

Bourne Education Trust Pay Policy

1. Policy & Purpose

Any reference to Bourne Education Trust, BET or the Trust within this policy incorporates all its constituent schools. The overall aim of the pay policy is to ensure that all teaching and support staff are valued and receive recognition for their work and contribution to school life.

The purpose of the policy is to:

- a) Enable the Trust to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and Trust policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- b) Maintain and improve the quality of education provided for pupils in the Trust by having a whole Trust pay policy that supports the Trust improvement plan and reflects the agreed aims of the Trust.
- c) Support the equitable and objective determination of appropriate pay for staff under the Trust's appraisal policy.
- d) Provide for a staffing structure that will enable the Trust to achieve its aims and objectives under the development plan of the schools within the Trust and the overarching Trust Development Plan.

The Trust is committed to:

- e) Reviewing the pay policy annually against the targets set under the schools' development plans, the Trust Development Plan, the confines of the agreed budget and the Trust's spending priorities.
- f) Working within framework documents referred to in staff contracts or formally adopted by the Trust, specifically:
 - **For teachers:** The School Teachers' Pay and Conditions Document (STPCD), to the extent recognised by the Trust and relevant to a multi academy trust, and statutory regulations affecting the employment and conduct of teaching staff, insofar as they apply to schools with academy status.
 - **For support staff:** Locally adopted terms governing pay and conditions which are specific to staff employed by the school, based on the terms and conditions of Surrey County Council's employment framework known as 'Surrey Pay'.
 - **For staff transferred to the school under TUPE:** Members of Trust staff who transferred to the Trust by way of a TUPE transfer may be subject to different terms and conditions. In such cases, where any terms of this pay policy differ from an individual employee's contractual terms, the contractual terms will take precedence.
- g) Consulting staff members where appropriate and ensuring that members of Trust staff have ready access to the up-to-date version of this policy.
- h) Complying with equalities legislation, specifically the following (as amended): The Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

2. Governance

The Pay Committee: Terms of Reference

- a) The Local Governing Bodies will annually appoint, from its members, a Pay Committee with the delegated powers described in the following terms of reference.
- b) The Pay Committee will consist of a minimum of three governors who are not members of staff at the school, and the headteacher or his representative in an advisory capacity.
- c) Achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations.
- d) Apply the criteria of the Pay Policy in determining the pay of each member of staff in the annual review.
- e) Implement the Pay Policy with reference to staffing and financial budget plans. If the Committee feels it to be appropriate, any matter may be passed to the full Trust or the Trust Board ratification.

The Finance Committee: Terms of Reference (as relevant to this policy)

- a) The Finance Committee, or equivalent, will recommend to governors the annual budget needed for the payment of staff.
- b) Advise the Trust if there is any deviation from the Key Performance Indicators agreed by the Trust.

The Committees shall be required to:

- a) Minute all decisions taken and submit their minutes to be noted by the local Full Governing Bodies.

The Trust shall be required to:

- b) Keep abreast of relevant developments and advise the Local Governing Bodies when the Pay Policy needs to be revised.

3. Determining Salary for New Appointments

3.1 Classroom Teachers (All Teachers Other than Leadership Group)

The school will determine the pay range for a vacancy prior to advertising. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the School Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), the school may take into account a range of factors, including, but not limited to:

- The nature of the post
- The level of qualifications, knowledge, skills and experience required
- The wider school context at the time of the application.
- Equivalency across the Trust.

In determining the specific starting salary for a successful applicant, the selection panel will take into account the applicant's relevant career history, previous salary, skills and qualifications based on the evidence collected through the selection process, including references.

The selection panel may, at its discretion, recognise a teacher's upper pay range status, as awarded by another school, without requiring the teacher to reapply separately through the school's procedure. This is

provided there is scope within the established pay range for the post to award a starting salary on the upper pay range and on the condition that there is sufficient evidence collected through the selection process that the teacher meets the relevant criteria (see 5.2).

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

In determining the salary range for a post in which the primary purpose is modelling and leading improvement of teaching skills ('leading practitioners'), an individual post range within the overall pay range for leading practitioners will be determined, having regard to the challenge and demands of the post as well as internal pay relativities.

Additional allowances may be awarded to new appointments where the Academy deems this to be appropriate (see Section 6). Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in 6.2 has been met.

