



# Teachers' Pay Policy

## Welland Park Academy

The governing body of   
adopted this policy on

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It will be reviewed on \_\_\_\_\_

**Trusted service**

This policy applies to all Teachers and the Head Teacher based at Welland Park Academy and should be read in conjunction with the associated Pay Policy Guidance.

This policy has been reviewed by the trade union representative at Welland Park Academy – November 2017.

# Teachers Pay Policy 2017-18

## 1. Scope

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- 1.1 This policy sets out the framework for making decisions on Teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2017/18 'The Document', and has been consulted on with staff and/or the recognised trade unions.
- 1.2 In adopting this pay policy the aim is to:
- *maximise the quality of teaching and learning at the School*
  - *support the recruitment and retention of a high quality teacher workforce*
  - *enable the School to recognise and reward Teachers appropriately for their contribution to the School*
  - *help to ensure that decisions on pay are managed in a fair, just and transparent way.*
- 1.3 The Governing Body will agree the school budget annually and will ensure that appropriate funding is allocated for pay progression at all levels and in doing so recognise that funding cannot be used as a criterion to determine progression.
- 1.4 Any aspects of Teachers' pay and allowances not covered within the terms of this policy will be considered in line with The Document.

## 2. Appraisal

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- 2.1 A scheme of Appraisal for all teaching staff will be used, in accordance with the requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012.

## 3. Equal Opportunities

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- 3.1 All pay-related decisions will be made to comply with relevant legislation including, as amended, the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.
- 3.2 The Governing Body will promote equality of opportunity in all areas taking account of individual circumstances e.g. absence on maternity leave or long term sickness and make adjustments where appropriate.
- 3.3 It is also important that schools are mindful of the impact of their decisions in terms of Equal Pay Legislation. Where an individual has had a successful performance management review, pay progression should be awarded.

## 4. Pay Committee

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- a. The Governing Body have established a Pay Committee in order to monitor pay decisions in this establishment. The terms of reference for the Pay Committee are attached at Appendix B. The Pay Committee have fully delegated powers to make decisions on pay progression for all teachers in the School on behalf of the Governing Body.
- b. It is the responsibility of the pay committee to:

- *Apply the pay policy in a fair and consistent way*
- *To ensure all statutory and contractual requests are applied*
- *To record all decisions and report back in general to the Governing Body*
- *To recommend to the Governing Body the total amount of funding needed for pay progression*
- *To ensure knowledge of pay issues is up to date and make the Governing Body aware when the pay policy needs to be updated*
- *To review annually the composition of the committee*

- c. Members of the Pay Committee should not include employee Governors.

## 5. Pay Reviews

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- a. Determination of the remuneration shall be as follows:
  - All Teachers: annually with effect from 1<sup>st</sup> September, with reviews having been conducted no later than 31<sup>st</sup> October each year
  - Head Teacher: annually, and no later than 31<sup>st</sup> December each year.
- b. All pay decisions, setting out the salary and any other financial benefits will be communicated to each member of staff in writing within 1 month of the pay determination. The Chair of Governors is responsible for notifying the Head Teacher.
- c. Reviews may also take place at other times of the year to reflect any changes in job description or other circumstances that lead to a change in the basis for calculating an individual's pay.
- d. Teachers will receive a written statement outlining the details of their pay after any review at the earliest opportunity and no later than one month after the determination.
- e. Where a pay determination leads or may lead to the start of a period of safeguarding, the Pay Committee will give the required notification as soon as possible and no later than 1 month after the date of the determination.

## 6. Appeals

- a. A teacher may seek a review of any determination in relation to their pay by the Pay Committee. The procedure for submitting an appeal is detailed in Appendix C.

