

**INFORMATION FOR SCHOOLS
September 2013**

Whole School Pay Policy 2013/2014

To: Heads & Principals/Chairs of Governors **for information/action**
Service Area Managers

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I attach the Whole School Pay Policy (WSPP) for the year September 2013 to August 2014 inclusive. The document has been discussed with the relevant Trade Unions and Professional Associations.

In brief, the main proposed changes to the STPCD since 2012 are as follows: (NB: Paragraph numbers in brackets refer to the STPCD)

- the ending of annual incremental pay progression for all pay progression after the September 2013 pay award. **Pay awards made in September 2013 will be based on the 2012 pay system of incremental pay;**
- a 1% pay uplift for all teachers in post on or after 1 September 2013 and a 1% uplift for all allowances has also been awarded through the Document;
- the introduction of pay progression linked to performance for all pay effective for progression from September 2013 onwards (paragraph 22); effectively payable from September 2014
- the removal of Advanced Skills Teachers (ASTs) and Excellent Teachers' (ETs) pay scales and assessment arrangements;
- the introduction of a new pay range for leading practitioners whose primary purpose is to model and lead the improvement of teaching skills (paragraph 19);
- the replacement of the current threshold test for progression from the main to the upper pay range with new simpler criteria (paragraph 18);
- to give schools more freedom to determine starting salaries of teachers new to the school (paragraphs 16-22);
- to remove any obligation on schools when recruiting to match a teacher's existing salary on either the main, the upper or the unqualified pay range (UPR) (paragraph 15);
- the introduction of fixed-term teaching and learning responsibility (TLR) – TLR3 (paragraph 24);
- the removal of the three-year time limit on recruitment and retention allowances (paragraph 41); and
- the removal of the £250 unconsolidated payment to teachers on points 1, 2 or 3 of the unqualified teachers' pay scale.

Schools are advised that they should consider the Whole School Pay Policy and are recommended to adopt it. Should you have any queries, please contact any of the above officers.

This policy document is derived from the School Teachers' Pay and Conditions Document 2013. Maintained and trust Schools are obliged to adopt the document, Academies Schools are advised that they have the freedom not to adopt the School Teacher's Pay and Conditions Document 2013. Academies schools are further advised that should they decide not to adopt this policy, they must enter into full discussions with the relevant Trades Unions and Professional Associations.

Pay/Gradings/Conditions of Service Section of the Schools Handbook

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1 INTRODUCTION

This Model Pay Policy and Guidance has been determined by the Local Authority following discussions with recognised Trade Unions and Teachers' Associations. The Policy is recommended to all LA maintained Schools and Academies for adoption immediately.

It is important that this "Whole School Pay Policy 2013/14" is consistent with the schools "Performance Related Pay Policy", this model policy is specifically aimed at Maintained and Trust schools as they must adopt the STPC 2013 document.

Academies who intend not to adopt all the STPCD 2013 document must ensure they consult fully with their staff and publish a Pay Policy reflecting the actual provisions being adopted by the Academy. The Schools ER Team are available to assist with this process.

This policy and guidance reflects the legal provisions of the Equal Pay Act 1970, The Employee Relations Act 1999, The Equality Act 2010, the Employment Act 2002, the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, School Teachers' Pay and Conditions Document 2013, The School Staffing (England) Regulations 2004, The National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service and the Council's Local Agreement on part 3 of the Local Government Services National Agreement on Pay and Conditions of Service.

School days refers to days on which the School is open to pupils.

If the Governing Body/Headteacher are unclear about the application of this policy or guidance or are in dispute with a recognised Trade Union regarding its application, the Governing Body and/or Headteacher are advised to seek advice from Children, Schools & Families Human Resources (CSF HR).

2 PURPOSE

The purpose of this policy and guidance is to establish an open and transparent framework that enables the Governors and Headteacher to manage pay issues within the School and to ensure that staff are paid on a fair and equitable basis. This document also ensures consistency of treatment in dealing with the administration of pay matters including pay grievances.

3 SCOPE

This Policy applies to all staff employed at ***** School.

Pay for the purposes of this section of the handbook refers to normal salary payments but does not deal with pay issues relating to early retirement or termination of employment which are dealt with in the Termination of Employment section of the handbook.

4 POLICY STATEMENT

The Governors and Headteacher recognise the importance of determining a pay policy and administering pay in a way which enables it to attract, motivate and retain the most suitable staff to fulfil the educational needs of pupils.

Governors will administer the policy and guidance in such a way that ensures all the legal provisions identified in the preamble are addressed. The operation of this policy and administration of pay will also necessarily take account of the School's budget considerations, the School Development Plan, School Performance Management Policy and any other relevant School policies and procedures.

Every effort will be made by the Governors and Headteacher to treat all staff in a fair and consistent manner in accordance with the principles of equal pay and equal opportunities.

In making decisions, the Governing Body (and its committees) is bound by the provisions of the School Teachers' Pay and Conditions Document 2013 and the recommendations arising from the Pay & Grading Review for support staff including the requirement to pay support staff on one of the Local Authority's pay scales.

Before making any decisions in relation to pay matters, the Governing Body, or its committees, will ensure that it is aware of the full range of discretion available to it.

The Governing Body acknowledges the Department for Education (DfE) warning that pay discretion must not be exercised with the objective of increasing final salary for pension purposes. Teachers' Pensions Regulations allows the Secretary of State to intervene where there is evidence of an unreasonable increase in salary and may disregard for pension purposes any such award, specifically salary increases over 10% awarded in the teacher's final year will be disregarded by Teachers' Pensions.

In making decisions regarding pay safeguarding, the Governing Body will follow the provisions of the School Teachers' Pay and Conditions Document for teaching staff and the current Cornwall Council Pay Protection Policy for support staff.

Under the Freedom of Information Act 2000, the Governing Body should publish the Policy. Members of staff should be able to access the policy and a copy will be contained within the School's Personnel Handbook - A Guide for Headteachers and Governors.

5 ADMINISTRATION AND IMPLEMENTATION OF THE WHOLE SCHOOL PAY POLICY

The DfE "A guide to the law for School Governors" provides for certain issues to be delegated to committees (rather than be dealt with by the full Governing Body), and we recommend that the Governing Body delegates pay decisions to a Personnel Committee and, for appeals, a Personnel Appeals Committee. This mirrors the arrangements for staff dismissal matters.

5.1 Personnel Committee - Terms of Reference

It is recommended that the Personnel Committee has between three and five members of the Governing Body. Governors who sit upon this committee are not permitted to sit upon the Personnel Appeals Committee. Governors who have, or may have, a pecuniary interest must not sit on the Personnel Committee or the Appeals Committee. Teacher Governors are not precluded from being part of a committee which discusses the pay policy and its implementation, nor need they be precluded from reviewing the pay of staff other than themselves. They must not take part in discussions in which they have a direct or indirect pecuniary interest. Governing Bodies are advised when appointing the Personnel and Appeals Committees of the necessary numbers of Governors involved in each so as to ensure that both committees can be properly constituted from within the Governing Body. The Governing Body procedure regulations require a quorum of three Governors when deciding the size of your committee.

The Personnel Committee is responsible for the following:-

- To work within the parameters of the Whole School Pay Policy
- To ensure that the pay policy is applied in a fair, non-discriminatory, equitable and transparent manner whilst having due regard to confidentiality
- To ensure that the pay policy meets the School's needs for the recruitment, retention and development of staff
- To determine the appointment salaries for all staff
- To achieve fair and consistent pay relativity between jobs within the School
- To have regard in the salary structure to substantial increases in duties and responsibilities, whether temporary or permanent

- To consider the outcome from the Headteacher's/Principal's performance management appraisal interview, including the appraisal statement and any supporting material from the two/three appointed Governors and to decide whether or not to increase the pay of the Headteacher/Principal.
- To consider the outcome of the Deputy/Assistant Headteacher/Principal appraisal interviews including the appraisal statement(s) and any supporting material from the Headteacher/Principal and appointed Governors, and to decide whether or not to increase pay.
- To carry out an annual review of the School's staffing structure and pay
- To consider individual requests from staff for a review of pay. See below for the administration of this process
- To ensure a salary statement is issued to all teaching staff during September each year, or when a teacher takes up a new post or where a teacher passes the threshold. The salary statement, which is a legal requirement, must set out how the member of staff's pay is made up, and in the case of Leadership Group Staff, the criteria upon which his/her salary will be reviewed in the future. Model pay statements can be accessed through <http://www.teachernet.gov.uk/management/payandperformance/pay/>. Written statements must be issued to staff.
- To review the salary position of staff on the upper pay spine no less frequently than the second anniversary of the achievement of the previous pay point on the upper pay spine

Any member of staff who has a grievance about his/her pay should notify the Clerk to Governors, in writing, stating the basis for requesting a review of his/her pay together with any supporting documentation they wish to submit. The Headteacher/Principal will normally make arrangements to convene a meeting of the Personnel Committee within ten school days of receiving the request. Should a Headteacher/Principal wish to raise a grievance, s/he should write to the Chair of Governors who will convene a personnel committee to consider the issue.

Any written documentation should be provided to the Personnel Committee at least five school days prior to the Committee meeting.

At the meeting of the Personnel Committee, the member of staff may be represented by a colleague or a Trade Union representative and may present his/her case in writing and/or orally. The member of staff may call witnesses in support of his/her case.

The Personnel Committee's decision will be confirmed in writing within five school days of the hearing.

5.2 Personnel Appeals Committee - Terms of Reference

This Committee shall have no fewer members than the Personnel Committee. Members of this Committee shall be Governors not previously involved in considering the case. Governors who have, or may have, a pecuniary interest must not sit on the Appeals Committee. This Committee will consider all appeals against pay or salary grading.

Employees shall have the right to appeal against decisions of the Personnel Committee to the Personnel Appeals Committee. Such appeals shall be made in writing to the Clerk to Governors, stating the basis of the appeal, within twenty school working days of receipt of notification of the decision from the Personnel Committee. Appeals will normally be heard within ten school working days of receipt of the request. CSF HR Services are available for advice. Staff are entitled to be accompanied and supported by either a workplace colleague or a recognised trade union representative.

At the meeting of the Personnel Appeals Committee, the employee has the right to be represented by a colleague or Trade Union representative and may present her/his case in writing and/or orally. The employee may call witnesses and/or present documents in support of her/his case. The School's case will be presented by the Headteacher/Principal/Chair of the Personnel Committee.

Pay appeals decisions are final and binding on both parties and may not be reopened under grievance procedures. Grievance procedures should not be used for appeals against pay decisions.

The Personnel Appeals Committee's decision will be confirmed in writing within five school days of the hearing. The Appeals Committee decision shall be final.

6 SCHOOL TEACHERS' PAY

6.1 Timing of Salary Determination and Notification

As part of the Pay & Conditions Document, all qualified teachers' pay should be reviewed each year during September and a salary statement produced and issued to each teacher. The salary statements should be issued to staff before the end of October.

For members of the Leadership Group, the statement should include: the Individual School Range or pay range, as appropriate, the salary point including any performance related increase and the reason(s) for this, and the criteria on which the salary will be reviewed at the end of the next academic year.

For classroom teachers, the salary statement must include identification of the pay point on the classroom teacher's scale or the pay point on the post-threshold scale and any allowances payable. We recommend that the salary statement should also identify any safeguarded amounts of money.

Whilst qualified teachers remain in the same post (whether the qualified teacher is paid in accordance with the Leadership Group or classroom teacher), his/her salary can only be increased, at the discretion of the Personnel Committee, on the 1 September. The only exceptions are where the qualified teacher takes up a new post, and at any other time when provided for by the Document or by the Governing Body, in order to attract or retain a Headteacher/Principal, change the ISR which can be done at any time, and if the teacher is subject to the formal Capability procedure.

7 THE LEADERSHIP GROUP

The members of the Leadership Group will hold the title of Headteacher, Principal, Deputy Headteacher/Principal or Assistant Headteacher/Principal. It is a matter of discretion for a Governing Body whether or not it wishes to appoint any Deputy or Assistant Headteachers/Principals. Should the Governing Body decide to appoint a Deputy(ies) or Assistant Headteacher(s), a further title may be added to specify areas of responsibility e.g.: Assistant Headteacher (Curriculum Development).