3.2 Leadership Group

The salary ranges for all staff paid on the leadership spine (teaching or support) will be determined by reference to the provisions of the STPCD where relevant and will include consideration of any broader responsibilities that attach to the role.

Executive Headteacher

The term Executive Headteacher may be used where the head is sole Headteacher of more than one school or may refer to a school to school support role where the post holder is not in sole charge. The Trust will determine the salary range of the Executive Headteacher with reference to the nature of the role, the size of the schools and the salary ranges of the Headteachers within the Trust.

Headteacher

The Individual School Range (ISR) of 7 points for a Headteacher in the Trust will also be determined by reference to the school group size and the appropriate positioning of the pay range of any deputy or assistant headteacher at the school, as specified in the School Teachers' Pay and Conditions Document. The Trust will wherever possible follow the circumstances specified in the School Teachers' Pay and Conditions Document in re-determining the Headteacher's ISR.

Head of School

The salary range for a Head of School within the Trust will also be determined by reference to the school group size and the pay ranges of any Headteachers within the Trust and of any deputy or assistant headteacher at the school.

Deputy Headteacher and Assistant Headteachers

The 5-point salary range for a Deputy Headteacher and Assistant Headteachers shall be determined by reference to the STPCD, taking into account the appropriate positioning of the pay range of the Headteacher and any other member of the leadership group at the school. The Trust will wherever possible follow the circumstances specified in the School Teachers' Pay and Conditions Document in re-determining the Deputy or Assistant Headteacher's ISR.

Additional allowances may be awarded to new leadership appointments where the Academy deems this to be appropriate (see Section 6).

Support Staff

The salary range for any support staff on the leadership scale will be determined by an assessment of where the role lies against the leadership groups above.

3.3 Support Staff

Support staff shall be appointed on appropriate salary gradings for posts, based on the job description and with regard to the remuneration awarded for similar roles within the school.

The Trust currently determines pay scales and job grading for support staff in accordance with local agreements made between the relevant Council and recognised trade unions. The Trust is not a party to any collective agreement and is therefore not bound by its terms.

For support staff newly appointed, appointment will normally be made on the minimum of the salary range for the relevant grade. However, the appointment can be made on a salary above the minimum of the range where the school wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.

4. Pay Reviews and Progression

Please refer to the Appraisal and Capability Policy

4.1 All Teachers (Including Leadership Group)

The Trust board (delegated to the HR & Remuneration Committee) will, at the first available meeting of the autumn term following national decisions, consider whether salary determinations effective annually from 1 September shall be made in accordance with the provisions of the STPCD.

Thereafter, all decisions regarding pay progression will be made with reference to teachers' appraisal reports and the pay recommendations contained within them. In the case of newly qualified teachers (NQTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

All eligible teaching staff will have their pay reviewed annually. The Trust will complete annual pay reviews for all eligible teachers, other than the Headteacher and senior Trust staff, by 31st October. The Headteacher's annual pay review will be completed by 31st December. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated. Reviews may also 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 salary 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.

All teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. All teachers are expected to engage fully with this process. The current arrangements for teacher appraisal are set out in the school's appraisal policy which should be read in conjunction with this pay policy.

Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances.

4.2 Determining Pay Progression Classroom Teachers

'Classroom teachers', for the purposes of this paragraph, includes all teachers other than the Leadership Group.

All decisions regarding pay progression will be made with reference to teachers' appraisal reports and the pay recommendations contained within them. In the case of newly qualified teachers (NQTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

The school's scheme for determining pay progression for classroom teachers is contained within Appendix 1. This scheme will be applied to pay determinations made with effect from 1st September of the relevant year, resulting from evidence collected during the prior year appraisal cycle.

4.3 Movement to the Upper Pay Range UPSR

4.3.1 Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in accordance with this policy although it is considered that the vast majority of teachers will not have gained enough experience to be considered until they have reached the top of the main scale. 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 to meet the application deadline.

Applications will be assessed by reference to the process outlined in this policy. Applications should preferably be made by 31st July in each academic year.

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, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria).

The evidence should usually cover at least the previous two-year period. Employees who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use earlier appraisal evidence in support of their application and/or a statement and summary of evidence as outlined below.

Applications should be made by submitting a brief covering letter confirming the request to apply to be paid on the upper pay range, referring to the relevant appraisal reports and outlining how the applicant meets the criteria as in section 4.3.2 and the post threshold standards. See Upper Pay Application document for assistance.