## **7. Pay Range for the Principal**

- a. The Governing Body have identified an appropriate range of consecutive points, which will be used as the pay range for the Principal.
- b. As at 1<sup>st</sup> September 2017, the range is L26 to L31, and the School group size is currently Group 6.
- c. The performance progression of the Principal, will be considered by the Pay Committee on the recommendation of the Chair of Governors with advice from the External Adviser.
- d. The Governing Body will, as necessary, revise its determinations where there has been a significant change in the Principal's responsibilities, and/ or a change in pupil numbers which would alter the School's group size.
- e. The Governing Body will determine a pay range for the Principal, when:
  - It proposes to make new appointments,  
or
  - Where there are significant changes to the serving Principal role.
- f. The Governing Body will take into account:
  - The appropriate School group size,
  - All of the permanent responsibilities of the role,
  - Any challenges specific to the role
  - Any other relevant considerations.
- g. These considerations apply to any determinations made within the leadership group after 1<sup>st</sup> September 2014.

## **8. Pay Range for Vice Principal and Assistant Principal's**

- a. The Governing Body have identified a pay range of consecutive points on the leadership group pay spine which will be used as the pay range for each Vice Principal and Assistant Principal's.
- b. As at 1<sup>st</sup> September 2017, the range for a Vice Principal is 16 to 21 and the School group size is currently Group 6
- c. For Assistant Principal's it is 11-15
- d. The pay progression of all teachers on the leadership spine, except that of the Principal, will be considered by the Pay Committee on the recommendation of the Principal.

- e. The Governing Body will determine a pay range for the Vice Principal and Assistant Principal when:
  - It proposes to make new appointments,
  - or
  - Where there are significant changes to the serving Vice Principal or Assistant Principal.
- f. It will take account of the responsibilities and challenges of the role(s). The pay range set will be within the leadership scales and not exceed the maximum of the School group size. There are no differentials set within the leadership scale and the deputy and assistant pay ranges can overlap or one can exceed the other.
- g. The pay range for the Vice Principal or Assistant Principal will only overlap the Principal's pay range in exceptional circumstances.

## 9. Pay Progression

- a. Annual pay progression in all posts is not automatic and is subject to annual review of performance. The governing body will consider whether to award pay progression points in line with the table below and as further described in the sections below.

<i>Pay Range</i>	<i>Standard progression</i>	<i>Accelerated Progression</i>
<i>Unqualified teachers</i>	<i>1 Point</i>	<i>2 points</i>
<i>Main</i>	<i>1 Point</i>	<i>2 points</i>
<i>Upper</i>	<i>1 point after 2 consecutive successful reviews</i>	<i>2 points after 2 consecutive successful reviews</i>
<i>Leadership</i>	<i>1 point</i>	<i>2 points</i>

## 10. Pay Progression Based on Performance: All Teaching and Leadership Posts

- a. In this School all teachers are subject to the annual appraisal process that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. In addition, all can expect to receive regular, constructive feedback on their performance. The arrangements for appraisals are set out in this school's Appraisal Policy.
- b. For all Teachers it will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- c. Decisions regarding pay progression will be made with reference to appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.
- d. To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by:
  - Utilising the Blue Sky system for all staff to standardise outputs
  - Ensuring quality 'off timetable' time for all staff to update it
  - Giving time back throughout the year to update evidence
  - Leaving no stone unturned when reviewing performance

- Having Line Manager moderation to ensure all departments consider the same evidence
- e. The evidence we will use will include: (this list is not exhaustive)
- Work scrutiny evidenced through focus weeks and learning walks
  - Completion of performance management objectives (but not this on its own)
  - Pupil progress data showing performance at the relevant professional skill level
  - Lesson observations showing performance at the relevant professional skill level
  - Appropriate professional conduct which may be evidenced using feedback from parents, peers and students
  - Peer reviews
  - Self assessment against the standards
- f. In this school, teachers will be eligible for pay progression if:
- During their performance management review they can demonstrate through the agreed evidence that they have tried their hardest to secure successful outcomes versus their individual targets. Consideration will be applied to context where needed
  - Where appropriate, a supporting letter outlining key improvements will need to be submitted to demonstrate improvements to move from:  
  
M3 – M4/ M6 – UPS1 and all levels of UPS
- g. Appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee, having regard to the appraisal report and taking into account advice as follows:
- For classroom teachers; advice from the Principal/Appraiser.
  - For Leading Practitioners, Assistant Principals and Vice Principals/Appraiser; advice from the Principal
  - For the Principal; advice from the school's External Educational Adviser.
- h. Unless severe budgetary needs require, cost of living rise will be automatic in line with the rest of the County. Should the need arise, a formal staff consultation will be undertaken and union support and guidance would be sought at every stage.