Within any particular School, the ISR of the Headteacher/Principal must be higher and must not overlap with the pay range(s) of any Deputy Headteacher(s)/Principals and/or Assistant Headteacher(s)/Principals. The pay range for any Deputy Headteacher(s)/Principal must extend at least one point beyond the range of any Assistant Headteacher(s)/Principal at the same School.

Qualified teachers appointed to the Leadership Group for the first time will take up a new contract. The new contract recognises the different whole School duties to be undertaken by members of the Leadership Group. Specifically, teachers employed on Leadership Group contracts will not be limited to the 1265 hours of directed time that applies to classroom teachers. As a consequence of the greater responsibilities placed upon members of the Leadership Group, they should receive a salary differential over the highest paid classroom teacher. The highest paid classroom teacher's pay is defined as the first point on the post-threshold scale, plus any SEN allowances or Teaching and Learning Responsibility payments. See Appendix 2.1 for the current Leadership Group scales.

7.1 Appointment of a New Headteacher or Principal

Prior to instigating a recruitment and selection process, the Governing Body will have to address a number of questions before reaching a decision on the salary of a new Headteacher/Principal. It is possible to delegate tasks to the Personnel Committee although the selection decision must be endorsed by the full Governing Body.

- What is the School's/Academies Headteacher Group?
- Choice of the Individual School Range (ISR)
- Choice of starting salary point within the ISR

Headteacher/Principals posts must be advertised nationally.

7.2 Pay on appointment

For appointments on or after 1 September 2013, the governing body will determine the pay range to be advertised and agree pay on appointment, taking account of the full role of the head teacher (Part 2) and in accordance with paragraph 6:

- the pay committee will review the school's head teacher group and the head's Individual School Range (ISR) in accordance with paragraphs 8.1 – 8.4 (ordinary school), or paragraphs 9.1 – 9.8 (special school);
- if the head teacher takes on permanent accountability for one or more additional schools, the pay committee will set an ISR in accordance with the provisions of paragraphs 11.1 and 11.9.
- the pay committee will have regard to the provisions of paragraph 11.1 and will also take account of any other permanent payments, made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;
- the pay committee will exercise its discretion under paragraph 12 and pay on any of the bottom four points on the ISR, in order to secure the appointment of its preferred candidate.
- the pay committee will consider exercising its discretion to award a discretionary payment under paragraph 12 where the governing body consider the school would have difficulty recruiting to the vacant head teacher post;
- the pay committee will consider the need to award any further discretionary payments to a head teacher in line with paragraph 12.1 to 12.5;
- The pay committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in paragraph 11.6.2. However, before agreeing to do so, it will seek the agreement of the governing body which in turn will seek external independent advice before providing such agreement. In such circumstances where discretion is exercised by the governing body with regard to the headteacher's pay, this will be formally discussed and agreed by the Governing Body and the rationale will be recorded in the minutes of the Governing Body meeting.

7.3 Determination of School/Academy Headteacher Group

Each Governing Body will need to assign their School/Academy to one of eight Headteacher Groups for salary purposes. For ordinary Schools/Academies, the determination of the Group is based upon the numbers of children at different key stages and the number of statements of special educational needs awarded to any children. Please see Appendix 1.1 which is a model for calculating an ordinary School's/Academies Group.

Governing Bodies of Special Schools shall assign the Academy/Academy to a Group by calculating a "modified total unit score". The calculation to determine the modified total

unit score is based on the number of pupils at each key stage, to arrive at a total unit score, multiplied by a staff: pupil ratio modifier. In essence, the greater the proportion of staff to pupils, the higher the modifier and therefore the higher the modified total unit score (resulting in a higher School Group). Please see Appendix 1.2 which is a model for calculating a Special School's Group.

7.4 Individual School Range (ISR)

Having identified the appropriate Group for the School, the Governing Body will need to review the available seven point ISR ranges within that Group. In deciding which ISR to adopt, the Governing Body should take into account the following:-

- The School's size relative to the Group and circumstances;
- Any changes in duties and responsibilities of the Headteacher/Principal; and
- The relative salary ranges of any other teachers appointed to the Leadership Group.

The ISR will normally fall within the Group range. Only in exceptional circumstances can the ISR exceed the Group range, such as if a School has been identified as being in serious weaknesses, or special measures.

Please find attached at Appendices 1.1 and 1.2 the ISR options for each Group.

The guidance issued with the STPCD 2013 document states "The expectation is that the remuneration paid to a Headteacher/Principal as a result of the determination of the ISR should cover the Headteacher's/Principal's full role as set out in Part 6 of the document".

7.5 Choice of Starting Salary Point

Having decided upon the ISR, the Governing Body will then determine a starting salary taking into account the following requirements:-

- The Headteacher's/Principal's salary must be within the ISR; and
- The actual salary point may be any of the first four points of the ISR (this will result in the new Headteacher/Principal having at least three further points for potential future performance progression);
- The candidate's existing salary (if currently employed), and his/her skills, knowledge and experience and any other factors which are relevant to attract the chosen candidate.

7.6 Existing Headteachers/Principals

With effect from 1 September each year, Governing Bodies are required by the Document to:-

Review the Headteacher's/Principal's performance against previously set targets. Governing Bodies have total discretion whether or not to award Headteachers/Principals an increase of up to two points. To achieve progression, the Document requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance. The award would be effective from 1 September. Governors are advised to seek help and guidance from the School Improvement departments, including Employee Relations for comparative data, to assist them in reviewing performance against previously set targets and for setting new performance objectives for the forthcoming year. Targets will normally be agreed with the Headteacher/Principal and be based on the School's/Academies Performance Management Policy.

The Governing Body can adjust the ISR at any time if:-

- The pay ranges of any Deputy or Assistant Headteacher/Principal impinge upon the ISR
- The School's Group size has changed

- In order to attract or retain a Headteacher/Principal.

As a minimum, the School Group should be reviewed at least every three years. The governing body will determine the salary of a serving head teacher in accordance with paragraph 6 of the STPCD.

- the pay committee will review the head teacher's pay in accordance with paragraph 12 of the STPCD and award up to 2 points (para 6.2.d) where there has been a sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any recommendation on pay progression in the head teacher's most recent appraisal report.
- the pay committee may determine the head's ISR, within the group range for the school, as at 1 September or at any time if they consider it is necessary (paragraph 12);
- if the pay committee makes a determination to change the ISR, it will determine the head's ISR within the group range for the school, in accordance with paragraph 11 and paragraph 12. Under exceptional circumstances they may award an ISR outside of this range in line with STPCD guidance;
- the pay committee will consider the use of discretionary payments, as per the provisions of paragraphs 12.1 to 12.5.

Discretionary payments to Headteachers/Principals

For pay determinations made on or after 1 September 2011, governing bodies may award extra payments to Headteachers/Principals up to 25% above the Headteachers/Principals current scale point for the following reasons;

- Residential duties (other than where they are a requirement of the post)
- Additional payments &
- Recruitment & Retention payments.

This limit can only be exceeded in "wholly exceptional circumstances." (further defined in STPCD para 12.5)

If it is considered that there are exceptional circumstances that warrant a payment in excess of the limit the relevant committee must make a business case for the payment to the full governing body. The governing body must seek external independent advice from an appropriate person or body who can consider the provisions of the School Teachers' Pay and Conditions Document and whether they have been properly applied to the head teacher's pay before making a decision on whether it is justifiable to exceed the limit in each particular case. There must be a clear audit trail for any advice given to the governing body and a full and accurate record of all decisions made by the governing body and the reasoning behind them.

7.7 Changes to Individual School Range (ISR) and Leadership Spinal Point

Spinal points awarded for performance are made on the basis of the Headteacher's/Principal's position on the old ISR, prior to any decision being made to increase the ISR. Our advisers have confirmed that it is not permissible under paragraph 11 of the STPCD for a Headteacher/Principal to receive an increase in spinal point outside of the previous year's ISR, unless the additional point (or more) is required for them to be placed on the minimum point of the new range. For example, a Headteacher/Principal on point 19 of an old ISR 13-19 from 1 September 2011 cannot be awarded additional spinal points from 1 September 2012 because they already receive the maximum permitted. If the Governing Body agreed a new ISR of 15-21 from 1 September 2012 the Headteacher/Principal would remain on point 19 for the academic

year 2012/2013. However, it is permitted to pay the equivalent of the difference between point 19 and the proposed award as a recruitment and retention allowance for this academic year. The Governing body could then increase the agreed spinal point within the new ISR from 1 September 2013.

Please note that recruitment and retention allowances are pensionable and will count towards the calculation of benefits at retirement. There is therefore no disadvantage in receiving the spinal point with a recruitment and retention allowance.

7.8 Executive Headships/Principals

Where the Headteacher/Principal is appointed as a Headteacher/Principal of more than one school the Governing Body must determine the ISR by the application of the total unit score of all of the schools calculated in accordance with paragraphs 11.5 of the STPCD 2013 document.

Or

In the case of an Acting Headteacher/Principal, the determination of the group size that is up to two groups higher than the headteacher group of any of the relevant schools.

Or

Where the Acting Headteacher is appointed to a group 7 or 8 school, the Governing Body may determine the ISR by either:

- 1 the application of the total unit score as outlined above, or
- 2 the application of an uplift of between 5% & 20% to the ISR of the largest school, and its maximum may exceed the highest point of the leadership group pay spine.

7.9 Headteachers/Principals temporarily accountable for more than one school

If the head teacher takes on temporary accountability for one or more additional schools, the pay committee will consider awarding a discretionary payment under paragraph 11.5.

In a school where there is a vacancy in the post of headteacher/principal and it is not possible to appoint a deputy head or another member of the teaching staff to take on the position of acting head, a headteacher/principal of another school may be appointed to have responsibility on a temporary basis, in addition to their continuing role as the head teacher/principal of their own school. This temporary arrangement should be no longer than two years and subject to regular review. Under the Collaboration Regulations 2003 the governing bodies may arrange for a joint committee made up of governors from all the schools involved to be established to oversee the arrangement. The headteacher should be given a temporary variation to contract, any adjustment to their pay will not be subject to safeguarding provisions when the arrangement comes to an end.

7.10 Appointment of a New Deputy Headteacher(s)/Principal(s)

When appointing a new Deputy Headteacher/Principal, the Governing Body, in consultation with the Headteacher/Principal, will have to address a number of questions before reaching a decision on the salary of a new Deputy Headteacher/Principal. It is possible to delegate tasks to the Personnel Committee although the selection decision must be endorsed by the full Governing Body.

- Choice of the pay range
- Salary point within the pay range

7.11 Pay Range

In deciding which five point pay range to adopt for any Deputy Headteacher(s)/Principal, the Governing Body should take into account the following:

- That the minimum of the pay range must be higher than the salary of the highest paid classroom teacher. The salary of the highest paid classroom teacher is defined as the teacher at the School who is deemed to be on the first point of the upper

pay scale (even if the teacher in post is not) together with the highest value of any TLR or SEN allowances. Recruitment and retention allowances may also be taken into account. Other allowances such as safeguarded pay or the salaries of Advanced Skills Teachers should not be taken into account;

- The maximum of the five point pay range must be below the lowest point of the Headteacher's/Principal's ISR;
- If the school has one or more Assistant Headteachers/Principal, the pay range of any Deputy Headteacher(s)/Principal must extend at least one point higher than the pay range of any Assistant Headteacher/Principal (at the same school).

Having established the above framework for the pay range, the following factors should be taken into account before determining the pay range:

- The responsibilities of the Deputy Headteacher/Principal post;
- The social, economic and cultural background of the pupils in school;
- The difficulty in filling the Deputy Headteacher/Principal post.