The school's scheme for determining pay progression to UPSR is contained within Appendix 2. This scheme will be applied to pay determinations made with effect from each September resulting from evidence collected during the previous appraisal cycle.

4.3.2 Assessment

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

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

For the purposes of this pay policy,

- "highly competent in all elements of the Teachers' Standards" means:
 - that the teacher's practice is secure, well-informed and consistently good or outstanding;
 - that the teacher is able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.
- "substantial and sustained" achievements and contribution means:
 - That the teacher contributes at a strategic level to policy initiatives;
 - That the teacher makes a distinctive contribution to the raising of pupil standards;
 - That the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
 - That the teacher contributes more broadly to the life of the school or the Trust
 - That such contribution has been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive appraisal reports demonstrating the required standard has been met.
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The initial assessment will be made by Headteacher or his representative who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours' commitment.

The Headteacher or their representative will consult with the teacher's line manager and/or performance manager as appropriate when considering the evidence.

4.3.3 Notification and Feedback

After completing the assessment, the Headteacher will notify the Local Governing Body of his/her recommendation. Once the Local Governing Body has determined the final decision, the Headteacher will then provide written feedback to the teacher as promptly as possible after the relevant Local Governing Body meeting.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the school's pay appeals procedure (see Section 8).

4.3.4 Pay Progression for Successful Applicants

Successful applicants will be moved onto the upper pay range from 1st September following the application. It is the Academy's policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range.

4.4 Determining Pay Progression - Leadership Group

Headteachers, Deputy Headteachers and Assistant Headteachers must demonstrate sustained high quality of performance as an expectation of the role, with particular regard to leadership, management and pupil progress at the school and will be subject to an annual appraisal at which performance against objectives will be reviewed.

Annual pay progression within the range for this post is not automatic. The Trust expects that progression will be considered every two years and that the school will then consider whether to award one or two pay progression points. Two pay progression points would only be awarded in cases of exceptional performance and governors should provide a business case supported by their cluster lead to the COO for final approval in order to ensure fair application across the Trust.

4.5 Determining Pay Progression - Support Staff

All eligible support staff will have their pay reviewed annually. Reviews may also take place at other times to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.

Although pay is not linked to performance all support staff can expect to receive regular, constructive feedback on their performance and will receive at least an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their practice. All support staff are expected to engage fully with this process. The current arrangements for support staff appraisal are set out in the school's appraisal policy.

The Trust will take note of annual pay settlements implemented by Surrey County Council when determining pay progression arrangements. The school is not, however, bound to mirror Surrey Pay determinations and the Trust is ultimately responsible for determining the nature and value of any pay awards.

5 Allowances & Other Payments (Teaching Staff)

5.1 Teaching and Learning Responsibility Payments (TLRs)

TLR1s and TLR2s

TLR1s and TLR2s are awarded to the holders of key posts within the school. TLRs are awarded where the Academy is satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD. For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.

TLR3s

The Academy may award a fixed-term TLR (a TLR3) to a classroom teacher who has been given a time-limited school improvement project or one-off externally-driven responsibilities. To award a TLR3, the Trust must be satisfied that the significant responsibility is one not required of all classroom teachers and which is focussed on teaching and learning, requires the exercise of a teacher's professional skills and judgement and has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

The duration of the fixed term will be established at the outset and payment will be made monthly during this period. Pay safeguarding will not apply at the end of the fixed period.

5.2 Recruitment and Retention Allowances – all staff

The Trust will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Trust anticipates or encounters recruitment and/or retention difficulties. In determining whether a post will be eligible for a recruitment and retention allowance the Trust will take into account the following factors:

- Whether the post is in a nationally recognised shortage subject area;
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
- Whether previous recruitment to posts of a similar nature has proven difficult;
- Whether there has been a high rate of staff turnover;
- Any other relevant circumstance that the Trust believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the Trust will determine:

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value;
- When/how it will be paid*;
- The start date and expected duration of the award (unless it is a one-off award);
- The review date after which the award may be withdrawn;
- The basis for any uplift that may be applied.

(*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods.)

Allowances paid to the Headteacher will be subject to the overall limit on discretionary payments contained within the STPCD.

