

PAY POLICY



FEARNHILL SCHOOL

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Ratified by	Finance & Personnel Committee
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Produced by HfL	Yes
Notes:	
SLT responsible:	Headteacher
Signatures:	
Chair of Governor	
Headteacher	

1. Introduction

This policy sets out the framework for how decisions on pay are made in this school. It has been developed to comply with current legislation and take account of the requirements of each of the terms and conditions in use at the school. For pay the relevant documents to be cross referenced are the School Teachers' Pay and Conditions Document (STPCD) for Teachers and the National Joint Council for local government services National Agreement on Pay and Conditions of Service', commonly known as the 'Green Book' for non-teaching posts.

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality workforce
- recognise and reward staff for their contribution to school improvement
- ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans
- ensure that pay decisions are made in a fair and transparent way
- ensure that available financial resources are allocated appropriately and sustainably.

Pay decisions at this school are made by the Governing Board where the value of a post is set in the structure (school leadership ranges, TLR and SEN allowances). Decisions on progression within an established range or in the case of teachers, progression to the Upper Pay Range where appropriate, are made by the pay committee of the Governing Board taking note of by the recommendations of the Senior Leadership Team (SLT).

2. Basic pay determination on appointment

The Governing Board 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 the case of non-teaching staff the pay value of roles is determined by virtue of a job evaluation scheme, the scheme currently in use is Hay.

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

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

Pay will be set in line with any specific restrictions set out in the relevant terms and conditions and this policy.

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

3. Leadership pay group

The Governing Board has assigned individual pay ranges for each leadership group post which have been calculated in accordance with the STPCD and are set out in Appendix 1 of this policy.

These will be reviewed on determining the pay range for a vacancy prior to it being advertised taking account the needs of the school and skills and experience of a new appointment.

These ranges will only change:

1. Where the accountability and responsibility of the post significantly increase since it was last reviewed.
2. In order to reflect a change in value of a post following a recruitment exercise which warrants a review of the leadership group ranges in order to maintain a suitable pay differential.

The pay range for the Headteacher will be kept within the range attributed to the school group size in the STPCD. The Governing Board will have regard for the position of the school within the group range when determining the individual range for the Headteacher. This will in turn inform limitations of other leadership group posts which will not overlap with the pay range of the Headteacher.

4. Pay reviews

4.1. Non-teaching staff

Non-teaching staff will have the reviews undertaken annually in accordance with the academic year (September to August). Notification of the outcome will be given by no later than 31 December each year. Any increment applicable will be backdated to 1 June each year.

Cost of living awards are still applied under the non-teaching terms and conditions, and are not connected to performance, such awards are applied in accordance with national pay negotiations (once concluded).

4.2. Teaching staff

The Governing Board will ensure that each teacher's salary is reviewed annually, any changes in pay will take effect from 1 September. Reviews will be undertaken in the autumn term and will be completed no later than 31 December each year, it may on occasion be later than this date for the Headteacher. All teachers will be given a written statement setting out their salary and any other financial benefits to which they are entitled.

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 salary safeguarding, the Governing Board will give the required notification as soon as possible and no later than one month after the date of the determination.

5. Pay progression based on performance

In this school staff 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. The arrangements for appraisal are set out in the school's appraisal policy.

Decisions regarding pay progression for staff will be made with reference to their appraisal reports and the pay recommendations that 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.

5.1. Non-teaching staff

Employee's performance is recognised on an annual basis through Performance Related Increments (PRI). Payments (pay increments and/or one off non-consolidated payments) are awarded based on the overall rating from each employee's annual review.

The ratings available are Not Met, Partially Met, Fully Achieved and Exceed.

Employees who receive an overall 'Fully Achieved' or 'Exceed' rating in their annual review as part of PMDS will be awarded an increment (for Exceed an additional one off non-consolidated payment is awarded) in June each year (subject to reaching the maximum SCP of the employees grade). Employees who do not successfully meet their objectives will not be eligible for a PRI.