7.12 Choice of Starting Salary Point for New Deputy Headteacher/Principal

Having decided upon the pay range, the Governing Body will then position the Deputy Headteacher/Principal on a salary taking into account the following requirement:

- The Deputy Headteacher's salary must be within the pay range; and
- The actual salary point may be any of the first three points of the pay range (this will result in the new Deputy Headteacher/Principal having at least two further points for potential future performance progression);
- The candidate's existing salary (if currently employed), and his/her skills, knowledge and experience and any other factors which are relevant to attract the chosen candidate.

7.13 Existing Deputy Headteacher/Principal

With effect from 1 September each year, Governing Bodies in consultation with the Headteacher/Principal are required by the Document to:-

- Review the Deputy Headteacher's/Principal's performance against previously set targets. Governing Bodies have total discretion whether or not to award Deputy Headteachers/Principals an increase. To achieve progression, the Document requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance. The award would be effective from 1 September. Governors are advised to seek help and guidance from the School Improvement departments, including Cornwall Councils ER Services for comparative data, only for achieving or progression towards targets in any year. The awards would normally be effective from 1 September. Targets will normally be agreed with the Deputy Headteacher/Principal and be based on the School's/Academies Performance Management Policy.

The Governing Body can only adjust the pay range:-

- Where there is a significant change in the responsibilities of the post of a serving Deputy Headteacher/Principal; and
- If there is a need to adjust the pay range to ensure it is higher than the salary of any newly appointed or promoted classroom teacher or any newly appointed or promoted Assistant Headteacher/Principal.

7.14 Changes to Individual School Range (ISR) and Leadership Spinal Point

Spinal points awarded for performance are made on the basis of the Deputy Headteacher's/Principals position on the old ISR, prior to any decision being made to increase the ISR. Our advisers have confirmed that it is not permissible under paragraph 11 of the STPCD for a Deputy Headteacher/Principal to receive an increase in spinal point outside of the previous year's ISR, unless the additional point (or more) is required for them to be placed on the minimum point of the new range. For example, a Deputy Headteacher on point 13 of an old ISR 9-13 from 1 September 2011 cannot be awarded additional spinal points from 1 September 2012 because they already receive the maximum permitted. If the Governing Body agreed a new ISR of 11-15 from 1 September 2012 the Deputy Headteacher/Principal would remain on point 13 for the academic year 2012/2013. However, it is permitted to pay the proposed increase as a recruitment and retention allowance for this academic year. The Governing body could then increase the agreed spinal point within the new ISR from 1 September 2013.

Please note that recruitment and retention allowances are pensionable and will count towards the calculation of benefits at retirement. There is therefore no disadvantage in receiving the spinal point with a recruitment and retention allowance.

7.15 Appointment of New Assistant Headteachers/Principal

When appointing a new Assistant Headteacher/Principal, the Governing Body, in consultation with the Headteacher/Principal, will have to address a number of questions before reaching a decision on the salary of a new Assistant Headteacher/Principal. It is possible to delegate tasks to the Personnel Committee although the selection decision must be endorsed by the full Governing Body.

- Choice of the pay range
- Salary point within the pay range

7.16 Pay Range

In deciding which five point pay range to adopt for any Assistant Headteacher(s)/Principals, the Governing Body should take into account the following:

- That the minimum of the pay range must be higher than the salary of the highest paid classroom teacher. The salary of the highest paid classroom teacher is defined as the teacher at the school who is deemed to be on the first point of the upper pay scale (even if the teacher in post is not) together with the highest value of any TLR or SEN allowances. Recruitment and retention allowances may also be taken into account. Other allowances such as safeguarded pay should not be taken into account
- The maximum of the five point pay range must be below the lowest point of the Headteacher's/Principal's ISR
- If there is any Deputy Headteacher(s)/Principal at the Academy/Academy, the maximum point of the pay range for the Assistant Headteacher/Principal must be at least one point lower than the maximum point for that of any Deputy Headteacher(s)/Principal

Having established the above framework for the pay range, the following factors should be taken into account before determining the pay range:

- The responsibilities of the Assistant Headteacher/Principal post;
- The social, economic and cultural background of the pupils in School;
- The difficulty in filling the Assistant Headteacher post/Principal.

7.17 Choice of Starting Salary Point for New Assistant Headteacher/Principal

Having decided upon the pay range, the Governing Body will then position the Assistant Headteacher/Principal on a salary taking into account the following requirements:

- The Assistant Headteacher's/Principal's salary must be within the pay range; and
- The starting salary point may be any of the first three points of the pay range (this will result in the new Assistant Headteacher/Principal having at least two further points for potential future performance progression);
- The candidate's existing salary (if currently employed), and his/her skills, knowledge and experience and any other factors which are relevant to attract the chosen candidate.

7.18 Existing Assistant Headteacher/Principal

With effect from 1 September each year, Governing Bodies in consultation with the Headteacher/Principal are required by the Document to:-

Review the Assistant Headteacher's/Principal's performance against previously set targets. Governing Bodies have total discretion whether or not to award Assistant Headteacher(s)/Principal an increase. To achieve progression, the Document requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance. The award would be effective from 1 September. Governors are advised to seek help and guidance from the School Improvement departments, including CSF HR Services for comparative data, only for achieving or progression towards targets. Targets will normally be agreed with the Assistant Headteacher/Principal and be based on the School's/Academies Performance Management Policy.

The Governing Body can only adjust the pay range:-

- Where there is a significant change in the responsibilities of the post of a serving Assistant Headteacher/Principal.

7.19 Changes to Assistant Headteacher's/Principal's Individual School Range (ISR) and Leadership Spinal Point

Spinal points awarded for performance are made on the basis of the Assistant Headteacher's/Principal's position on the old ISR, prior to any decision being made to increase the ISR. It is not permissible under paragraph 14 of the STPCD for an Assistant Headteacher/Principal to receive an increase in spinal point outside of the previous year's ISR, unless the additional point (or more) is required for them to be placed on the minimum point of the new range. For example, an Assistant Headteacher/Principal on point 13 of an old ISR 9-13 from 1 September 2012 cannot be awarded additional spinal points from 1 September 2013 because they already receive the maximum permitted. If the Governing Body agreed a new ISR of 11-15 from 1 September 2012 the Assistant Headteacher/Principal would remain on point 13 for the academic year 2012/2013. However, it is permitted to pay the proposed increase as a recruitment and retention allowance for this academic year. The Governing body could then increase the agreed spinal point within the new ISR from 1 September 2014.

Please note that recruitment and retention allowances are pensionable and will count towards the calculation of benefits at retirement. There is therefore no disadvantage in receiving the spinal point with a recruitment and retention allowance.

7.20 Impact of a Reduction in Group Size upon the Leadership Group

Should a school/academy be assigned to a lower Group, the Headteacher/Principal serving at the School/Academy, shall, while s/he remains in post at that School/Academy, continue to receive the existing pay point on the spine but the Governing Body must review the ISR, and this could result in loss of some or all of the points for pay progression (special School Headteachers/Principals are exempt because they are guaranteed two further points for progression).

7.21 Acting Up Allowance

In accordance with the provisions of the Document relating to the payment of temporary or acting allowances, Governors will pay any teacher (including classroom teachers), who for any prolonged period (defined as a period of four school weeks or more), is required to carry out the full range of duties of an Assistant, Deputy, Headteacher/Principal or a classroom teacher with paid additional responsibility. Normally the person acting up shall be paid the minimum of the pay range or ISR appropriate to the post, however the Governing Body may determine a higher salary if appropriate. Once an acting-up allowance becomes due, the salary enhancement is paid retrospectively from the beginning of the period of cover.

8 QUALIFIED CLASSROOM TEACHERS

Qualified teachers currently employed in this school will progress, subject to performance being qualified as good or above, along the M scale (1 – 6) covering all classroom teachers. In addition, there are TLR payments, recruitment and retention payments and SEN allowances. This section will provide information and advice about each of these aspects in turn.

8.1 Pay on appointment (IE from 1st September 2013 onwards)

The governing body supports the principle of pay portability, meaning that any new employees will be paid at the level commensurate with their existing point on the main grade or UPS scale. Pay on appointment for new teachers to this school will be based on the revised 11 point scale.

The governing body may use its discretion to award extra points for new employees to the profession who have significant experience in a similar field, working with children, or have industry experience relevant to the post. Any decision to this effect will be made by the pay committee.

The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice. The Headteacher, with the agreement of the chair of governors, will have delegated powers to this effect. This may take account of:

- the requirements of the post;
- any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

8.2 Pay determinations for existing main-scale teachers, effective from 1 September 2013

The governing body will follow the provisions of the Document **2012** and award one full point on the main-scale pay range, unless the teacher has been notified that their service has been of significant concern for the previous academic year. The pay committee will only exercise the discretion of withholding pay progression where a significant performance concern exists, despite the concern having been identified, raised with the member of staff and additional support having been provided during the year.

Where the teacher is subject to the Appraisal Regulations 2012, the pay committee will award one additional point provided the teacher's performance in the previous school year was excellent, having regard to the results of the most recent appraisal.

Where the teacher is not subject to the Appraisal Regulations 2012 (eg: NQTs), the pay committee will award one additional point where the teacher's performance in the previous 12 months was excellent having regard to all aspects of his/her professional duties and the Teachers' Standards, but in particular classroom teaching, in accordance with part 3.

8.3 Pay determinations for existing main pay range teachers, effective from 1 September 2014

The pay committee will use reference points. Therefore the pay scale for main pay range teachers in this school is: £21,804 - £ 31868(11 points)

Point 1	£21804
Point 1a	£22665
Point 2	£23528
Point 2a	£24474
Point 3	£25420
Point 3a	£26397
Point 4	£27376
Point 4a	£28454
Point 5	£29533
Point 5a	£30700
Point 6	£31868

Threshold

Upper pay Spine 1	£34523
UPS 2	£35802
UPS 3	£37124

(Includes the 1% uplift as from 1st September 2013.)

To move up the main pay range, one annual point at a time, teachers will need to have made at least good progress towards their objectives and have shown that they are competent in all elements of the Teachers' Standards. Teaching should be at least 'good', as defined by Ofsted. Performance assessment judgements must be based on a broad evidence base, taking into account all aspects of the teacher's performance.

To be clear, individuals meeting all the requirements of the appraisal will progress by one full point, however, schools can award more than this for outstanding performance.

If the overall assessment of performance as per the appraisal targets, demonstrates that a teacher has shown exceptional performance, the pay committee, on the advice of the Headteacher, may award enhanced pay progression of an additional incremental point. In such cases, pupil progress will be judged to be better than similar learners nationally and teaching should be 'outstanding', as defined by Ofsted.

Judgments will be properly rooted on a broad evidence base. As a teacher moves up the main pay range, this broad evidence base should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, eg behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

Decisions to progress a teacher to the Upper Pay Range will need to be based on a broad evidence base taking into account the teacher's level of performance, which must fully meet the Teacher Standards and include two consecutive successful performance management / appraisal reviews. Teacher's performance should be assessed against the expectations of a UPS teacher – please see Appendix 1 for guidance in this respect.

Further information, including sources of evidence is contained in the school's appraisal policy.

The pay committee will be advised by the head teacher in making all such decisions. Any increase (ie: no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

8.4 Classroom Teachers' Pay Spine 2013 - Qualifications Appointment of a Qualified Teacher

The structure comprises levels labelled 1 to 6 inclusive. The scale is detailed in Appendix 2.3.

Qualifications

Governors will pay newly qualified teachers point 1 of the classroom teachers' spine unless the teacher has relevant experience which the Governing Body wishes to recognise and reward (see below).

8.5 Experience

For newly qualified teachers, Governors can recognise experience other than employment as a teacher which they consider to be relevant and therefore start the teacher on a salary above point 1 eg a Governing Body may credit a teacher who has worked in a relevant establishment overseas with additional years. Governors should be aware that if they exercise such discretion, any point(s) awarded are permanent (even if a teacher moves to another school). Consistency in the application of this discretion is important.

For those teachers who are **not** newly qualified, Governors need to recognise previous experience including service at other maintained Schools in England and Wales, service at MOD Schools and the CPR Success Zone. Essentially, the progression is one point per year in any such organisation(s) providing the teacher has worked twenty six weeks or more in any one academic year.