The Trust will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

5.3 Special Educational Needs Allowances

An SEN allowance will be paid to a teacher:

- In any SEN post that requires a mandatory SEN qualification; and/or
- Who teaches pupils in one or more designated special classes or units within the school; or
- In a non-designated setting, 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 or unit within the school.

The spot value of any SEN allowance within the nationally published range, to be paid in accordance with the eligibility criteria above, will be determined by consideration of:

- The nature and level of challenge of the roles undertaken by its teachers working with pupils with SEN related to that of other teachers in the school
- The requirement for mandatory qualifications
- The experience/qualifications of the teacher that are relevant to the post.

5.4 Payments of Bonuses and Honoraria

In line with STPCD the Trust will not permit the payment of bonuses or honoraria under any circumstances.

5.5 Payments for Out of School Hours Staff Learning Activities

The Trust has decided not to exercise its discretion to make payments to teachers in relation to participation in out of school hours learning activities for staff.

5.6 Payment for Initial Teacher Training Activities

The Trust has decided not to exercise its discretion to make payments to teachers with regard to the provision of initial teacher training as part of the ordinary conduct of the school.

5.7 Payments for CPD Activities

The Trust has decided not to exercise its discretion to make payments to teachers in relation to continuing professional development activities outside of the school day.

5.8 Provision of Services by the Headteacher to Other Schools

The Trust reserves the right to exercise its discretion to make payments to the headteacher and/or other teachers in relation to additional responsibilities or activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools. Such payments must be approved by the Local Governing Body in respect of headteachers/teachers of individual schools and an agreed panel of the Trust Board in respect of the Executive Headteacher.

5.9. Allowances for Unqualified Teaching Staff

Unqualified teachers are not permitted to hold TLR or SEN allowances.

The Trust may, however, exercise its discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

- A sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or
- Qualifications or experience which bring added value to the role being undertaken.

6. Allowances & Other Payments for Support Staff

The Trust reserves the right to award a Responsibility Payment to support staff linked to the delivery of a specific task, project or role which is beyond the scope of their job description. This payment will be time limited and linked to the success of pre-agreed outcomes.

7. Pay Appeals

7.1 All Teachers (Including Leadership Group)

In the event of a teacher seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision-maker (usually either the headteacher or the Chair of the Pay Committee) before the recommendation is actioned and within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher may put his/her concerns in writing to the Chair of the Pay Committee (via the Clerk to Governors) within 10 working days of the original decision, or the outcome of the informal discussion. The Pay Committee should convene a hearing within 10 working days to consider the teacher's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired. The teacher should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

If the teacher wishes to appeal against the decision of the Pay Committee he/she should do so within 10 working days of the written notification of the Pay Committee's decision, setting out the grounds for appeal. Any appeal against the decision of the Pay Committee should be heard by a panel of governors who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the teacher at least 10 working days' notice of the date of the appeal.

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

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

- Incorrectly applied a provision of the STPCD or this policy;
- Failed to have proper regard for relevant statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;

- Was biased;
- Otherwise unlawfully discriminated against the teacher.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of his/her appeal, then he/she must do so at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the headteacher, and they are appealing against the decision of the Pay Committee, it will be for the Chair of that committee to determine whether a representative of the committee and/or the headteacher should be present to defend their decision.

An agenda for hearing a pay appeal is included under Appendix 3.

The decision of the appeal committee should be notified in writing to the teacher within 10 working days of the appeal hearing. If the appeal is rejected then the appeal committee should explain the reasons for their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

7.2 Support Staff

Where a member of support staff is dissatisfied with any decision relating to his/her pay, this should be raised in accordance with the Trust's adopted grievance procedure.

8. Access to Salary Records

Staff may have access to their salary records by giving reasonable notice during term time to the local Business Manager.

9. Policy Review

This policy will be reviewed following each publication of the School Teachers' Pay & Conditions Document.

Date drafted	September 2019
Author	K Sanders/E Hilling
Approved by / Date	BET HR&R Committee - 10.10.2019
Next review	September 2020

APPENDIX 1

PAY PROGRESSION FOR CLASSROOM TEACHERS 2019

To be fair and transparent, assessments of performance will be properly rooted in evidence. The Trust will ensure fairness and consistency by:

- a) Annually approving and amending where necessary this pay policy to be applied across all Trust schools
- b) Clearly articulating all terms of reference for Local Governing Body pay committees
- c) Regular reviews by the Trust HR Committee and Headteacher's Executive Group (as appropriate) of the implementation of the policy.