## **11. Leadership Pay Progression**

- a. Leadership posts must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at this school and will be subject to a review of performance against objectives before any pay progression will be awarded.

## **Movement to Accomplished Teacher or Expert Teacher levels**

### **Applications and Evidence**

- b. Any qualified teacher may apply to be paid on the upper range and all applications will be assessed in line with this policy. It is the responsibility of the individual teacher to decide whether or not they wish to apply to be paid on the upper range.
- c. Applications may be made at least once a year. STPCD states that all pay determinations are effective from 1<sup>st</sup> September, therefore an application that is received from a qualified teacher by 31<sup>st</sup> October which is supported, would see the progression being effective from 1<sup>st</sup> September of that academic year. Applications received after 31<sup>st</sup> October would be expected to see any uplift effective from 1<sup>st</sup> September the following year.
- d. If a teacher is simultaneously employed at another School or Academy, they should submit separate applications if they wish to apply to be paid on the upper range in both schools. This school will not be bound by any pay decision made by another school.
- e. Where teachers are subject to the 2011 regulations or the 2012 regulations, the Pay Committee shall have regard to the assessments and recommendations in Teachers Appraisal Reports under those regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).
- f. Applications should be made to the Principal in line with pay policy expectations in the form of a letter. In the application staff should use evidence from the reviewing year and the current academic year.

### **The Assessment**

- g. An application from a qualified teacher will be successful where the Pay Committee is satisfied that: the teacher is highly competent in all elements of the relevant teachers standards;

#### **AND**

- the teacher's achievements and contribution to the school are substantial and sustained.
- h. For the purposes of this pay policy:
    - 'highly competent' means performance equals, or exceeds the appropriate Professional Skills Level Descriptor Expectation, and performance management targets have been met in full.
    - 'substantial' means having a wide range of evidence to draw upon
    - 'sustained' means maintained over at least two school years
  - i. The application will be assessed by the Principal, in conjunction with recommendations from Line Managers and SLT links.

## Processes and procedures

- j. The assessment will be made by 31<sup>st</sup> October. Decisions will be communicated with staff within 15 working days.
- k. If successful, applicants will move to the upper pay range from the beginning of the appropriate academic year.
- l. If unsuccessful, feedback will be provided by the Principal with the SLT link and/or Line Manager within 15 working days of the decision.
- m. Any appeal against a decision not to move the teacher to the upper pay range will be heard under the School's Appeals Procedure.

## **12. Progression on the Upper Range**

Teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the Academy's Appraisal Policy (Performance Management).

To be fair and transparent, assessments of performance will be properly rooted in evidence. Decisions regarding pay progressions will be made with reference to the teachers' appraisal reports, the Teachers' Standards and the Professional Skills Level Descriptors. In the case of NQT's, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

The evidence we will use will include (this is not an exhaustive list):

- Work scrutiny evidenced through Focus Weeks and Learning Walks
- Completion of Performance Management Objectives (but not this on its own)
- Pupil progress data showing performance at the relevant professional skill level
- Lesson observations showing performance at the relevant professional skill level
- Appropriate professional conduct which may be evidenced using feedback from parents, peers and students
- Commitment and contribution to professional development at the relevant professional skill level

Teachers' appraisal reports will contain pay recommendations. However these will not be considered on their own. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team who will have gathered an evidence base from the above list. SLT will moderate both objective setting and pay decisions across school to ensure consistency in expectations and judgement. The Governing Body will consider its approach in the light of the academy's budget and ensure that appropriate funding is allocated for pay progression at all levels.