Pay progression is limited to the top of the H or M grade save for cost of living awards and non-consolidated bonus payments where an 'exceed' rating has been confirmed.

Exceed ratings attract a non-consolidated bonus payment to the value of 1% of their grade where they are able to increment or 2% when at the top of their grade.

Cost of living awards will be applied as soon as reasonably practicable, in accordance with national pay settlements, usually but not always in April, and only once settled unless earlier amendments are required to comply with changes to legislation such the National Minimum Wage and National Living Wage.

5.2. Teachers

Pay decisions will always be clearly attributable to the performance of the individual, there should be no expectation of automatic pay progression for any reason other than to ensure pay for teachers is maintained within the ranges set out in the STPCD.

In this school we will ensure fairness by annually sampling anonymised appraisal reports to moderate the process to ensure reviews and associated pay recommendations are consistent.

We will seek to minimise the impact on workload for individual teachers, line managers and Headteacher throughout the process.

Decisions on performance pay progression will be based on an assessment of the overall performance of the individual.

A teacher will be eligible for annual performance pay progression where they:

1. have been assessed as meeting all of the teaching standards, throughout the assessment period
2. have had their teaching assessed as at least good overall during the assessment period

- 2a. upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall
- 2b. lead Practitioners will be expected to demonstrate outstanding teaching overall
3. have been assessed as meeting the requirements of their job description/job role;
4. meet their individual performance appraisal objectives (consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives)
5. have demonstrated a personal responsibility for identifying and meeting their CPD need
6. are performing in line with the skill level/behaviour descriptors/career grade expectations.

The evidence which will be considered in assessing performance will include:

- pupil progress data
- quality of teaching against the Teaching Standards, including observed practice
- self-assessment
- professional dialogue
- received feedback
- performance appraisal statements
- CPD records.

And in the case of Upper Pay Range teachers and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Board will consider its approach in the light of the school's budgetary position.

In this school, judgements of performance will be made against objectives set, meeting relevant professional standards, performance considerations set out in this policy and for teachers relevant career level expectations linked to pay value within ranges.

There are no automatic annual incremental pay rises. Individual members of staff who have demonstrated that through gaining experience and recognised qualifications they have the skills to sustain working at a higher standard, may be rewarded through a consolidated pay rise within their pay band

6. Movement to the Upper Pay Range

6.1. Applications and evidence

Any qualified teacher, having previously demonstrated competency to progress to Band 2 of the schools' pay range as an accomplished teacher, may apply to be paid on the upper pay range. Any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

Applications may be made once per year. Applications must:

- be made on the appropriate application and submitted to the Headteacher

- be submitted by the end of the summer term (July) in each year for consideration to move to the Upper Pay Range in the subsequent Autumn term (consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline being met).

The application should be addressed to the Headteacher or other assigned member of the senior leadership team (SLT). If unsure these should go to the Headteacher in the first instance who may then request for a member of SLT to review.

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.

All applications should include the results of reviews or appraisals, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the last two academic years.

Adjustments will be considered, to allow teachers who have had absence due to maternity or disability related ill health during the review period, to submit a wider range of evidence to allow the school to consider whether they would likely have progressed had they been in work for the relevant period.

6.2. The assessment

An application will be successful, if the Headteacher and the Pay Committee are satisfied that:

- the teacher is highly competent in all elements of the teaching standards
- the teacher's achievements and contribution to the school are substantial and sustained
- the teacher has fulfilled the schools' skills level descriptors/career grade expectations for Band 3.

In this school, this means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period:
- been assessed as meeting their performance appraisal objectives over a sustained period;

and in addition that:

- teaching has been rated as good overall, with some outstanding, over a sustained period
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include;
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice

- contributing to policy and practice which has improved teaching and learning across the school

Sustained means maintained continuously over a period of at least two school years.