8.6 Progression up the Classroom Teachers Spine

Pay progression is linked to the teachers performance which is managed through the School "Performance Management Scheme" which includes the new Professional Standards as issued by Teaching Agency for Schools' (TA) and agreed objectives. .

Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills.

8.7 Performance Points

The Governing Body has the discretion to award existing classroom teachers an additional half or full point on the main scale to recognise the excellent performance of the teacher over the previous academic year. The award is permanent and pensionable and will count towards a teacher's eligibility for threshold assessment.

9.0 Upper Pay Range teachers

9.1 Round 13 Applications

If a teacher reached M6 on 1 September 2012 and applies before the 31 October 2013, under Round 13, their applications will be assessed using the STPCD **2012** (paragraph 20), ie against the Teachers' Standards and the post-threshold standards, having regard to the most recent appraisal reviews.

9.2 Applications to be Paid on the Upper Pay Range

From 1 September 2013, any qualified teacher who is at the top of the main scale range, having completed a year at the M6 pay grade can apply to be paid on the Upper Pay Range. 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 UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of appraisals for the 2 previous appraisal cycles (M5 & M6) under the Appraisal Regulations 2012, including any recommendation on pay. Where such information is not applicable or available, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be a broad evidence-based process only. Teachers therefore should ensure documentary evidence supporting the summary in the written application is available on request in the assessment of the application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application, from this school and other schools, in support of their application.

9.3 Process:

One application may be submitted annually. The closing date for applications is normally 31st October each year; however, exceptions will be made in particular circumstances, eg those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's application form;
- Submit the application form and supporting evidence to the head teacher by the cut-off date of 31st October.
- The Headteacher will assess each Threshold application within 20 school days will make a recommendation to the governors pay committee;
- The pay committee will make the final decision, advised by the head teacher;
- Teachers will receive written notification within 10 working days of the outcome of this decision. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the Headteacher. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR on 1 September of the following year (ie: following successful completion of the M6 year).
- Unsuccessful applicants can appeal the decision. **The appeals process is set out at section 22 of this pay policy.**

9.4 Assessment:

The teacher will be required to meet the criteria set out in paragraph 22 of the STPCD, namely that:

- the teacher is highly competent in all elements of the Teacher Standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

This means:

"Highly competent": the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the

particular role they are fulfilling and the context in which they are working.

“Substantial”: the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“Sustained”: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence is contained within the school’s appraisal policy.

9.5 Pay determinations effective from 1 September 2013

In accordance with paragraphs 19.5 and 19.6 of the Document **2012** the pay committee will determine that one point be awarded to a teacher on the upper pay spine whose achievements and contribution to the school, throughout the relevant period have been substantial and sustained (paragraphs 19.5.1 and paragraphs 57 to 59 of the section 3 guidance, the STPCD **2012**).

In reaching its decision, the pay committee shall have regard to the results of the teacher’s two most recent appraisal reports, including any pay recommendation, when exercising its discretion in accordance with the provisions of paragraph 19.5.1 of the STPCD **2012**.

9.6 Pay determinations effective from 1 September 2014

The pay committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- paragraph 18 of the Document 2013;
- the evidence base, which should show that the teacher has had a successful appraisal and has made good progress towards objectives;
- evidence that the teacher has maintained the criteria set out in paragraph 18, namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher’s achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in the section of this policy entitled, “Applications to be paid on the Upper Pay Range”.

Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. Performance assessment judgements must be based on a broad evidence base, taking into account all aspects of the teacher’s performance and should be assessed against the expectations of a UPS teacher – please see Appendix 2 for guidance in this respect. The pay committee will be able to objectively justify its decisions.

Where it is clear that the evidence shows the teacher has made good progress, ie they continue to maintain the criteria set out above (see ‘Applications to be Paid on the Upper Pay Range’), and have made good progress towards their objectives, the teacher will move to £35823 on the Upper Pay Range; or if already on the mid-point, will move to the top of the Upper Pay Range.

Where it is clear from the evidence that the teacher’s performance is exceptional, in relation to the criteria set out above (see ‘Applications to be Paid on the Upper Pay Range’), and where the teacher has met or exceeded their objectives, the pay committee

will use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching should be 'outstanding' as defined by Ofsted.

Further information, including sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the Headteacher in making all such decisions.

Further useful information is available from the NASUWT/NUT document which is appended to this document.

9.7 Pay Scale for Post-Threshold Teachers

As outlined above, the Performance Management Scheme coupled with the Professional Standards for Teachers will provide the basis for decisions regarding the pay progression for all teachers including Headteachers.

Any eligible teacher to be considered for threshold assessment will complete an application form and submit it to the Headteacher. Applicants must meet the criteria under paragraph 18 of the STP&CD 2013. Headteachers/Principals will consider the application form and decide whether or not to pass the individual's application.

The Governing Body should delegate the receipt and assessment of threshold applications to the Headteacher (or the person with management responsibility in the case of unattached teachers). There are two further levels on the upper pay spine which individual classroom teachers may be considered for in the future. Point 1 on the Upper Pay Scale is the threshold. Threshold assessment is a voluntary process and entirely a matter of choice for the classroom teacher. The individual is responsible for applying and they must provide the Headteacher/Principal with adequate evidence, in the form of actual examples, to illustrate their experience in respect of each threshold criteria.

Headteachers/Principals should promptly notify the teacher applying to pass threshold of the outcome of the assessment no later than twenty working days of informing the Governing Body of the decision. The original application form should be returned to the teacher.

The applying teacher should receive verbal feedback from the Headteacher/Principal on each standard and the reasons for the outcome of their application. They should also receive advice on aspects of their performance that would benefit from further development.

Unsuccessful applicants should also be given written feedback within twenty working days of informing the Governing Body of the decision.

Unsuccessful teachers have the right of appeal. Headteachers/Principals should provide, in writing, an explanation for their decision to the candidate. Teachers may then formally appeal, in writing, to the Chair of Governors for the decision to be reviewed.

Feedback to successful and unsuccessful applicants should be sensitive, informative and developmental. Feedback should link effectively to the School's Performance Management arrangements and should enable the teacher and his/her manager to identify clear priorities for professional development.

The unsuccessful applicant has the right of appeal to the Personnel Appeals Committee.

Applying teachers who work at two or more schools should apply to the school at which they work at for the majority of their time. If the balance between two schools is equal then the application should be made to the school where they have worked the longest. The teacher can only make one application per round.

Increases in pay for the successful candidates will take effect on 1st September in the year of application.

Further progression on the upper pay spine to Point 2 will be at the discretion of the Governing Body to recognise "substantial and sustained performance". Under the current ruling, a teacher can progress (at the discretion of Governors) a maximum of one point every two years. The current post-threshold pay scale is provided at Appendix 2.3.

The School Teachers' Pay & Conditions Document established the criteria to be used to determine whether or not an eligible classroom teacher was to progress on the upper pay spine. Paragraph 19.5.1 states:

"Save in exceptional circumstances, there must be no movement up the pay scale set out in sub paragraph 2 prior to the second annual determination after the date on which the post-threshold teacher was first placed on that scale or the date on which the teacher was last awarded an additional point on that scale and unless:

- (a) in the case where the post-threshold teacher is not subject to the 2002 Regulations or the 2006 Regulations, there has first been a review of performance and the relevant body is satisfied that the teacher's achievements and contribution to the school, or to the school or schools in which the teacher previously worked, have been substantial and sustained; or
- (b) in the case where the post-threshold teacher is subject to the 2002 Regulations or the 2006 Regulations, the relevant body is satisfied that the teacher's achievements and contribution to the school, or to the school or schools in which the teacher previously worked, have been substantial and sustained, having regard to the results of the two most recent appraisals or reviews carried out in accordance with the 2001 Regulations, the 2002 Regulations or the 2006 Regulations, as the case may be."

Based on these statements it is the Governing Body who after hearing recommendations from the Headteacher will decide whether a classroom teacher will be allowed to progress on the upper pay spine.

What is meant by "substantial and sustained?"

The DFE with the Headteacher Trade Union has issued the following guidance:-

- Governing Bodies should seek the advice and recommendations of their Headteachers;
- The Governing Body and Headteacher should use any information arising from any statutory reviews, such as Ofsted reports, and from the teacher appraisal reviews currently being undertaken in schools;
- Governing Bodies and Headteachers should refer to the existing eight threshold standards established to consider the totality of a teacher's work and it is expected that a classroom teacher should demonstrate a greater breadth and depth in these standards than at the initial threshold level;
- Objectives or targets for action arising from the School Development Plan should be considered. However, there is no automatic link between achieving objectives or targets and pay progression.

Using these broad guidelines, Headteachers/Principals will be able to form a recommendation to Governors concerning teachers' progression to the second level on the upper pay spine.

The Process

All teachers should receive a statement which details their salary entitlement on 1 September each year. As part of that process, Headteachers/Principals will be aware of which teachers are eligible for progression. An application by the teacher is not necessary.

The Headteacher/Principal will consider the available information from the performance management of the school and review each teacher. If there is documented evidence

that a teacher has not maintained the standards of performance over the two year period since passing threshold then the individual teacher should be given the opportunity to discuss the Headteacher's/Principal's concerns before any recommendations are made to the Governing Body.

The Headteacher/Principal and/or the Governing Body should give the teacher and/or his/her representative the opportunity to present evidence to support identified, perceived and supposed shortcomings in relation to the performance standards.

The Headteacher/Principal will review the application and make recommendations to the Governing Body. In exceptional cases the Headteacher/Principal may wish to interview the classroom teacher in order to clarify specific items of information.

The Governing Body may decide to review the information or accept the Headteacher's/Principals recommendation, either way the Governing Body will then make a decision concerning the individual classroom teacher's application. Teachers who disagree with the Governing Body decision have the right of appeal as outlined in paragraph 5.2.

If the Governing Body accepts the application then the Headteacher/Principal will inform the classroom teacher and CSF HR of the decision and the increase in salary will be implemented. The effective date of implementation will be 1 September 2013.

Having made and communicated these decisions the Governing Body should then apply via the Schools Accountancy Team for the special grant to support the payments. Please note the cost of progression to a school cannot be the cause of refusing a teacher movement up the upper pay spine as the assessment is performance related.

There is an expectation that the majority of teachers who are eligible will progress to Point 2 of the upper pay spine.

Progression to UPS 2 should be based upon a review of the performance of the teacher over the two years since achievement of UPS 1.

The Governors and Headteacher/Principal will need to assess that the teacher's achievements and contribution to the school have been substantial and sustained. In cases where the evidence does not show continued achievement of the threshold standards the Governing Body may refuse the award of UPS 2 until such time in the future as the teacher does reach those standards.

Therefore, Headteachers/Principals are advised to have available evidence concerning the individual teachers including any relevant data, records of classroom observations, any other evidence such as any capability or disciplinary issues during the relevant period, parental complaints, Ofsted reports etc.

Judgements should be rooted in evidence. Teachers cannot be expected to produce a portfolio of evidence but it may be helpful to the process if the teacher were given the opportunity to contribute towards the review process by also providing evidence.

Progression to UPS 3

Progression to UPS 3 should be based upon two successful consecutive management reviews during the period leading up to the individual being eligible for the payment.

A "performance review" is described as involving a review of:

- the set performance objectives;
- classroom observation; and
- any other evidence.

The Governors and Headteacher will need to assess that the teacher's achievements and contribution to the school have been substantial and sustained and has:

- continued to meet threshold standards; and
- grown professionally by developing their teaching expertise post threshold.

Therefore, Headteachers/Principals are advised to have available evidence concerning the individual teachers meeting their performance objectives including any relevant data, records of classroom observations, any other evidence such as any capability or disciplinary issues during the relevant period, parental complaints, Ofsted reports etc.

Judgements should be rooted in evidence. Teachers cannot be expected to produce a portfolio of evidence but it may be helpful to the process if the teacher were given the opportunity to contribute towards the review process by also providing evidence.

10 Performance Management

As per regulations introduced in September 2012.

Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

Schools and Local Authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools, Academies and Local Authorities must have a performance management policy for teachers and a policy covering all staff which deals with lack of capability. This model policy applies to teachers, including Headteachers/principals, and to all support staff employed at the school. It has been written in the context of schools, but the same principles apply to unattached teachers. It is good practice for schools to consult staff on their performance management and capability policies.

These policies are recommended for adoption to all schools & academies in Cornwall. Should schools or academies choose to develop different arrangements to those outlined in this document; they will need to re-open trade union negotiations on an individual basis.

Decisions relating to future objectives should be discussed in the light of the new Teachers Standards, the Schools development plan and any other teaching and learning based objective applicable to the academy.

As a consequence future reviews, mid year, termly or in September 2013 should be based upon the new regulations.

Stepping Down Arrangements

Headteachers and Deputy Headteachers appointed before September 2000 and Headteachers/Principals, Deputies and Assistant Headteachers/Principals appointed after

that date and who have been in post for more than 1 year are eligible to be paid on Point 1 of the upper pay spine if they revert to being a classroom teacher on the main scale. Headteachers/Principals, Deputies and Assistant Headteachers/Principals who step back from the leadership scale to being classroom teachers with less than 1 year's service in post will revert to point 6 on the main scale. Headteachers/Principals, Deputies and Assistant Headteachers/Principals appointed after 1 September 2003 who have already been awarded UPS 2 or UPS 3 will revert to that level if they step down from their post to be a classroom teacher. Governors do have the discretion to revert a Head/Principal, Deputy or Assistant Head/Principal to a point higher than they were previously on if they have a) sufficient service and b) if their performance justifies the increase.

11 Teaching and Learning Responsibility Payments (TLRs)

From September 2013 Governing bodies will have the option of awarding a teacher a **temporary TLR3 between the values of £505 & £2525 pa, this can be an open-ended or time limited award depending upon the specific work requirements.** The existing TLRs 1 and 2 remain permanent awards whilst the teacher remains in post. They can only be awarded on a temporary basis if the teacher is temporarily covering a post on the school staffing structure where the holder of that post is absent eg on maternity leave or away on a secondment.

TLR 1 must include all the duties/responsibilities 1 – 5 listed below (a) to (e) eg a Head of Faculty;

TLR 1 ranges from £7,397 up to £12,517 (from 1st September 2013)

TLR 2 must cover (a) to (d) ie not the line management of staff

TLR 2 ranges from £2,561 up to £6,259 (from 1st September 2013)

The Governing Body with the Headteacher should determine the management structure. The structure must be discussed by each school with their staff and relevant trade unions and published as part of the WSPP therefore the duties and responsibilities and payments will need to be clear and defined. The Governing Body with the Headteacher will then allocate the appropriate TLR level and payment in accordance with the guidance set out in the Document, specifically a minimum gap of £1,500 should exist between different levels of payment within each TLR band.

The levels would be distinctive and specific to the post and therefore unless there were changes to the responsibilities, progression up the levels would not be available.

- (a) the annual value of a TLR1 shall be no less than £7,397 and no greater than £12,517;
- (b) the annual value of a TLR2 shall be no less than £2,561 and no greater than £6,259; and
- (c) if the Governing Body awards TLRs of different annual values to two or more teachers, the minimum difference in the annual value between each award of a TLR1 is £1,500 and between each award of a TLR2 is £1,500. For the avoidance of doubt the minimum difference level only applies for payments within each TLR level. The payments may be less than £1,500 between a TLR1 and a TLR2 payment.

The pay committee may award a TLR to a classroom teacher in accordance with paragraph 24 of the STPCD. TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out at paragraph 24.

The pay committee may award a TLR3 of between £505 to £2525 for clearly time-limited school improvement projects, or one-off externally driven

responsibilities as set out in paragraph 25.1. The Headteacher on behalf of governors, will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No pay protection will apply in relation to an award of a TLR3

Holders of a TLR 1 or 2 allowance may also be paid a TLR3 payment as a temporary addition to their substantive duties.

TLR 1 has 4 levels:

TL1A £7,397 TL1B £9,102 TL1C £10,809 TL1D £12,517

TLR 2 has 3 levels:

TL2A £2,561 TL2B £4,409 TL2C £6,259

Before awarding a TLR the relevant 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.

In addition, before awarding a TLR1, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people and this is defined as at least 3 members of staff.

12 Recruitment and Retention Incentives and Benefits

The Governing Body, and where they are the teacher's employers the Authority, may as an incentive for the recruitment of new staff and the retention in their service of existing teachers make payments or provide other financial assistance, support or benefits to a teacher. These payments may be made in relation to:

- the provision of housing;
- relocation expenses;
- travel expenses incurred in journeys to and from work;
- a recruitment or retention allowance. (With effect from 1st September 2013, such payments are not bound by the previous three year limitation rule. The governing body will make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they will be withdrawn.)

For pay determinations made on or after 1 September 2011, any award to a headteacher/principal including non-monetary benefits (for which a notional monetary value must be given), is subject to the overall 25% limit on discretionary payments and should not result in the headteacher/principal being paid an amount in respect of the same circumstance or reason.

In each and every case where a Governing Body is considering making such a payment, it is strongly recommended that the Governing Body seeks advice from CSF HR and/or the County Treasurer to ensure compliance with the Council's financial regulations.

To be clear, where the Governing Body has agreed to pay recruitment and retention allowances it must conduct regular formal reviews of all such awards.

13 Special Educational Needs (SEN)

The pay committee will award an SEN spot value allowance on a range of between £2022 and £3994 to any classroom teacher who meets the criteria as set out in paragraph 26 of the Document.

When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post (for example, the School's SEN Co-ordinator is required to hold QTS, to have completed the Induction Period and to have undertaken the National Award for SEN Coordination), the qualifications or expertise of the teacher relevant to the post, such as autism; and the relative demands of the post (paragraph 27.3 of the Document). The governing body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The governing body will take account of paragraphs 38 to 43 of the section 3 guidance.

An SEN allowance of no less than £2,022 and no more than £3,994 per annum which is payable in accordance with the following:

The Governing Body must award a SEN allowance to a classroom teacher:-

- (a) in any SEN post that requires a mandatory SEN qualification;*
- (b) in a special school;*
- (c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;*
- (d) in any non-designated setting (including any short stay school in England) that is similar to a designated special class or unit, where the post:-*
 - (i) involves a substantial element of working directly with children with special educational needs;*
 - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and*
 - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit or service.*

Where a SEN allowance is to be paid, the Governing Body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:-

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

The Governing Body must set out in its pay policy the arrangements for rewarding classroom teachers with SEN responsibilities.

15 Safeguarding

General Safeguarding

Members of the Leadership Group who will or may have their salaries reduced as a result of an internal reorganisation are subject to safeguarding and must receive notification within a month of determination of the safeguarding to which they will be subject.

All safeguarding, (except for teachers subject to general safeguarding arrangements who take up posts to which general safeguarding arrangements applied before 1 January 2006), is fixed-term for up to three years and is cash-based. This covers existing

assimilation safeguarding.

All teachers in receipt of safeguarding sums totalling more than £500 may be required to carry out work commensurate with those sums, and safeguarding will be lost if they unreasonably refuse to do so.

15.1 Safeguarding for Members of the Leadership Group

Except where a Headteacher's salary has already been safeguarded under the 2004 Document, where the Governing Body determines ("the determination"), whether as a result of a change to its pay policy or to the School's staffing structure or otherwise, to:-

- (a) reduce the number of members of the Leadership Group;
- (b) reduce the Individual School Range and the reduction would lead to a reduction in the Headteacher's salary;
- (c) reduce a Deputy Headteacher's pay range and the reduction would lead to a reduction in the Deputy Headteacher's salary; or
- (d) reduce an Assistant Headteacher's pay range and the reduction would lead to a reduction in the Assistant Headteacher's salary.

A member of the Leadership Group whose salary is reduced as a result of the implementation of the determination shall be paid the safeguarded sum.

In the case of a teacher who is affected by a determination within (a) or (b) above, the safeguarded sum is the difference between his/her original salary and the value of the new point on which s/he is placed on either the main classroom teachers pay scale or the upper pay spine pay scale combined with any TLR or special educational needs allowance awarded to him/her.

In the case of a teacher who is affected by a determination within (c)–(d) above, the safeguarded sum is the difference between the original salary and the value of the point at which s/he is placed in the new pay range.

The Governing Body shall, within one month notify in writing a teacher who is or may be affected by the determination of that fact and of:-

- (i) the reason for the determination;
- (ii) the date on which the determination is to be implemented in relation to that teacher (if known);
- (iii) the date on which the safeguarding period will end;
- (iv) his/her original salary;
- (v) the safeguarded sum or, if the determination is to be implemented at a later date and its precise effect on the teacher is not yet known, the maximum amount by which his/her original point may be reduced; and
- (vi) where a copy of the school's staffing structure and pay policy may be inspected.

The teacher shall be paid the safeguarded sum until:-

- (a) the safeguarding period ends;
- (b) in the case of a teacher affected by a determination within paragraph (a) or (b):-
 - (i) s/he ceases to be a classroom teacher;
 - (ii) as a result of a subsequent determination by the Governing Body, s/he is placed on a higher point on the pay scale set out either by the main classroom teachers pay scale or the upper pay spine pay scale, or s/he first becomes entitled to be paid on the upper pay spine pay scale, and the value of that point combined with any TLR or special educational needs allowance awarded to him/her equals or exceeds his/her original salary; or
 - (iii) the teacher is awarded a TLR that, either at the time it is awarded or as a result of a subsequent determination by the Governing Body, equals or exceeds the combined value of the safeguarded sum and any TLR or special educational needs allowance that was awarded to him/her on or before the

date of the notice given at (iii) above.

- (c) in the case of a teacher affected by a determination within (c)–(d), the value of his/her point on the Leadership; or
- (d) the teacher's employment at the school ends other than due to a closure or reorganisation

whichever is the first to occur.

"original salary" means the value of the point on the Leadership pay spine to which the teacher was entitled immediately before the determination, taking into account the annual salary review undertaken as part of the School's/Academies Performance Management Policy.

18 LEADING PRACTITIONERS

The governing body will take account of paragraph 19 of the Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching schools within school [and within the wider school community] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas of pedagogy and practice

18.1 Pay on appointment

The pay committee will determine a pay range of £37836 - £57250pa for each leading practitioner post in accordance with paragraph 19 of the Document.

18.2 Pay determinations with effect from 1 September 2014

The head teacher will agree appraisal objectives for the leading practitioner.

The pay committee shall have regard to the results of the leading practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay, in accordance with paragraph 19 of the STPCD.

The pay committee will take account of other evidence. The evidence should show the leading practitioner:

- has made at least good progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

"Highly competent", "substantial" are defined in the section entitled, "Applications to be paid on the Upper Pay Range".

The pay committee will determine pay progression such that the amount is clearly attributable to the performance of the leading practitioner. The pay committee will be able to objectively justify its decision.

Where it is clear from the evidence that the teacher's performance is exceptional, the pay committee may award enhanced pay progression.

Further information, including sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the Headteacher in making all such decisions

19 UNQUALIFIED TEACHERS

Maintained schools

19.1 Pay on appointment

The pay committee will pay any unqualified teacher in accordance with paragraph 20 of the STPCD. The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The pay committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 20 and 21.

19.2 Pay determinations effective from 1 September 2013

The governing body will follow the provisions of the STPCD 2012 and award a point on the unqualified teacher scale (paragraph 35), unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The pay committee will normally exercise this discretion only in the context of a formal appraisal procedure where support and adequate time has been offered to assist the teacher to address the concerns. The pay committee will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.

Where the teacher is subject to the Appraisal Regulations 2012, the pay committee will award one additional point where the teacher's performance in the previous 12 months was excellent having regard to the results of the most recent appraisal.

Where the teacher is not subject to the Appraisal Regulations 2012, the pay committee will award one additional point where the teacher's performance in the previous school year was excellent, having regard to all aspects of the teacher's professional duties, in particular, classroom teaching.