The Governing Body has determined that normally progression within bands 1 and 2 will be by annual increments. However, where a teacher's performance has been of a sustained high quality,

exceeding school expectations at that level, the governing body may award accelerated progressions within the band.

For teachers in the expert teacher band progression will normally be considered after 2 years of sustained high quality performance at that level as determined by the Governing Body.

### **13. Teaching Posts Pay Ranges**

- a. The pay ranges for Teaching posts, for the academic year 2017/18, are as follows:

#### **BAND 1      Teacher**

Point 1	£22,916
Point 2	£24,727
Point 3	£26,715

#### **BAND 2      Accomplished Teacher**

Point 4	£28,771
Point 5	£31,038
Point 6	£33,491

#### **BAND 3      Expert Teacher**

Point 7	£36,282
Point 8	£37,626
Point 9	£39,015

### **14. Leading Practitioners Pay Ranges**

The Governing Body have determined that there will be no Leading Practitioner posts. This provision will be reviewed annually.

### **15. Part-Time Teachers**

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

## **16. Supply Teachers**

- a. Teachers employed on a day-to-day or other short notice basis will be paid at a rate in negotiation with the relevant supply agency.

## **17. Teaching and Unqualified Teaching Posts: Basic Pay determination on Appointment**

- a. The Governing Body will determine the pay range for a vacancy prior to advertising it. In making such determinations, the Governing Body may take into account a range of factors, including:
  - the nature of the post
  - the level of qualifications, skills and experience required.
  - market conditions
  - The wider school context.
- b. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
- c. There is no assumption that a teacher (qualified or unqualified) will be paid at the same rate as they were being paid in a previous school.
- d. The Governing Body will pay an unqualified teacher on one of the employment- based routes into teaching (refer to either the qualified Teachers' Range or the Unqualified Teachers' Range; and if on Qualified Teachers' Range, insert circumstances).

## **18. Teaching and Learning Responsibility Payment (TLR)**

- a. TLRs are awarded to the holders of posts indicated in the attached staffing structure at Appendix A, and will not be awarded to staff on the leadership scales or unqualified Teachers.
  - Is focused on teaching and learning;
  - Requires the exercise of a teacher's professional skills and judgement;
  - Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
  - Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
  - Involves leading, developing and enhancing the teaching practice of other staff.

The last two bullet points are not applicable to TLR 3s.

- b. The values of the TLRs that currently exist within this school are set out below:
- c. TLR1s will be awarded to the following values:
  - £7699 to the holder of TLR 1a post(s)

TLR 1	Minima	£7,699
	Maxima	£13,027

d. TLR2s will be awarded to the following values:

- £2667 to the holder of TLR2a post(s)

TLR 2	Minima	2,667
	Maxima	6,515

e. The value and time period of any temporary TLR 3 will be determined within the range, dependent upon complexity and level of responsibility of the role.

TLR 3	Minima	529
	Maxima	2,630

For the following purposes:

The Governing Body may award a temporary TLR (TLR3) payment between £517 and £2577 to a post requiring additional duties for a time limited period (not exceeding 2 years) for a specific project identified as a priority within the school development plan or other substantial school improvement projects.

- f. Teachers cannot hold a TLR 1 and a TLR 2 concurrently, but may hold a concurrent TLR 3.
- g. TLR 1 and 2 will be pro-rata for a part time Teacher (i.e. a teacher with a 60% contract will only hold a 60% TLR allowance); TLR 3s will not to be pro-rata'd.
- h. The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed-term of less than one year then the total value should be calculated proportionately to the annual value, for example: a TLR 3 awarded for a 6 month project should not exceed a value of £1,315 (i.e. £2,630 / 2 = £1,315). If the teacher undertaking the project is a part time teacher, the TLR3 payment would not be pro-rata'd further in line with the teachers weekly working hours.

## **19. Special Education Needs Allowance**

- a. An SEN allowance of £2640 will be awarded in accordance with the terms of paragraph 21 of the latest STPCD to:
  - a post which involves a substantial element of working directly with children with SEND;
  - a post requiring the exercise of a teacher's professional skills and judgement in the teaching of children with SEND;
  - and has a greater level of involvement in the teaching of children with SEND than is the normal requirement of teachers throughout the school, or unit within the school or, in the case of an unattached teacher, the unit or service.