6.3. Processes and procedures

The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period due to maternity, adoption, shared parental leave or ill health.

The Headteacher or another assigned member of the senior leadership team (SLT) will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Pay Committee.

The Headteacher or another assigned member of the SLT will use the evidence contained in the teachers' performance appraisal review paperwork to make their assessment.

A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.

The Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Pay Committee will confirm the decision by 31 December.

Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).

Where the application is not successful, the Headteacher or an assigned member of the SLT will provide feedback which may be used to inform the ongoing performance appraisal process to help develop their skills to work toward a future successful application.

7. Teaching and Learning Responsibility (TLR) payments

TLR payments will be awarded to the holders of the posts indicated in the schools' staffing structure. TLR payments may not be awarded without the Governing Board having first reviewed the structure prior to advertising.

TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the schools' staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e. where a post:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgment
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils
- involves line management, leading, developing and enhancing the teaching practice of others

- must be a significant responsibility that is not required of all classroom teachers.

In order to qualify for a TLR1 payment, the post holder's role must include line management responsibility for a significant number of people.

A TLR payment will not be awarded in respect of teaching duties in Special Educational Needs or pastoral care.

TLRs will not generally be awarded in a primary setting for subject coordination, as all teachers, where not otherwise restricted from doing such work, will have the same responsibility and are not therefore eligible for a TLR.

The Governing Board will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. In this school the Governing Board has determined the value of TLR posts as set out in Appendix 1.

In accordance with the STPCD a teacher is not entitled to be awarded more than one TLR of any value, with the exception of a TLR3.

The Governing Board may award a fixed-term TLR3 to a classroom teacher for clearly time-limited school improvements, or one-off externally driven responsibilities. The annual value of a TLR3 will fall within the range set by the STPCD applicable at the time. The duration of the fixed term will be established at the outset.

TLR1 and TLR2 payments may not be temporarily be added to the structure so will only be applied on a temporary basis to those acting up in the absence of a colleague. There will be no salary safeguarding of any fixed term/temporary TLR payments.

8. Special Educational Needs (SEN) allowances

The Governing Board will award SEN allowances in accordance with the criteria and provisions set out in the current STPCD.

The value of SEN allowances to be paid at this school are set out in Appendix 1.

9. Unqualified teacher allowance

The Governing Board may determine that an allowance be paid to a unqualified teacher where, in the context of the staffing structure, the teacher has:

- taken on a sustained additional responsibility which is:
- focussed on teaching and learning; and
- requires the exercise of a teachers' professional skills and judgement: or
- qualifications or experience which bring added value to the role s/he is undertaking.

10. Recruitment and retention allowance

The Governing Board may, on the advice of the Headteacher, consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill

- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.

The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary levels within the structure. Allowances of this nature in this school typically fall within the range £500 - £3,000.

The duration of the payment will be determined according to the circumstances of the payment. Such payments will be reviewed annually at which time the allowance may be withdrawn. Such allowance may never be seen as permanent and does not require advance notice be given when withdrawn.

Members of the leadership group are not entitled to a recruitment and retention payment, save where it relates to reasonably incurred housing or relocation cost on recruitment.

11. Provision of service to another school(s)

The Governing Board may authorise the Headteacher to provide services relating to the raising of standards in another school. Where such an agreement is authorised, the Governing Board will determine, what, if any, proportion will be paid to the Headteacher and/or other staff, of additional income received by the school as part of the agreement. Any such payments will be made in accordance with the terms of the STPCD and will be temporary with no entitlement to safeguarding on cessation.

12. Honoraria payments

The Governing Board will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria.

Such awards may, in exceptional circumstances, be made to non-teaching staff. Honoraria payments can be used when an individual is undertaking work that is part but not all of a higher graded position for a period of four weeks or more.