We will minimise the impact on workload for individual teachers, line managers and Headteachers throughout the process. The evidence we will use is outlined below.

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

Main Scale 1 – 6 /TMSP 1 - 13

Pay progression for classroom teachers on the Main Scale will be dependant upon the successful outcomes of the performance management process, which will consist of:

- a) Performance management meetings (a minimum of 3 per year)
- b) Termly whole school teaching and learning reviews with formal gradings
- c) Student progress data
- d) Any other relevant data.

The expectation is that the vast majority of staff will progress up the main pay scale. In circumstances where formal capability procedures are in place and, in exceptional circumstances, where concerns have been discussed at a minimum of two performance management meetings within the cycle a teacher's salary may stay the same. In this situation a support plan will be put in place to give the teacher an opportunity to rectify the situation.

Exceptional and sustained performance may be recognised by the award of more than one point of the Main Scale.

APPENDIX 2 APPLICATION FOR UPPER PAY SCALE

Upper Pay Scale UPSR

Pay progression to the Upper Pay Scale will be dependent upon the successful outcome of the performance management process which will consist of:

- a) Half termly performance management meetings
- b) Termly whole school teaching and learning reviews with formal gradings
- c) Student progress data
- d) Any other relevant data
- e) An application as outlined in section 4.3.1 and 4.3.2

In the case of Upper Pay Scale teachers, it is expected that movement could be up or down the scale i.e. performance has to be sustained for a teacher to remain on a point on the scale or progress up the scale.

Eligibility Criteria:

In order to be assessed you must be a qualified teacher. In accordance with the School Teachers' Pay and Conditions Document (STPCD) an application to be paid on the upper pay range will not be successful unless the governing body of the school is satisfied that:

- You are highly competent in all elements of the DfE Teachers' Standards; and
- Your achievements and contribution to the school are substantial and sustained.

In this school, the criteria above are defined as follows:

- "highly competent in all elements of the Teachers' Standards" means:
 - that the teacher's practice is secure, well-informed and consistently good or outstanding;
 - that the teacher is able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.]
- "substantial and sustained" achievements and contribution means:
 - That the teacher contributes at a strategic level to policy initiatives;
 - That the teacher makes a distinctive contribution to the raising of pupil standards;
 - That the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
 - That the teacher contributes more broadly to the life of the school or the Trust
 - That such contribution has been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive appraisal reports demonstrating the required standard has been met.

Part A: Teacher's Details

Surname	
First Name	

Please submit with this form your appraisal reports covering the most recent two-year period prior to this request for assessment. If appraisal reports are not available for whatever reason to cover this period in full, please also submit a statement and a summary of evidence (see page 2) designed to demonstrate that you meet the assessment criteria outlined above. If you are unsure whether you should be submitting additional evidence or if you have had an extended period of absence during the assessment period, please check first with your performance reviewer what evidence you need to supply in support of your application.

Please sign and date this form in the boxes below and then give this form, along with the appraisal reports (and/or supplementary evidence, as required) to your Headteacher.

Signature and Date (Teacher)

I confirm that I wish to apply to access the upper pay range and I have submitted with this application appraisal reports and/or (where required) a statement and summary of evidence in support of my application.

Signature	
Date	

Statement and Summary of Evidence

APPENDIX 3 AGENDA FOR PAY APPEAL HEARING

(An appeal against a pay decision by a headteacher will need to be modified accordingly)

(SCHOOL)

(DATE)

(TIME)

1. Introduction of all those present.
2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence, and calling witnesses* if applicable.
3. The representative of the Pay Committee/headteacher to ask questions of the appellant and witnesses* if applicable.
4. The Appeal Committee to ask questions of the appellant and witnesses* if applicable.
5. The representative of the Pay Committee/headteacher to respond to the appellant's appeal, and calling witnesses* if applicable.
6. The appellant and/or his/her representative to ask questions of the representative of the Pay Committee/headteacher.
7. The Appeal Committee to ask questions of the representative of the Pay Committee/headteacher.
8. The appellant and/or his/her representative to summarise.
9. The representative of the Pay Committee/headteacher to summarise.
10. Hearing to be adjourned whilst all parties, except the Appeals Committee, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Appeals Committee has reached a decision this will be confirmed.

*Where witnesses are called it is usually advisable that they are called in one at a time. They should be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.