Note: An SEN allowance of no less than £2,106 and not more than £4,158 per annum is payable to a classroom teacher.

## **20. Unqualified Teachers Allowance**

- a. The Governing Body will pay an unqualified teacher's allowance to unqualified teachers when the Governing Body consider their basic salary is not adequate, having regard to their responsibilities, qualifications and experience in the following circumstances:

This will be done on case by case basis.

## **21. Discretionary Payments and Allowances**

- a. The Governing Body have determined that they will not award any discretionary allowances or payments.

- **Out-of-School learning activities**

*Teachers (not including the Head Teacher, Deputy or Assistant where their pay determination has been reviewed after 1<sup>st</sup> September 2014) who agree to provide learning activities outside of the normal School hours and whose salary range does not take account of such activity may be entitled to a payment of normal hourly rate. Activities that will attract payment include Summer School.*

### **Principal**

The Governing Body have determined that they will not award any additional payments to the Principal.

### **Recruitment and Retention Incentives and Benefits (R&R)**

#### **Discretionary Allowances and Payments to the Head Teacher and Wider Leadership Team**

- b. The approach to setting pay for Head Teachers will make additional payments by means of allowances largely unnecessary. The exception to this will be for temporary or irregular responsibilities or other very specific reasons which it is not appropriate to incorporate into permanent pay, such as housing or relocation costs. Such payments will be time-limited from the outset and cease when the responsibility ceases or circumstances change. Safeguarding will not apply to such payments. The total value of the salary and temporary payments made to a Head Teacher in any one year will not exceed 25% above the maximum of the group size for the school.
- c. The principles for payment of allowances for members of the wider leadership group (except lead practitioners) will be consistent with those for the Head Teacher.
- d. This approach and these principles however will only be applicable if pay setting for the leadership group has changed to reflect the new provisions, i.e. after 1st September 2017. In this school these changes have not yet been necessary and as such discretionary allowances and payments will continue until such changes are implemented.

## **22. Honoraria**

- a. This school's pay policy, does not provide for the payment of bonuses or so-called 'honoraria' to teaching staff.

## **23. Salary Sacrifice Arrangements**

- a. Teachers participating in any such arrangements will likely see their gross salary being reduced accordingly for the duration of such participation in a scheme, and in line with the agreements required for the salary sacrifice arrangement.

## **24. Additional Information**

- a. **Salary Determinations.** The determination of the remuneration of a teacher (including Leadership) will be made annually with effect from 1st September.
- b. **Written Notification of Allowances and Other Payments.** The School will advise employees in writing of the determination of any allowance or other payment or amendment to such. The written notification will advise, as appropriate, on the date of commencement, termination, review, the value of any such award and whether it is to be safeguarded or not.
- c. **Pay increases arising from changes to the document.** All teachers are paid in accordance with the statutory provisions of the document as updated from time to time.
- d. **Pay changes by mutual consent.** Any member of staff wishing to request a reduction in responsibility and pay should do so in writing. This request will be considered by the Pay Committee and a decision will be made taking into account the request from the teacher and the operational requirements of the school.
- e. **Monitoring the impact of the Policy.** The Governing Body (Pay Committee) will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities.