Honoraria payments may also be used to reward additional or onerous tasks or a specific piece of project work at the same grade or lower, for a specific period over four weeks or more. The Governing Board will take into account the difference in monthly salary of the post holder and the level of work they are undertaking.

Where the full duties of a higher grade are undertaken this will be treated as acting up.

13. Part-time teachers

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

14. Short notice/supply teachers

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

Agency Workers Regulations Provide for an agency Teacher who has worked in the same school for more than twelve weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post undertaken. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

15. Pay increases arising from changes to the STPCD

The increase to the national framework as set out in the STPCD will only apply to the minima and maxima of individual pay ranges and allowances.

Teachers on the minima of the pay range, who are not due to receive performance-related progression, will have their salary uplifted by the relevant percentage to ensure compliance with the framework set out in the STPCD.

Teachers will not automatically have their pay increased in accordance with uplifts to the STPCD; any individual increase will be on the basis of performance and in line with the criteria for pay progression set out in this policy.

16. Salary safeguarding/protection

The Governing Board will operate salary safeguarding arrangements in line with the provisions of the STPCD applicable at the time of safeguarding being applied.

Changes in pay for those covered by Local Government Terms and Conditions are covered by a Collective Agreement with Unison. This provides protection of one H or M grade above the grade of the new post for the period of two years. The protected grade is frozen and not subject to cost of living awards however the substantive grade would continue to have awards applied.

17. Appeals

Pay recommendations will be contained within Performance Appraisal Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.

An employee may make a formal appeal against a decision on pay, which must be submitted in writing within seven calendar days of receipt of written notification of that decision setting out the grounds for their appeal in full.

The grounds of appeals will likely be based on one or more of the following; the decision maker(s):

- incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence
- were biased
- otherwise unlawfully discriminated against the employee.

Appeals will be heard by the Pay Appeals Committee.

The Appeals will be heard at a meeting, normally within twenty working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.

Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the meeting.

The decision of the appeal committee will be notified in writing. The decision of the Governing Board's Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.

The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.

The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities.

18. Monitoring the impact of this policy

The Governing Board will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Appendix 1 – Teaching salary ranges and values

In this school the Governing Board have determined that the following ranges and values be used. Values set may only be amended by the Governing Board and will only where there is evidence of significant additional accountability and responsibility attributed to the post.

Leadership Group posts

The specific pay ranges for leadership posts in this school are:

Headteacher Leadership Range

Leadership 24-29 £72,306 – £81,723

Deputy Headteacher

Leadership 18-22 £62,426 – £68,851

Assistant Headteacher

Leadership 11-15 £52,643 - £57,986

Heads of Core with whole school responsibility

Leadership 9-12 £50,026 - £53,856

Teaching and Learning Responsibility Payments

TLR 2a	£2,796	TLR 1a	£8,069
TLR 2b	£4,811	TLR 1b	£9,933
TLR 2c	£6,829	TLR 1c	£11,794
		TLR 1d	£13,654

Band 1 Teacher

Point 1 £24,373

Point 2 £26,298

Point 3 £28,413

Band 2 - Accomplished Teacher

Point 4 £30,599

Point 5 £33,010

Point 6a £35,617

Point 6b £35,971

Band 3 – Expert Teacher (UPR)

Point 7 £37,654

Point 8 £39,050

Point 9 £40,490

Unqualified Teacher Pay Range

Point 1 £17,682

Point 2 £19,739

Point 3 £21,794

Point 4 £23,851

Point 5 £25,909

Point 6 £27,965

Appendix 2 – Professional skills level descriptors

Professional Area	Relevant Standards	Band 1: Teacher			Band 2: Accomplished Teacher			Band 3: Expert Teacher* *Formal application required		
		England & Wales: £24,373 – £28,413 Fringe: £25,543 – £29,581			England & Wales: £30,599 – £35,971 Fringe: £31,775 – £37,152			England & Wales: £37,654 – £40,490 Fringe: £38,797 – £41,635		
Professional Practice	1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		