19.3 Pay determinations effective from 1 September 2014

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards their objectives.

If the evidence shows that a teacher has exceptional performance, the governing body may award enhanced pay progression.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

Information on sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the head teacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

The Education (Specified Work and Registration) (England) Regulations 2003 states that only the following individuals are allowed to undertake "specified work" in maintained schools, non-maintained special schools and pupil referral units in England:

- Teachers with QTS;
- Student teachers, trainee teachers who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS;
- Persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- Overseas Trained Teachers (OTT);
- Instructors in any art, skill subject or group of subjects (including any form of vocational training) who have special qualifications and/or experience and where no suitable qualified teacher, graduate teacher, registered teacher or teacher on an employment-based teacher training scheme is available; and
- Assistant teachers at a nursery school or teachers of a nursery class, who are employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

As a consequence, unqualified teacher status may only apply to staff who are currently undertaking QTS training. Unqualified teachers who are not studying for QTS will need to be transferred to become Instructors.

A separate six point incremental scale (see Appendix 2.3) applies to unqualified classroom teachers. The Governors should take into account relevant qualifications and experience when appointing an unqualified teacher, or an overseas-trained teacher, to the unqualified teachers salary scale.

Progression is the same as qualified teachers although Governors have discretion to award an extra increment(s) if they wish.

Governors may also pay an additional allowance as they consider appropriate, having regard to the qualifications and experience of the teacher and/or the responsibilities of the post.

If an unqualified teacher becomes qualified, Governors will pay him/her on the next point up on the classroom teachers' spine unless the Governors exercise discretion to pay a higher salary on the classroom teachers' spine.

Unqualified teachers' pay points are permanent whether they remain in the same post or take up a new one.

Unqualified teachers may not hold TLRs or SEN allowances.

As above, in the introduction at page 1 of this document, the unconsolidated payment of £250 will no longer be payable to unqualified teachers on points 1, 2,& 3 of the Unqualified scale from 1st September 2013.

Academies - The *Education (School Teachers) (Qualifications and Specified Work) (Miscellaneous Amendments) (England) Regulations 2012* amend the 2003 regulations to allow academies the flexibility to appoint unqualified teachers/instructors who do not hold QTS

20. Other Teacher Conditions

20.1 Safeguarding

Where a school closes or schools merge and a teacher loses his/her post and is re-employed by Cornwall Council in another school resulting from the closure/merger, the teacher will be fully protected for pay purposes and therefore will continue to be paid as if s/he continues to hold his/her previous post. If a teacher loses his/her post in other circumstances, the Local Authority has discretion to protect the teacher.

20.2 Part Time Teachers and Supply Teachers

Following a School Teachers' Review Body (STRB) report, the 2008 School Teachers' Pay & Conditions Document introduced a new and consistent approach to the calculation of a part time teachers contracted hours and pay (see below).

How is part time teachers' pay and working time to be calculated?

Each school will calculate the proportion of time a part time teacher works against the school's timetabled teaching week (STTW). The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding:

- break times;
- registration; and
- assemblies.

The STTW of a full time classroom teacher is to be used as the figure for calculating the percentage of the STTW for a part time teacher at the school.

For example, if the school day, excluding registration and assembly, runs from 9.00am to 12.15pm and again from 1.15pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session, the school's timetabled teaching week would be calculated as; morning session = 3 hours, afternoon session = 2 hours, whole day = 5 hours, STTW = 25 hours.

If a part time classroom teacher in the example above (including excellent teachers and unqualified teachers) were employed at the school in question for mornings only, working 9.00am to 12.15pm every day, their percentage of the STTW would be calculated as 15 hours per week, 60% of full-time (15/25). Such a part time teacher on M5 (proposed England and Wales full time salary rate of £29,240 from September 2010) working at 60% of full time would be entitled to a part time salary of £17,544 (60% of £29,240). The same percentage is used to calculate the 'directed time' hours, so 60% of the 1265 directed time hours of a full time teacher amounts to 759 hours directed time for the part time teacher. A straightforward deduction of the 'directed time' hours required for the STTW across the school year (585 hours, or 15 hours per week multiplied by 39 weeks) provides the remaining available 'directed time' for the part time teacher in the school year (759-585 = 174 hours).

Supply Teachers working for less than 1 day will be paid on the basis of the number of hours actually worked based upon their hourly rate using their qualifications and experience to determine the appropriate point on the classroom teachers' scale. If they work for more than 1 day or more they will be paid at the daily rate calculated on the assumption that a full working day is 6.487 hours using their qualifications and experience to determine the appropriate point on the classroom teachers' scale. If a supply teacher is employed for more than 4 weeks they should be offered a contract of employment with their salary being adjusted from their start date in line with their contracted counterparts.

In addition, a days employment at a school is defined as 6.487 hours and as such a supply teacher who attends a school for a full day must be paid 6.487 hours. This will include an element of non-contact time and as such the Headteacher may direct the teacher to undertake other reasonable duties within these hours.

INSET for Part time Teachers

With effect from 1 September 2008, no teacher employed part time may be required to work on any day of the week, or part of a day, that they do not normally work.

Also see bulletin issued August 2008.

20.3 Residential Duties

Any payments to teachers for residential duties shall be determined by the Governing Body. Where a headteacher receives a payment for residential duties which are a requirement of the post, that does not count towards the 25 per cent limit on discretionary payments.

20.4 Additional Payments

The Governing Body may make payments to teachers, including those on the Leadership Spine and Lead Practitioners, in respect of:

- (a) continuing professional development undertaken outside the school day;
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- (c) participation in out-of-school hours learning activity that has been agreed between the teacher and head or between the head and the Governing Body;
- (d) additional responsibilities and activities due to, or in respect of, the provision of services by the Headteacher/Principal relating to the raising of educational standards to one or more additional schools.

In order to avoid unnecessary confusion and arguments regarding the payment of additional payments, Headteachers/Principals and Governors should consider the following guidance:

- Payments over £1,000 – these may be submitted on an EP3 payroll form and must be authorised by either the Headteacher/Principal or a Governor – such payments should be recorded in the Governing Body minutes, which should be kept available at the school for audit purposes;
- Payments for less than £1,000 – these may be submitted on an EP3 payroll form and must be authorised by either the Headteacher/Principal or a Governor;
- In all cases schools should identify whether the payment is for CPD, ITT, OSLA or HDS by ticking the appropriate box. Additional space has been provided on the EP3 payroll form for schools to add any additional information for their own use.

Additional payments should not be used to reward additional hours worked (an increase in hours using an EP1 form or completion of an FP8 form should be used – paying the teacher his/her current hourly rate); they should not be used to recognise regular work (this should be incorporated into the persons job description and a new EP1 form submitted); they should not be used to recognise long service or performance within the persons main job (it is a basic assumption that all staff perform well and work hard and therefore to differentiate in this way is unfair to the majority of staff who do not receive such payments).

20.5 Continuing Professional Development (CPD)

The Governing Body should decide which CPD activities teachers may be paid for and set an appropriate level of payment in their pay policy. Some teachers may not wish, or be able, to attend training courses in the evenings, at weekends or during holidays. Heads/Principals and School Governors should respect the right of individuals to make their own choice and take proper account of equal opportunities and contractual requirements for reasonable work-life balance. Payments to full time classroom teachers should only be made in respect of those activities undertaken outside the 1,265 hours of directed time.

20.6 Initial Teacher Training Activities (ITT)

The Governing Body should decide whether to make additional payments to any Teacher for activities related to providing initial teacher training (ITT). Such payments may be made only for ITT which is provided as an ordinary incident in the conduct of the school. The Governing Body should set an appropriate level of payment for ITT activities in their pay policy.

Teachers undertaking school-based ITT activities do so on an entirely voluntary basis. Such activities might include supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; running seminars or tutorials on aspects of the course; and formally assessing students' competences.

Other aspects of ITT activities cannot be regarded as an ordinary incident in the conduct of the school. Such activities include the additional requirements of School Centred ITT (SCITT), where schools take the lead in providing ITT courses. They may include planning and preparing materials for an ITT course, and taking responsibility for the well-being and tuition of ITT students.

Separate non teaching contracts of employment should be issued to cover those aspects of involvement in ITT which require the exercise of a teacher's professional skills or judgement but which go beyond activities which may be described as an ordinary incident in the conduct of the school. No teacher should routinely carry out administrative and clerical ITT related activities.

20.7 Out of School Hours Learning Activities (OSLA)

The Governing Body should decide whether to make payments to teachers who agree to participate in out-of-school hours learning. The level of payment should be covered by the school's pay policy. Payments to full time classroom teachers should only be made in respect of those activities undertaken outside the 1,265 hours of directed time. All agreements and payments to be made should be documented. All such activities should require the exercise of the teacher's professional skills or judgement.

20.9 Salary Sacrifice Arrangements

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 his/her gross salary in return for the employer's agreement to provide him/her with a benefit-in-kind under the following schemes:—

- (a) a child care voucher or other child care benefit scheme;
- (b) a cycle or cyclist's safety equipment scheme;
- (c) a mobile telephone scheme; and

that benefit in-kind is exempt from income tax.

Where the employer operates a salary sacrifice arrangement, the teacher may participate in any such arrangement and his/her gross salary may be reduced accordingly for the duration of his/her participation in it.

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

21. SCHOOL NON - TEACHING STAFF

21.1 The Single Status & Pay & Grading Collective Agreements

The Single Status agreement implemented in April 1999 is a National Agreement; all aspects of which are binding on centrally employed "Green Book" staff. The purpose of the Agreement was to begin the process of harmonising the pay and conditions of all staff employed under the "Green Book". The 1999 Agreement was the first stage in this process. The Agreement, which is contractually binding on non-teaching Green Book staff in schools, contained a number of changes, which are detailed below, and were implemented at the time of the Agreement. This means that schools are obliged to pay their staff in accordance with these provisions. The changes include:

- the 37 hour standard working week which affects the pay calculation for part time staff in schools; and
- the level of overtime and premium payments; and
- the fact that staff that are promoted should get an immediate pay increase; and
- a requirement to pay staff for acting up in the absence of more senior staff for at least four weeks;
- first aid allowances.

Following on from the introduction of the Single Status Agreement, Cornwall Council acting as employer of many school based staff and on behalf of voluntary aided and foundation schools, who employ their own school based staff, concluded the Pay and Grading Collective Review which dealt with the remaining harmonisation and equality issues within the pay and conditions of Green Book staff. This resulted in a new Local Collective Agreement relating to Local Government Services and Pay and Grading arrangements.

The Pay & Grading Collective Agreement was signed by the Council and Trade Unions in March 2004 and it allows the Council to implement new pay and grading arrangements. The Collective Agreement applies to all Cornwall Council Single Status staff.

In accordance with the School Staffing (England) Regulations 2003, Governing Bodies have a specific responsibility to ensure that the pay and grading of staff employed in schools remain within the pay framework of the Local Authority. The pay framework for all Local Authority maintained schools in Cornwall is established by the Pay and Grading Local Collective Agreement.

The issues in the Pay and Grading Collective Agreement include the evaluation of each post using an agreed job evaluation scheme and a new pay structure with agreed rules on the implementation of the new structure.

Schools/Academies intending to alter any of the Single Status arrangements must discuss their proposals with the relevant trade unions before changes can be implemented.

21.2 Salary Determination & Notification

In order to apply a consistent approach to the determination of all staff salaries, the Governing Body should review support staff salaries on 1 September each year (as they are also obliged to do with teachers). In accordance with the School's/Academies Performance Management Policy, the Personnel Committee should review the achievement of performance targets and/or additions to each job description of new duties or responsibilities, to ensure that the appropriate grade is determined for each member of staff.

All staff are now employed on an increment based scale and unless the individual is subject to formal capability proceedings they should progress to the next point on their scale until they reach their maximum.

The Personnel Committee is encouraged to issue to all members of staff a salary statement that details the individual's grade, salary point (including any performance related award and the reasons for the award), any allowances, any safeguarded pay and any future performance review targets.