## Appendix A – School Staffing Structure

Welland Park Academy										
School Teaching Staff inc. Teaching and Learning Responsibilities – September 2017										
Principal	Julie McBrearty									
Vice Principal	Matt Jerred									
Assistant Principals	Chris Williams	Andy Turner	Cheryl Gerald	Martin Towers						
Responsibility Point	English & Media	Maths	Humanities	Languages	Performing Arts	Design	PE	Computing/ICT	AC	Science
H.O.Ds	T Mummery (+Literacy)	A Gaskell (+ Numeracy)	J Smith	D Edwards	C Towers	K Dare	J Button	C Williams	A Turner (SENDco)	I Howes (Mors Able)
Curriculum Co-ordinators			J Terry (Citizenship)							
Progress Leaders		E Askham (KS3)	J Theobald (KS4)							
2 <sup>nd</sup> Dept	M Muir (2 <sup>nd</sup> Dept)	L Barnes (2 <sup>nd</sup> Dept)	M Moolraj (2 <sup>nd</sup> Dept)		J Oakland (Teacher in charge of Drama)	C Stewart-Nash (Teacher in charge of Art)			D Napier Assistant SENDco	G Kendall (2 <sup>nd</sup> in Dept)
CPS	M Butcher C Lucchesi C Bowden K Howland D Napier K Williams	I Preston R Loasby S Ram C Burdon S Blades	R Firth A Turner C Forrest K Howland M Jerred S Askham (ITT)	C Gerald H Russell I Griffiths M Roberts N Hardwick	K Howland C Matthews	L Bale D Dholakia A Hopkins A Mayes C Williams E Moore	C Burdon M Taylor S Blades M Jerred A Turner	A Mayes E Moore	D Napier C Gough K Howland	A Hopkins G Condon P Perkin C Forrest R Roberts K Bickley

### UPS1/ UPS2/UPS3

(All post threshold teachers as per STPCD requirements, involved in coaching)

Teachers – CPS and Unqualified – (as per STPCD requirements)

TLR1A = £7699    TLR2B = £6515    TLR2A = £2667    TLR3 = £529 - £2630

(allowance amounts @ 1.9.17)

## **Appendix B – Terms of Reference for the Pay Committee**

### **TERMS OF REFERENCE PAY COMMITTEE**

#### **Composition**

Minimum of 3 named members of the Governing Body.  
Principal and possibly Director of Finance  
Associate members may be appointed by the full Governing Body.  
Associate members cannot vote on issues relating to school finances.

#### **Quorum**

No business can be conducted unless at least three governor members of the committee are present.

#### **What the committee will do and how it will operate**

To ensure that all policies and procedures relating to Pay & Performance Management are reviewed and amended where appropriate.  
To contribute to the Academy development plan and ensure that long term projects adopted by the governing body are detailed in the plan.  
To be fully informed of any necessary staff challenges or changes to ensure that plans are in place.  
To have the delegated power to make decisions in relation to Pay & Performance Management.

#### **Human Resources**

To be responsible to the Governing Body for all employee matters including:  
Reviewing employee salaries on an annual basis as required by legislation.  
Application of the Pay Policy in a fair and consistent way.  
Ensure all statutory and contractual requests with regard to the Pay Policy are applied.  
Record all decisions and report back in a clear summary to the Governing Body.  
Ensure knowledge is up to date about pay issues and make the Governing Body aware when the Pay Policy needs to be updated.

#### **Policies and Procedures**

The Pay Committee has a general role in advising the Principal on matters relating to the Governance of the school.  
The Pay Committee is required to abide by the requirements and guidelines of the LA and DfE.  
The Pay Committee should make recommendations for future financial planning and in so doing will need to liaise with the other committees.

#### **Review/Ratify/Approve**

Staffs pay recommendations from the Principal.

#### **Meetings**

Committee meetings will be held on an as required basis but at least twice yearly.  
A member of the committee will make a record of all proceedings at each meeting. Minutes will be circulated to members within seven days of the meeting and presented with the agenda for the next full Governors meeting.  
The Pay Committee will report the work of the Committee to the regular meetings of the Governing Body.  
The Committee will liaise with such other committees and invite members of other committees to attend its meeting as should be deemed appropriate.  
Any matters which may be in conflict with the work of another committee must be referred to the Governing Body.

#### **Delegated Powers**

In the context of these terms of reference the committee will have full powers to act on behalf of the governing body in an emergency. All committee business will be reported in writing to the full governing body's next meeting.  
The Committee chair is authorised to spend up to 10k on day to day matters provided these are within the schools agreed budget and within pre-determined policies.

