD 2020. Where a recruitment or retention allowance was awarded to a Leadership teacher under a previous document, subject to review, the payment will continue until such time as previously determined or Leadership pay is determined under the STPCD 2020.

### **Salary Sacrifice arrangements**

7.4 For the purposes of this paragraph, the term “salary sacrifice arrangement” means any arrangement under which the teacher gives up the right to receive part of their teacher's gross salary in return for the School's agreement to provide a benefit in kind under any of the following approved schemes

- a) A child care voucher or other child care benefit scheme;
- b) A cycle or cyclist's safety equipment scheme; or

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<sup>9</sup> These payments are discretionary. Governing Bodies must be able to objectively justify additional payments and they should be applied consistently across the school

- 7.5 Where a teacher participates in a salary sacrifice scheme the teacher's gross salary may be reduced accordingly for the duration of such participation.
- 7.6 Participation in any salary sacrifice arrangement has no effect upon the determination of any safeguarded sum to which a teacher may be entitled under any provision of this Pay Policy

## **8 PROGRESSION TO THE UPPER PAY RANGE**

- 8.1 A qualified teacher may apply, once a year, to the Head Teacher for threshold assessment. Applications should be received by the second Friday of each academic year
- 8.2 The evidence used in assessing whether the teacher meets the criteria set out below will be the Appraisal Review statements covering the 2 year period up to and ending at the date of the teacher's application.
- 8.3 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 are substantial and sustained.

For the purposes of this pay policy

- 8.4 Highly competent means:

Highly competent - meaning 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

(e.g. 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)

- 8.5 Substantial means:

Substantial – meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning

(e.g. of real importance, validity or value to the school, play a critical role in the 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 appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning); and

- 8.6 Sustained means maintained continuously over a long period, e.g. 2 school years.
- 8.7 Where the Governing Body is satisfied that the teacher meets the criteria set out above the teacher will move to UPR 1 from 1 September of the following year.
- 8.8 Where the Governing Body is not satisfied that the teacher has met the standards set out above the application will be rejected and the applicant informed in writing giving reasons for the decision and advice about those aspects of performance which need to be improved in order to meet the standards.
- 8.9 The assessment will be made within 10 working days of the receipt of the application or the conclusion of the appraisal process whichever is later. If unsuccessful the teacher will be advised of their right of appeal against the decision. Appeals will be heard under the school's general appeals arrangements.
- 8.10 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.
- 8.11 An application form is available as an appendix to this policy.

## **9 PROCESS WHERE DISSATISFIED WITH DECISIONS OF PAY**

- 9.1 A teacher has a right to seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee acting with delegated authority) that affects their pay.
- 9.2 At specified points in the appraisal process teachers and Head Teachers also have a right of appeal against any of the entries in their planning and review statements, including changes made to the statement during the cycle.
- 9.3 Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing<sup>15</sup>.
- 9.4 Any appeal should be deferred until after the moderation process is complete where the Head Teacher has indicated an intention to moderate the statements.
- 9.5 Initially, the teacher must seek to resolve any dissatisfaction with the decision informally, with the Head Teacher (or in the case of the Head Teacher, the Chair of Governors, or representative) within 10 working days of receiving written confirmation of the decision. This informal process is considered Stage 1.
- 9.6 Where this is not possible, or in cases where the teacher is dissatisfied with any informal resolution, they may follow a formal appeals process.

## **10 APPEALS AGAINST DECISIONS OF PAY**

- 10.1 The order of proceedings for appeals will be as follows:

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<sup>15</sup> Refer to the school's Appraisal Policy for more information



- 1 Having not resolved matters via informal means (Stage 1), the teacher / Head Teacher has a right of appeal against the pay determination. They should set down, in writing, the grounds for questioning the pay decision and send it to the Chair of Governors, within ten working days of the notification of the decision being challenged or of the outcome of the discussion referred to above. This formal written submission initiates Stage 2.
  - 2 The Chair of Governors should arrange a Stage 2 Hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. The person (or panel) representative) who made the recommendation for the decision may also be called into the hearing to present their recommendation. Following the hearing the employee should be informed in writing of the final decision within 5 working days.
- 10.2 The teacher is entitled to be accompanied by a colleague or Trade Union representative, at each of the formal stage of the appeals procedure.
- 10.3 The guidance note attached as **Appendix 1** provides further information about the process for appealing against a pay determination.
- 10.4 Further advice on managing appeals against pay determination is available from the DfE via the Gov.uk website.