Similar to teachers, the only exceptions to the 1 September annual review would be the appointment of a person to a new post, to recognise the addition of new duties or responsibilities and the annual cost of living pay award (normally in April).

21.3 Salary Grades

The School Standards and Framework Act 1998 gave powers to Governing Bodies to set the salaries of all support staff employed within a school. However, Governing Bodies must adopt one of the Local Authority's recognised pay scales or points.

It is important that Governing Bodies have a consistent, objective and non-discriminatory way of determining the grades/salary levels of staff in order that they meet the requirements of the Equal Pay Act. The Local Authority has produced a number of standard job descriptions and recommended grades which schools are recommended to follow thereby ensuring the Council as a whole can meet its legal requirements. If schools need grading advice on a specific post(s) that has duties and responsibilities which fall outside the standards, please contact Children, Schools & Families (CSF) HR for grading advice. Normally a job description and person specification will be required in order to evaluate the value of the job and appropriate pay scale and conditions.

CSF HR Services requires schools to fully complete their payroll instruction spreadsheets including the appropriate evaluated grade of the post so the correct payment level can be properly applied. If you have difficulties in doing this please contact CSF HR and we will assist you. Please also note section 21.23 below regarding recent changes to forms.

21.4 37 Hour Week

The standard working week for full time employees is 37 hours. When entering into a contractual relationship with an employee, Governors determine the number of hours and when they want staff to work and whether they wish to make any provisions in the contract to vary when the hours are actually worked. Governors need to have due regard to the overtime and premium rate provisions.

21.5 Incremental Progression

The Pay & Grading Collective Agreement provides for all staff to receive one increment per year within their new grade. The Governing Body may withhold an annual increment if it determines that the performance during the preceding period was unsatisfactory. An increment will be withheld only when the member of staff has been notified previously in writing of perceived failings and their performance has remained unsatisfactory. This action will be taken only if the individual has been subject to the Capability Procedure adopted by the Governing Body. Where an individual has been notified that his/her service has not been satisfactory, the Governing Body may nevertheless determine subsequently that an increment should be awarded in respect of that period. Governing Bodies have the discretion to accelerate a member of staff along their particular scale based upon special merit or ability.

21.6 Promotions and Regradings

A member of staff being promoted or regraded to a higher grade should receive an immediate pay increase. Normally the promotion or regrading would be to the lowest scale point on the new scale unless a higher point was necessary to ensure an immediate increase in pay. Regradings will normally be effective from the date noted on the agreed job description. Once again, CSF HR is available to give grading advice.

Promotions should result in at least a 1% salary increase.

21.7 Honorarium

Governing Bodies have the discretion to recognise and reward staff who undertake exceptional and/or extra duties for a short or extended period. It is for the Governing Body to determine the amount to be paid but account should be taken of the value of the duties and the duration which is undertaken in comparison with other staff. There is discretion on whether to pay this on a monthly basis or as a lump sum when the higher level duties cease. Which option is chosen is likely to be influenced by the duration of the higher level duties. The payment is subject to all normal deductions.

Care should be taken when agreeing that staff should undertake additional duties to ensure that they are reasonable and the situation should be reviewed regularly. After an extended period consideration should be given to reviewing the award of the honorarium and the operational requirements and dependent upon the circumstances formalise the arrangement or make some other arrangement.

In order to avoid unnecessary confusion and arguments regarding the payment of honorarium payments, Headteachers and Governors should consider the following guidance:

- payments over £1,000 – these may be submitted on an FP14 payroll form and must be authorised by either the Headteacher/Principal or a Governor - such payments should be recorded in the Governing Body minutes, which should be kept available at the school for audit purposes;
- payments for less than £1,000 – these may be submitted on an FP14 payroll form and must be authorised by either the Headteacher/Principal or a Governor;

Honorarium payments should not be used to reward additional hours worked (the appropriate FP4 overtime procedure should be used); they should not be used to recognise regular work (this should be incorporated into the persons job description and a new EP1 form submitted); they should not be used to recognise long service or performance within the persons main job (it is a basic assumption that all staff perform well and work hard and therefore to differentiate in this way is unfair to the majority of staff who do not receive such payments).

21.8 Payment of Acting Up Allowances

Employees who act up in the absence of more senior colleagues for a continuous period of at least four weeks shall be entitled to be paid the salary of the higher graded job – or a proportionate allowance where they are not undertaking the full duties and responsibilities of the higher graded post. Once the qualifying period of four weeks has been satisfied, the higher salary will be paid with effect from the first day on which the employee was required to undertake the duties and responsibilities of the higher graded post.

21.9 Overtime, Plusages and Premium Rates

Cornwall Council and the recognised Trade Unions are jointly committed to the principle of ensuring that overtime is worked only when it is strictly necessary for operational reasons and that arrangements are made to ensure all overtime is properly managed and controlled to avoid unnecessary expenditure. Schools are bound by this agreement and the specific provisions set out below relating to overtime, plusages and premium rates which are applicable to employees in receipt of pay at or below Grade H Point 6 on the common pay spine.

21.10 Additional Hours beyond the 37 Hours Working Week

In normal circumstances (unless an individual contract provides for it) the need to require staff to work beyond the normal working week of 37 hours (32.5 for Nursery Nurses' employed prior to April 2004) should be avoided. However, there are instances

when the school will need individuals to work additional hours outside their normal working pattern. Where it is impracticable to grant time off in lieu, staff are entitled to receive time plus 50% for all hours over 37 hours worked Monday to Sunday.

The overtime is based upon complete 15 minute units with time less than a quarter hour not ranking as overtime.

Staff normally working less than 37 hours per week will be paid at their standard hourly rate up to 37 hours per week and time plus 50% over 37 hours.

21.11 Part Time Employees

Part time staff are not entitled to plusages for additional hours until they have worked 37 hours (with the exception of Nursery Nurses' employed prior to April 2004 where the standard working week is 32.5 hours), unless the hours are worked at weekends, public holidays or at night in which case the appropriate plusages will be paid for the hours worked in accordance with the Single Status provisions set out below.

21.12 Working Saturday and Sunday as part of the Normal Working Week

Staff who are required to work on Saturday and/or Sunday as part of their normal working week are entitled to the following salary plusages:-

Saturdays	Time +15% for hours worked
Sundays	Time + 50% for hours worked.

Staff employed for weekends only are not entitled to these plusages and shall be paid at plain time.

21.13 Night Working

Staff who work at night as part of their normal working week are entitled to time at 25% plusage for all hours worked between 9.00 pm and 8.00 am on Mondays to Fridays and a 75% plusage for the same hours worked on Saturdays and Sundays. These plusages are not payable to staff when employed on shift work, employees working overtime and whose hours extend into the night for which they receive overtime rates or to staff employed for weekend working only who shall be paid at plain time.

21.14 Public Holidays

Staff required to work on a public holiday shall be entitled to be paid time and a 150% plusage (ie double time and a half).

21.15 Recall to Work

Staff will qualify for payments if:-

- they have ceased work and left their place of work and are subsequently recalled into work, OR
- have been notified before ceasing work to return to work at a time not less than two hours after his/her normal finishing time or at a time not less than two hours after the completion of his/her shift,
- the recall is at least 3 hours prior to the start of the next shift/normal working period.

Payments are available as follows:-

- 1 If the employee returns to work but is not required or if the work undertaken is less than 2 hours – a minimum payment for 2 hours at the appropriate plusage will be paid.

- 2 Work after midnight – a minimum payment of 2 hours at a 100% plusage (ie minimum of 4 hours pay). If more than 2 hours are worked, the actual working hours will be paid at double time for hours worked up to normal commencing time.
- 3 For return to work on a second or third occasion during the same period – paid at the appropriate plusage for the additional hours subject to the total hours actually paid not being less than the amount paid if the total hours had been worked on a single occasion.

Staff in receipt of a standby duty allowance that includes a provision for call outs are not entitled to a recall to work enhancement.

21.16 Retained Provisions

The Single Status Agreement retained some provisions from the former APT & C Conditions of Service ("Purple Book") and the former Manual Worker Conditions of Service ("White Book"), namely: sleeping-in-duty, standby duty, lettings and planned overtime. These provisions, which are identified below will therefore remain and are binding on schools, until such time as any change might be negotiated.

21.17 Sleeping-In-Duty

Where an employee is required to sleep on Council premises and be available for duty when called during the hours outside the waking day. Such an officer shall receive a sleeping-in payment, which from 1 April 2009 is £32.94 per night.

21.18 Lettings

If school caretakers are required to undertake duties concerned with lettings outside their normal working week and after 6.00 pm the following applies:

- (a) a minimum payment of 1 hour at time and a half to be paid, any subsequent hours required to be worked up to 10 pm Mondays to Fridays and Saturday mornings to be paid for at time and a half;
- (b) the hours worked after 10 pm on Mondays to Fridays, and Saturday afternoons, are at the rate of time and a half with the hours on Sunday to be paid at the rate of double time.

21.19 Planned Overtime

Staff in receipt of basic pay equal to or below Grade H Point 6, who are required to work additional hours beyond their normal working week, shall be entitled to an overtime payment in accordance with the provisions outlined above.

Staff whose basic salary is above Grade H Point 6 may be paid for additional hours worked. In such circumstances the overtime rate will be calculated using Grade H Point 6 as the full time annual salary.

21.20 Deleted Provisions

The provisions of the former and national local agreements relating to shift working, free and rest day working, evening working, unavoidable split shift or split-duty working shall be deleted. However, the allowances for the above mentioned working patterns will continue to be paid after 1 April 1999 for those employees entitled to those allowances at 31 March 1999.

21.21 Premium Payments to Employees who vary their Working Pattern

Staff are entitled to plusages if they agree to vary their normal working pattern and work at times that normally attract premium payments. They will receive the appropriate plusages for the hours actually worked.

21.22 First Aid Allowances

A First Aid Allowance is payable to an employee who is a Recognised First Aider. The current allowance is £218 pa. A pro-rata payment will be made for part time employees.

21.23 Revised Systems for advising changes to terms and conditions of employment.

This section lists spreadsheets that replace the old FP payroll forms.

Forms still in existence – to be received by your BT Cornwall Administrator by 8th of every month (except Dec when earlier)

EP1 Starters/variations
Mileage & Subsistence form

Forms replaced by Spreadsheets – to be received by your BT Cornwall Administrator by 10th of every month (except Dec when earlier)

Old Form name

EP2	Leavers Spreadsheet
EP3	Discretionary Payments (Teachers) Spreadsheet
FP4	Overtime (Non Teaching) Spreadsheet
FP8	Supply Claims (Teachers) Spreadsheet
FP9	Absences Spreadsheet
FP10	Absences Spreadsheet
FP14	Casuals (Non Teaching) Spreadsheet

22 Model Appeals Procedure

The School Teachers' Pay and Conditions Document (STPCD) requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

The Headteacher will ensure that appraisal objectives are fair and appropriately challenging and, in view of the size of the school, will delegate responsibility for performance review appropriately. The Headteacher alone will make pay recommendations to the pay committee, for all teaching staff (and clearly these decisions will be supported with advice given by performance reviewers).

At the end of the appraisal cycle, prior to the point of pay recommendation to the pay committee, if there remains an issue regarding whether a pay increment may not be recommended to a member of staff, this will be discussed with them at a review meeting prior to being submitted to the school's pay committee. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the Headteacher, they should be given the opportunity to do so before the final pay recommendation is drafted in the Review Statement. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the Review Statement will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

22.1 Appeal Hearing Procedure

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

22.3 Guidance

- When a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- Teachers / Head Teachers should put their appeal in writing to either the Head Teacher or the Governing Body; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

22.4 Appeal Procedure Steps: Informal Stage

As part of the pay determination process, the Headteacher will make a recommendation to the pay committee supported by relevant assessment evidence. On determining a teacher's pay, the pay committee will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to the pay committee.

If the teacher wishes to appeal the decision, they must do so in writing to the pay committee, normally with 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, the pay committee must then arrange to meet the teacher to discuss the appeal. The Headteacher should also be invited to the meeting to clarify the basis for the original recommendation.