## **Appendix C – School’s Appeals Procedure**

The arrangements for considering appeals are as follows:

At the formal stage of the appeals procedure the teacher has the right to put their case to the Governing Body appeal panel and is entitled to be accompanied by a colleague / trade union representative

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination. That the person or committee by whom the decision was made:

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

The order of proceedings is as follows:

- 1) The teacher is informed of the pay recommendation to be made to the pay committee and where applicable the basis on which the decision was made.
- 2) If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head Teacher.
- 3) Pay recommendations should be made to the pay committee to make pay determinations.
- 4) Pay decision is confirmed in writing.
- 5) Where the teacher is still dissatisfied, they may follow a formal appeal process.
- 6) The teacher should set out in writing the grounds for appeal and send it to the individual (or committee) who made the determination, within 10 working days of the notification of the decision of the pay committee or of the outcome of the discussion referred to above.

The appeal will be considered by an appeals committee in accordance with the School’s Appeals Procedure. The appeal’s committee will comprise of different members to the original pay committee.

## Appendix D – Professions Skills Level Descriptors

### PROFESSIONAL SKILLS LEVEL DESCRIPTORS LINKED WITH THE THREE PAY BAND STRUCTURE

Name	Pay Point	Date	Self/School Assessment	Page 1						
<b>Professional Area</b>	<b>Relevant Standards</b>	<b>Band 1</b>			<b>Band 2</b>			<b>Band 3</b>		
		<b>M1</b>	<b>M2</b>	<b>M3</b>	<b>M4</b>	<b>M5</b>	<b>M6</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>
<b>PROFESSIONAL PRACTICE</b>	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many – but not all – aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
<b>PROFESSIONAL OUTCOMES</b>	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
<b>PROFESSIONAL RELATIONSHIPS</b>	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		

### PROFESSIONAL SKILLS LEVEL DESCRIPTORS LINKED WITH THE THREE PAY BAND STRUCTURE

Name Pay Point Date Self/School Assessment Page 2

Professional Area	Relevant Standards	Band 1			Band 2			Band 3		
		<b>M1</b>	<b>M2</b>	<b>M3</b>	<b>M4</b>	<b>M5</b>	<b>M6</b>	<b>U1</b>	<b>U2</b>	<b>U3</b>
<b>PROFESSIONAL DEVELOPMENT</b>	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
<b>PROFESSIONAL CONDUCT</b>	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

## **Suggestions for possible wording.**

(Relevant section to be incorporated into the body of the Policy once finalised by School).

### EXAMPLES OF APPROACHES TO PAY PROGRESSION BASED ON PERFORMANCE

#### Example 1 – Absolute performance measures

In this the, School judgements of performance will be made against the extent to which Teachers have met their individual objectives and the relevant standards and how they have contributed to (insert here any specific impacts the School may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of Teachers or other staff; wider contribution to the work of the School).

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

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

Teachers may be eligible for £y if (insert here the level of performance that may lead to less rapid progress in a year – e.g. "they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good"). Teachers will be eligible for £z if (insert here how the highest performing Teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that "they exceed all their objectives, are assessed as fully meeting the relevant standards and all of their teaching is assessed as outstanding").

#### Example 2 – Relative performance measures

In this, the School judgements of performance will be made against the extent to which Teachers have met their individual objectives and the relevant standards and how they have contributed to (insert here any specific impacts the School may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of Teachers or other staff; wider contribution to the work of the School).

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

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

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

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

#### Example 3 – Combination of absolute and relative performance measures

In this School's judgements of performance will be made against the extent to which Teachers have met their individual objectives and the relevant standards and how they have contributed to (insert here any specific impacts the School may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of Teachers or other staff; wider contribution to the work of the School).

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

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

Teachers may be eligible for £y if (insert here the level of performance that may lead to less rapid progress in a year – e.g. "they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good"). Teachers will be eligible for £z if (insert here how the highest performing Teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that "they are judged as being within the top 10/5/x% of those Teachers in their School who also meet the absolute expectations for progression").