The pay committee will reconsider the decision in private and write to the teacher to notify them of the outcome of the review and of the teacher's right of appeal to the Governing Body. If the teacher wishes to exercise their right of appeal, they must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the Formal Stage of the Appeal Procedure.

22.5 Appeal Procedure Steps: Formal Stage

On receipt of the written appeal, the Clerk to the Governing Body will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the Appeal Committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both "the recommendation provider" and "the decision maker" will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. Both "the recommendation maker" and "the decision maker" will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

22.6 The Modified Procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing;
2. The teacher must have sent a copy of their appeal to the Chair of the Governing Body;
3. The Chair of the Governing Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

How to determine an Ordinary School's Headteacher Group

There is a requirement to determine the School's Headteacher Group:

- when appointing a new Headteacher; and
- every three years; and
- when the Governing Body or Headteacher see fit.

You can calculate the School's Headteacher Group below

Please write in the shaded areas as appropriate:

Key Stage	Insert number of pupils according to most recent Form 7	units per pupil	total units
pre and KS1 & KS2		× 7	
KS3		× 9	
KS4		× 11	
KS5		× 13	
statemented pupils		× 3 (additional)	
part time pupils		× ½	
TOTAL UNIT SCORE			

Using the TOTAL UNIT SCORE, look up the information table below to determine the School Headteacher Group (SHG*)

Information Table – from 1 September 2013

Group (SHG*)	Range of spine points	Salary Range 1 September 2013 £pa	Total Unit Score
1	L6 - L18	42,803 - 57,520	up to 1,000
2	L8 - L21	44,971 - 61,901	1,001 to 2,200
3	L11 - L24	48,505 - 66,623	2,201 to 3,500
4	L14 - L27	52,131 - 71,701	3,501 to 5,000
5	L18 - L31	57,520 - 79,081	5,001 to 7,500
6	L21 - L35	61,901 - 87,229	7,501 to 11,000
7	L24 - L39	66,623 - 96,166	11,001 to 17,000
8	L28 - L43	73,480 - 106,148	17,001 and over

How to determine a Special School's Headteacher Group

There is a requirement to determine the School's Headteacher Group:

- when appointing a new Headteacher; and
- every three years; and
- when the Governing Body or Headteacher see fit.

You can calculate the School's Headteacher Group below

Please write in the shaded areas as appropriate:

Key Stage	Insert number of pupils according to most recent Form 7	units per pupil	total units
pre and KS1 & KS2		x 10	
KS3		x 12	
KS4		x 14	
KS5		x 16	
TOTAL UNIT SCORE			

Using the TOTAL UNIT SCORE, look up the information table below to determine the School Headteacher Group (SHG*)

Staff:Pupil Ratio

Number of Teachers		x weighting	Total =	Number of Pupils		x weighting	Total =
full time equivalent	<input type="text"/>	x 2	<input type="text"/>	Full time	<input type="text"/>	x 1	<input type="text"/>
Number of Non Teaching Staff		x weighting		Part time	<input type="text"/>	x 0.5	<input type="text"/>
full time equivalent	<input type="text"/>	x 1	<input type="text"/>				
Total (A)			<input type="text"/>	Total (B)			<input type="text"/>
Staff:Pupils Ratio	A/B x 100		<input type="text"/>				

Information Table - from 1 September 2013

Group (SHG*)	Range of spine points	Salary Range 1 September 2013 £pa	Total Unit Score
2	L8 - L21	44,971 - 61,901	up to 2,200
3	L11 - L24	48,505 - 66,623	2,201 to 3,500
4	L14 - L27	52,131 - 71,701	3,501 to 5,000
5	L18 - L31	57,520 - 79,081	5,001 to 7,500
6	L21 - L35	61,901 - 87,229	7,501 to 11,000
7	L24 - L39	66,623 - 96,166	11,001 to 17,000
8	L28 - L43	73,480 - 106,148	17,001 and over

Teachers' Pay Spines, Scales and Allowances

Spine for the Leadership Group

Spine point	September 2012 £pa	September 2013 £pa	Gp1	Gp2	Gp3	Gp4	Gp5	Gp6	GP7	Gp8
L1	37,461	37,836								
L2	38,400	38,784								
L3	39,358	39,752								
L4	40,339	40,743								
L5	41,343	41,757								
L6	42,379	42,803								
L7	43,521	43,957								
L8	44,525	44,971								
L9	45,637	46,094								
L10	46,808	47,277								
L11	48,024	48,505								
L12	49,130	49,622								
L13	50,359	50,863								
L14	51,614	52,131								
L15	52,900	53,429								
L16	54,305	54,849								
L17	55,553	56,109								
L18	56,950	57,520								
L19	58,362	58,946								
L20	59,809	60,488								
L21	61,288	61,901								
L22	62,811	63,440								
L23	64,367	65,011								
L24	65,963	66,623								
L25	67,602	68,279								
L26	69,275	69,968								
L27	70,991	71,701								
L28	72,752	73,480								
L29	74,554	75,300								
L30	76,409	77,174								
L31	78,298	79,081								
L32	80,244	81,047								
L33	82,238	83,061								
L34	84,271	85,114								
L35	86,365	87,229								
L36	88,504	89,390								
L37	90,704	91,612								
L38	92,948	93,878								
L39	95,213	96,166								
L40	97,590	98,566								
L41	100,028	101,029								
L42	102,534	103,569								
L43	105,097	106,148								

Pay range for Leading Practitioners

From 1 September 2013 the AST pay spine has been abolished. With regard to the Leading Practitioners pay range, the governing body will take account of paragraph 56 of the Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching schools within school [and within the wider school community] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas of pedagogy and practice

Pay on appointment

The pay committee will determine a pay range of £37836 - £57250pa for each leading practitioner post in accordance with paragraph 18 of the Document; and paragraphs 44 to 47 of the section 3 guidance.

Pay Structure for Qualified Teachers

(other than Leadership Group members and Leading Practitioners)

Spine Point

Main Pay Scale

	September 2012 £pa	September 2013 £pa
M1	21,588	21,804
M2	23,295	23,528
M3	25,168	25,420
M4	27,104	27,376
M5	29,240	29,533
M6	31,552	31,868

Upper Pay Scale

	September 2012 £pa	September 2013 £pa
1	34,181	34,523
2	35,447	35,802
3	36,756	37,124

Special Needs Allowance

	September 2012 £pa	September 2013 £pa
special needs 1	2,001	2,022
special needs 2	3,954	3,994

Teaching and Learning Responsibility Payments (TLRs)

	September 2012 £pa	September 2013 £pa
TL1A	7,323	7,397
TL1B	9,012	9,102
TL1C	10,702	10,809
TL1D	12,393	12,517

TL2A	2,535	2,561
TL2B	4,365	4,409
TL2C	6,197	6,259
TLR 1 (4 levels)	7,323 to 12,393	7,397 to 12,517
TLR 2 (3 levels)	2,535 to 6,197	2,561 to 6,259
TLR3		505 to 2,525

Scale for Unqualified Teachers

Point Scale	September 2012 £pa	September 2013 £pa
1	15,817	15,976
2	17,657	17,834
3	19,497	19,692
4	21,336	21,550
5	23,177	23,409
6	25,016	25,267

**1 April 2013 – 31 March 2014
Full Time Employees**

Grade	Increment Values £ pa					
	1	2	3	4	5	6
A	12,266	-	-	-	-	-
B	12,266	12,588	12,915	-	-	-
C	12,463	12,864	13,368	13,874	-	-
D	12,996	13,502	13,981	14,429	14,880	-
E	13,576	14,217	14,890	15,328	15,770	16,215
F	14,880	15,767	16,656	17,545	18,429	19,317
G	17,137	18,228	19,323	20,126	20,931	21,734
H	19,882	20,816	21,750	22,482	23,214	23,495
I	22,290	23,613	24,940	26,271	27,592	28,922
J	26,375	27,725	29,075	30,427	31,775	33,128
K	30,695	32,072	33,448	34,826	36,202	37,578
L	34,975	36,386	37,801	39,212	40,620	42,032
M	39,295	40,866	42,437	44,004	45,573	47,139
N	43,256	45,195	47,142	48,750	50,355	51,961
	Incremental part of range				Performance part of range	
O	47,210	48,804	50,399	51,994	51,995 – 56,780	
P	54,444	56,458	58,477	60,493	60,494 – 66,540	
Q	63,180	65,518	67,857	70,197	70,198 – 77,216	
R	72,370	75,052	77,731	80,413	80,414 – 88,455	
S	81,477	84,667	87,856	91,048	91,049 – 100,619	

Hours Worked and Holiday Entitlement for Full Time Workers

Length of Service	Grade/Spinal Point	Holiday Entitlement (exc Bank Holidays)	Holiday Entitlement (inc Bank Holidays)	Actual Hours Worked
less than 5 years	A1 – I2	23 days	31 days (222 hours)	1707.18
less than 5 years service	I3 – I6 J1 – J4 & K1	25 days	33 days (244.2 hours)	1684.98
less than 5 years service	J5 & J6 K2 – N6	27 days	35 days (259 hours)	1670.18
after 5 years service	A1 – I2	27 days	35 days (259 hours)	1670.18
after 10 years service	A1 – I2	27 days	35 days (259 hours)	1670.18
after 10 years	I3 – N6	28 days	36 days (266.4 hours)	1662.78

Total Contracted Hours for all full time employees regardless of length of service and grade (37 hours x 52.14 weeks) = 1929.18

Part Time Salary & Holiday Entitlement Calculation

Employees Contracted for 52.14 Weeks a Year

Calculation of Holiday Entitlement

Part Time entitlement to Annual Leave and Bank Holiday (hours)	=	Full Time entitlement to Annual Leave & Bank Holidays (hours)	X	Annual Hours of Part Time employee (weekly contracted hours X 52.14)

				1929.18 hours
				(Annual Hours worked by Full Time employee plus leave and bank holidays)

Calculation of Salary

Part Time Salary	=	Full Time Salary	X	Annual Hours of Part Time employee (weekly contracted hours X 52.14)

				1929.18 hours
				(Annual Hours worked by Full Time employee plus leave and bank holidays)

Employees Contracted for less than 52.14 Weeks a Year (eg Term Time)

Calculation of Holiday Entitlement

Part Time entitlement to Annual Leave and Bank Holiday (hours)	=	Full Time entitlement to Annual Leave & Bank Holidays (hours)	X	Annual Hours worked by Part Time employee

				Annual Hours worked by equivalent Full Time employee

Calculation of Salary

Part Time Salary	=	Full Time Salary	X	Annual Hours worked by Part Time employee (plus leave and bank holidays)

				1929.18 hours
				(Annual Hours worked by equivalent Full Time employee plus leave and bank holidays)

1 April 2013 – 31 March 2014
Hourly Rates

Grade	Salary Values (£ per hour)					
	1	2	3	4	5	
A	6.3584	-	-	-	-	-
B	6.3584	6.5249	6.6945	-	-	-
C	6.5249	6.7348	6.9987	7.2636	-	-
D	6.7364	6.9987	7.2473	7.4793	7.7133	-
E	7.0374	7.3694	7.7185	7.9453	8.1745	8.4049
F	7.7133	8.1729	8.6337	9.0943	9.5530	10.0132
G	8.8828	9.4489	10.0164	10.4326	10.8498	11.2660
H	10.3058	10.7901	11.1734	11.6535	12.0330	12.4121
I	11.5540	12.2398	12.9277	13.6177	14.3025	14.9920
J	13.6717	14.3711	15.0711	15.7722	16.4705	17.1720
K	15.9109	16.6241	17.3380	18.0521	18.7657	19.4788
L	18.1296	18.8610	19.5945	20.3257	21.0557	21.7876
M	20.3688	21.1829	21.9974	22.8095	23.6231	24.4346
N	22.4221	23.4273	24.4362	25.2696	26.1015	26.9345
Hourly Rate = Full time salary ÷ 1929.18						

UPPER PAY RANGE PROGRESSION CRITERIA (Extracted from the NASUWT/NUT pay policy guidance)

(1) Professional attributes

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

(2) Professional knowledge and understanding

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback