



# Whole School Pay Policy 2017-2018

## 1. INTRODUCTION

This Pay Policy document sets out the principles which will guide all pay decisions for the Headteacher, Deputy Headteacher(s), Assistant Headteacher(s), classroom teachers and support staff at the school, both on first appointment and thereafter, and the procedures which will be followed.

In the implementation and application of its Pay Policy the Governing Body will seek to ensure that all teaching and support staff are valued and receive proper recognition for their work and contribution to school life. All procedures for determining pay will be consistent with the principles of public life – objectivity, openness and accountability.

The Governing Body will consult school staff and teacher professional associations/trade unions on the Pay Policy and review it each year, or when other changes occur, to ensure it reflects the latest legal position and complies with the statutory provisions of the School Teachers' Pay & Conditions Document (a copy of which can be found on line) the National Agreement on Pay & Conditions of Service (Green Book) in respect of support staff and Wirral's locally agreed conditions for both teachers and support staff.

**N.B. The principles of governance are the same in Academies as in maintained schools, but the governing body has greater autonomy.**

**They have the freedom to:**

- **set their own pay and conditions for staff**
- **change the lengths of terms and school days.**

All pay-related decisions will be made taking full account of the school's improvement plans and in compliance with the Equality Act 2010, which replaces and consolidates all the previous anti-discrimination laws (Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995, Employment Equality (Religion or Belief) Regulations 2003, Employment Equality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006)-

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality workforce
- enable the school to recognise and reward teachers and support staff appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just and transparent way.

**Pay decisions at this school are made by the *Governing Body*.**

## 2. PRINCIPLES

### 2.1 Equal Treatment

The Governing Body intends that no member of staff will receive less favorable treatment because of his/her sex, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sexual orientation, race, age or disability, trade union or politically related activities. All decisions on advertising of posts, appointing, promoting and paying staff, training and staff development will have regard to relevant legislation.

## 2.2 Salary Sacrifice Arrangements

A Childcare Benefits Scheme is available to both teachers and support staff to help them meet their childcare costs.

Anyone who is legally responsible for caring for a child (or children up to the age of 15 (or 16 if your child has a disability) can take part in the Scheme, provided they meet basic eligibility criteria and their childcare provider is Ofsted registered or has approved status under the Sure Start Childcare Approval Scheme. Childcare vouchers are implemented by way of a salary sacrifice scheme, whereby an employee agrees to give up the right to receive part of their cash pay in exchange for childcare vouchers to the same value as the cash sacrifice. The amount of salary exchanged for vouchers is exempt from tax and NI contribution.

*Further information is available on the Fideliti website*

*Alternatively if you require further advice you can contact the Fideliti Customer Care Line on 0800 288 8727 or by email at [enquiries@fideliti.co.uk](mailto:enquiries@fideliti.co.uk)*

## 2.3 Vacant Posts

Full information relating to vacant posts, TLRs, enhancements, temporary and acting posts will be made known to all staff (including those on secondment, maternity, adoption or sick leave) in time for them to apply for such posts.

## 2.4 Job Descriptions

Each member of staff will be provided with a job description in accordance with the staffing structure agreed by the Governing Body and relevant conditions of service identifying key areas of responsibility.

These job descriptions will be reviewed normally on an annual basis as part of the appraisal process and in consultation with the individual concerned to make reasonable changes, in light of the changing circumstances of the school.

Updated job descriptions should be evaluated and staff should be issued with the Job descriptions which will be submitted for ratification and acceptance by the relevant Committee as they form a part of a coherent management and responsibility structure for the school. It is also important that the relationships between various areas of responsibility are clearly defined in the job description.

## 2.5 Acting Up Allowances – Teaching and Support Staff

An Acting Up allowance will be paid to a member of staff who covers all or some of the duties associated with a post at a higher grade than their own during temporary absence or vacancy. The allowance will be equivalent to the difference between their normal salary and the appropriate salary point or a proportion of the higher graded post according to the duties carried out.

Such allowances will be paid when an employee undertakes the duties of a higher graded post for a continuous period. The definition of a continuous period varies according to the conditions of service of the employee.

The Governing Body and Headteacher will operate within the prescribed National Conditions of Service and further advice will be sought from the school's elected HR Consultants in every case.

## 2.6 Records

The school will afford access to individual members of staff to their own employment records in accordance with the Data Protection Act. Records will be confidential and should be kept for a period of 6 years.

## 2.7 Discretions

The Headteacher (under the Schemes of Delegation) will, within the parameters of the School Teachers' Pay and Conditions Document, the Conditions of Service for School Teachers (Burgundy Book), the Conditions of Service applicable to Support staff (Green Book) and school budget, ensure that:

- discretionary payments, where exercised, are awarded in a clear, objective, transparent, fair, and consistent manner.
- awards are only made in accordance with written criteria.
- the reason(s) for the discretionary award is formally noted in the appropriate Governing Body meeting

## 2.8 Temporary and Fixed Term Appointments

Staff on temporary or fixed term contracts will be employed on the same terms and conditions of service as permanent staff.

**NB** all **support staff** employed on a supply, temporary or fixed term contract must be paid the appropriate rate for the post (in line with the rate paid for comparative staff), including staff employed through a supply agency, in line with the Agency Worker Regulations 2010).

## **3. TEACHERS**

3.1 New arrangements for teachers' pay took effect from 1 September 2013. September 2013 was the last time that annual pay increments were awarded to teachers based on the length of their service.

From September 2014, all pay progression is based on meeting individual performance management objectives and professional teacher standards.

Teachers will not automatically receive an annual pay increase where performance objectives and teacher standards have not been met or the teacher is in performance capability procedure.

3.2.1 Schools do have the option to increase individual teachers' pay at different rates based on performance, however, the Governing Body have agreed progression will not be differentiated – all those who are successful in their appraisal will progress one step upon an agreed range of salary points. Performance objectives must state the level of performance required to meet the objective at the end of the review period.

Performance objectives will become more challenging as teachers progress up the pay scale. Please see the Appraisal Policy for Teachers and Headteachers, for further guidance.

3.3 **NQT Starting salary following successful completion of Induction.**

On successful completion of NQT a teacher would progress to a minimum of M2 (See **Appendix A** for pay scales).

3.4 **Pay on appointment**

The Headteacher will determine the salary range (**which must be clearly stated within adverts**) for any vacant classroom teacher post on the main pay range or upper pay range, having regard to:

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

To maintain high standards, the Headteacher will at their discretion, be able to award a recruitment incentive benefit to secure the candidate of choice, if necessary.

The Headteacher will need to consider honouring previous salary on main and upper pay range, but it is no longer a statutory requirement for the appointment of teachers.

The School should indicate to applicants, at the time of advertising, if they are not necessarily prepared to pay at the teacher's current rate of pay (including any incremental progression). There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

### 3.3 Upper Pay Range

Teachers can apply to progress to the upper pay range at any point in their career. Teachers must inform their appraiser at least two years in advance in order to be able to set objectives and gather appropriate evidence. It is the responsibility of the teacher to decide whether or not they wish to 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 upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals under the 2011 or 2012 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). Applications should contain evidence from the two most recent academic years in which they have service.

- Progression will no longer be based on threshold standards.
- Teachers must be assessed as highly competent to move on to the upper pay range. In this school **highly competent** is where the teacher is assessed as having excellent depth and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working. Performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
- Teachers must evidence a sustained and substantial contribution to the school. In this school, **substantial** is where the teacher's achievements and contribution to the school are significant, playing a critical role in the life of the school, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider contribution to school improvement which impacts on pupil progress and the effectiveness of staff and colleagues. A role model for teaching and learning; taking advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- **Sustained** is where the teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives; they will have been expected to have shown their teaching expertise has grown over the relevant period and is consistently good to outstanding.

#### Upper Pay Range Application Process:

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

- Complete a letter of application to the Headteacher;
- The Headteacher will assess the letter of application and supporting evidence.
- On completion of a full review and performance management moderation, the Headteacher will make a recommendation to the Outcomes & Performance Committee;
- The Outcomes & Performance Committee will make the final decision, advised by the Headteacher;
- Teachers will receive written notification of the outcome of their application within 20 working days of the Outcomes & Performance Committee meeting taking place. 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 the policy (see 'Assessment' below).

- If requested, oral feedback 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 UPS on 1 September of the current Academic year.
- Unsuccessful applicants can appeal this decision. The appeals process is set out at the back of this pay policy.

**Applications will be assessed robustly, transparently and equitably.**

**An application from a qualified teacher will be successful where the Governing Body is satisfied that:**

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

### 3.6 **Timetable for Pay Reviews**

The Governing Body will review every teachers' salary with effect from **1 September** and by no later than **30 November** each year and give them a written statement setting out their salary, safeguarded sums (if applicable) and any other financial benefits as specified in the School Teachers' Pay & Conditions Document (STPCD).

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisals are set out in the school's appraisal policy.

**Decisions regarding pay progression will be made with reference to the teachers' 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.** It will be possible for a 'no progression' determination to be made without recourse to the capability procedure. To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by all involved being well trained in appraisal and quality assurance. The setting of targets and the judgement as to whether targets have been achieved is subject to rigorous moderation.

The evidence we will use will include self-assessment, tracking pupil progress, lesson observations, task observation, lesson planning and GCSE results.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Outcomes & Performance Committee, having regard to the appraisal report and taking into account advice from the Senior Leadership Team. The Finance, Premises and Pay & Personnel Committee will consider the recommendations of the Outcomes & Performance Committee, in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

In this school, judgments of performance will be made against the extent to which teachers have met their individual objectives, the Teacher Standards and Career Stage Expectations (**Appendix B**) and the quality of their teaching. Quality of teaching will be assessed according to OfSTED criteria and categories.

The measures that will be taken into account in making judgments about whether teachers have met their objectives and the standards may include the contribution/impact they have made, specifically their:

- 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

When making judgments about the meeting of standards, full account will be taken of both Parts of the Teaching Standards: Part One: Teaching and Part Two: Personal and Professional Conduct. Staff performance will be assessed both in terms of relative and absolute performance – progress may be rewarded as well as outstanding achievement, provided that the progress meets the expectations of the Teaching Standards.

Any pay increase will be clearly attributable to the performance of the teacher concerned. Progression will not be differentiated – all those who are successful in their appraisal will progress one step upon an agreed range of salary points.

In this School there will be a clear expectation of progression to the maximum of the relevant (main, upper or unqualified teacher) pay range subject to continued good performance as defined by this Policy. The School will ensure, in setting and assessing performance against objectives and the Teacher Standards, that no teacher will be disadvantaged by virtue of their working pattern or through their possession of a protected characteristic. Reasonable adjustments / allowances for particular circumstances will be made to ensure that no discrimination occurs.

Reviews may also take place at other times of the year to reflect any changes in circumstances or job descriptions that lead to a change in the basis for calculating a teacher's pay. This includes when a teacher passes through the threshold. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

In the case of a member of the Leadership Group, or a post-threshold teacher, the written statement should include the performance objectives on which his/her salary will be reviewed in the future.

The Governing Body will also undertake a similar pay review for all support staff.

The formal written statement of the Committee's decision which the Headteacher will distribute to staff, including those on maternity leave, adoption leave, secondment or long-term sick leave, will advise members of staff that if they are dissatisfied they may make representations to the Pay & Personnel Committee either in person or in writing provided they inform the Headteacher in writing of their intentions within ten working days of receiving their statement (**see Appendix D**).

Any member of staff making representations will be entitled to be accompanied/represented by a work colleague or professional association/trade union representative.

In respect of the pay decision for the Headteacher the formal written statement will be given to him/her by the Chair of Governors. The deadline is **31 December**.

N.B. Instructions for Headteachers' movement up the leadership spine should be signed by the Chair of Governors.

### 3.7 **Increases to Boost pension**

The Governing Body will not exercise pay discretions with the objective of increasing final salary for pension purposes.

Under Regulation E311 of the Teachers' Pensions Regulations 1997 which came into force on 3 February 1998, any increase in salary which is more than £5200 or 10% (whichever is the greater) above the standard increase cannot be used in the calculation of benefits unless the employer pays an additional contribution to the Scheme equivalent to the actuarial value of the increased benefits.

Governing Bodies could, if they so wished, consider making the payment from their school's budget. The Governing Body must seek advice should they wish to consider this course of action.

The salary paid to teachers passing through threshold does not count for this purpose.

### 3.8 **Constitution of Outcomes & Performance Committee**

#### **Membership**

The Committee shall consist of not less than four Governors including the Headteacher. The Committee shall have such co-opted non-voting members as decided by the Governing Body.

#### **Quorum**

The quorum shall be three Governors.

#### **Chair**

The Chair shall be elected in the summer term for the duration of the following academic year.

#### **Purpose**

Based on the SDP vision and strategic objectives, the Committee will:

- shape and monitor all policies associated with curriculum, learning, staffing and student services;
- provide guidance to the Governing Body and support for the Headteacher relating to the implementation and delivery of curriculum, SEN provision and student welfare;
- provide guidance on SDP KPIs relating to academic performance and welfare including the attainment gap (FSM/NFSM), GCSE attainment, attendance, staff performance, stakeholder satisfaction;
- assess the performance of the SDP through a review of associated KPIs/targets (via Headteacher report);
- recommend/monitor interventions to rectify under performance;
- appoint link Governors as appropriate in order to meet the needs outlined in the School Development Plan;
- ensure Governor presence in school at least twice per term and document feedback;
- review performance management of the Headteacher and teaching staff, the performance management framework (as per statutory requirements) and make recommendations for pay and grading to the Finance, Premises, Pay & Personnel Committee;
- make recommendations to the Finance, Premises, Pay & Personnel Committee on resource levels to ensure standards and performance targets are being met;
- support the shortlisting, interviewing and recruitment of teachers and other staff where necessary.

### 3.9 **Constitution of Finance, Premises, Pay and Personnel Committee**

#### **Membership**

The Committee shall consist of not less than four Governors including the Headteacher. The Committee shall have such co-opted non-voting members as decided by the Governing Body.

#### **Quorum**

The quorum shall be three Governors.

#### **Chair**

The Chair shall be elected in the summer term for the duration of the following academic year.

#### **Purpose**

Based on the SDP vision and strategic objectives, the Committee will:

- lead on all matters associated with the academy's finances & personnel including MTFP, PFI, funding, budget setting, staff wellbeing, the provision of information, staff consultation and recommending procedures/policies for pay (including discretionary pay), recruitment, redundancy, discipline, grievance, equal opportunities etc;
- ensure staff structures are aligned with the objectives of the SDP, job/role descriptions are maintained and up to date, and an effective performance development framework has been implemented and is reviewed;
- provide the decision making body for salaries in terms of awards/appeals;
- maintain records and communicate decisions as appropriate;

- work with the Outcomes & Performance Committee as appropriate to ensure the school is able to recruit, retain, develop and motivate staff;
- appoint link Governors as appropriate in order to meet the needs outlined in the School Development Plan;
- appoint link Governors as appropriate in order to meet the needs outlined in the School Development Plan;
- recommend the annual budget to the FGB, working to a strategic planning cycle & SDP priorities. To include premises, maintenance, staff budget, the review of salaries and the use of contingency funds and balances;
- ensure confidentiality in terms of decisions or recommendations associated with the salaries of individuals;
- monitor and review procedures and expenditure on a regular basis, ensuring compliance with financial plan and financial regulations;
- prepare financial statement for the AGM of the Governing Body in accordance with Charity Commission and Company Act requirements;
- liaise with the Audit Committee in terms of receiving auditors reports, the appointment of auditors and making recommendations to the FGB in terms of audit findings and actions.

### 3.10 **Pecuniary Interest**

Governors should withdraw from any meeting in which they have a direct or indirect pecuniary interest. The clerk can continue to act as clerk unless his/her own appointment, pay or disciplinary action against him/her is under consideration.

Specific provision is made in the regulations in relation to certain issues, namely:

- a person paid to work at the school is not regarded as having a pecuniary interest if his/her interest is no greater than that of other persons paid to work at the school other than those Committees dealing with pay and personnel matters.
- a person must withdraw and not vote on his/her own appointment, reappointment, suspension or removal as a governor, or as chair, vice-chair or clerk of the governing body;
- a person paid to work at the school, other than the Headteacher, must withdraw and cannot vote in relation to the pay or performance appraisal of any particular person working at the school. This does not affect general discussions about general policy;
- the Headteacher must withdraw and cannot vote in relation to their own pay or performance appraisal.

### 3.11 **PAY APPEALS**

A member of staff may appeal against any determination in relation to his/her pay or any other decision taken by the Governing Body that affects pay. (e.g. performance management, threshold assessment).

The grounds for appeal are that the person or Committee by whom the decision was made:-

- incorrectly applied any provision of the appropriate STPCD and Whole School 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 member of staff.

**N.B. This list is not exhaustive, but gives usual grounds for appeal.**

**Appendix D outlines the order of proceedings for the appeal.**

## **4. SUPPORT STAFF**

### **4.1 Changes to Pay and Conditions of Service**

It is recognised that the pay and conditions of service for support staff are determined through National negotiation. The Governing Body will continue to recognise the application of the national conditions contained in the **GREEN BOOK** – the National Joint Council for Local Government Services.

Staff will be placed on grades as operated by the Local Authority, though the school will determine the point within a given range for new appointees and for staff who are promoted. The operation of National Conditions of Service will mean for example that Governors do not have the power to vary the entitlement to overtime payments for authorised overtime.

Any changes to the pay and conditions of service of support staff will only be made in consultation with support staff and the appropriate trade unions.

### **4.2 Major Changes**

The Governing Body will seek advice from the school's elected HR Consultants before making any major changes to the designation or grading of a post. Major in this context would involve, for example, changing a school secretary's post to that of a bursar. A major change of grade would involve for instance, a change of more than two grades (e.g. from Band G to PO2).

The Governing Body is aware of the equal pay implications of such changes both within the school and between schools and will take appropriate advice before making a decision.

### **4.3 Job Evaluation**

The Governing Body is not required to use the Local Authority's job evaluation scheme to determine grades of posts but recognises that the scheme provides an objective basis for deciding on the appropriate grade and that departure from the scheme may make equal pay claims easier to establish within the school.

Where Governors choose to set a grade which is at variance with the results of the job evaluation they will record their reasons for so doing including any specific considerations which they feel may not have been taken into account in the job evaluation.

### **4.4 Promotion**

Whenever it is proposed to promote a member of staff to a higher grade other than their existing post, Governors will review the individual's job description to ensure that the responsibilities of the post are commensurate with the new grade. Governors should use the job evaluation scheme as guidance.

### **4.5 Accelerated Increments**

The Governing Body has agreed that at its discretion an employee may be paid one or more accelerated increments at any time, in addition to the normal annual increment, provided that the grade maximum is not exceeded.

Normally, accelerated increments will be granted for one of the following reasons and should be so minuted:-

- a salary anomaly in relation to a colleague
- especially meritorious work over an extended period.

#### 4.6 Withholding Increments

This provision will only be considered by the Governing Body when the disciplinary or capability procedures have been exhausted and the employee's competence has been proved to be less than the requirements of their post in the previous year.

#### 4.7 Upper Pay Band

The Governing Body have introduced an Upper Pay Band (**Appendix A**) for Support Staff from September 2014. The Governing Body have agreed that Support Staff may progress to the Upper Pay Band from the NJC Pay Spine at its discretion.

All pay progression on the Upper Pay Band will be based on meeting individual performance management objectives and/or professional standards. Support Staff on this band will **not** automatically receive an annual pay increase if performance objectives are not met.

## **5. TEACHING STAFF PAY AND CONDITIONS OF SERVICE**

### 5.1 National Conditions

Pay and conditions for Headteachers, Deputy Headteachers, Assistant Headteachers, Classroom Teachers and unqualified teachers will be as prescribed in the School Teachers' Pay and Conditions Document issued annually by the Department for Education.

Other collective agreements negotiated nationally, such as the provisions for maternity leave scheme are contained in the Conditions of Service for School Teachers ("Burgundy Book").

**No payments or conditions of employment other than those provided for in the STPCD, Burgundy Book or Local Conditions document may be applied to teachers except in the case of Academies.**

### 5.2 Local Discretion

The Governing Body and Headteacher recognises that the School Teachers' Pay and Conditions Document includes a wide range of pay flexibilities which can be used as management tools to help the school realise its objectives. It is also conscious of the conflicting demands on the school's limited budget and will decide on discretionary enhancements in a prudent way, having regard for these other demands and the need to have a balanced approach to the school's development.

### 5.3 Legal Challenge

Governors and the Headteacher are aware of the need to be able to justify, and, if necessary, to defend against legal challenge, individual decisions taken when using their discretionary powers over teachers' pay. The Governing Body and Headteacher will therefore make clear at all times what criteria it is using and will ensure that this is recorded in writing.

Governors and the Headteacher will follow the regulations and guidance as set out in the School Teachers' Pay and Conditions Document when making these decisions. Decisions on discretionary payments will generally be made once a year as part of an annual review of salaries unless there is an exceptional reason for doing so at another time of the year.

### 5.4 Unqualified Teacher

The Headteacher (under the Schemes of Delegation) shall award an unqualified teacher who remains in the same post on 1 September in each year an increment until the maximum of the scale is reached, provided the unqualified teacher has completed periods of employment amounting to at least twenty-six weeks aggregate within the previous twelve months. Scale points awarded are permanent, whether the unqualified teacher remains in the same post, or takes up a new one.

The Headteacher may also pay any additional allowance they consider appropriate where they consider that his/her salary is not adequate having regard to his/her responsibilities or to any qualifications or experience relevant to his/her specialised form of teaching. The Headteacher will make awards on a case-by-case basis having regard to equal treatment, fairness and transparency.

Unqualified teachers are not eligible for TLR payments or SEN Allowances.

### 5.5 Newly Qualified Teachers

All newly qualified teachers join the main pay scale at M1.

### 5.6 Induction Arrangements for Newly Qualified Teachers

An NQT must have a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

## 5.7 Discretionary Points

The Governing Body and Headteacher may award additional points (a maximum of two points) for years of experience other than employment as a teacher which the Governing Body considers of value to the performance of the classroom teacher's duties.

It is the responsibility of the Governing Body and Headteacher to make an appropriate assessment of the value of any previous experience. Governing Bodies could consider the teaching in Academies, City Technology Colleges, independent schools, or in overseas schools outside the EEA, or non-teaching experience whether paid or not which they consider relevant.

## 5.8 General

Once awarded, experience points, whether originally mandatory or discretionary, may not be taken away, whilst the teacher remains in post at that school. They also count towards that teacher's eligibility for performance threshold.

## **6.1 Teaching and Learning Responsibility (TLR) Payments**

TLR payments will be as prescribed in the School Teachers' Pay and Conditions Document issued annually by the Department for Education.

The Governing Body and Headteacher may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than £529 and no greater than £2,630. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

### 6.2.1 Safeguarding TLR1 and TLR2 payments

The safeguarding of TLR payments will be as prescribed in the School Teachers' Pay and Conditions Document issued annually by the Department for Education.

## **6.3 Special Educational Needs Allowances**

### 6.3.1 Eligibility for SEN Allowance

A SEN allowance of no less than £2,106 and no more than £4,158 per annum is payable to a classroom teacher in accordance with the School Teachers' Pay and Conditions Document issued annually by the Department for Education.

### 6.3.2 Safeguarding of SEN Allowances

The safeguarding of a SEN allowance will be as prescribed in the School Teachers' Pay and Conditions Document issued annually by the Department for Education.

## **6.4 Recruitment and Retention Incentives and Benefits**

All new payments for recruitment and retention purposes must be made under the provisions set out in the 2017 STPCD.

The Governing Body and Headteacher are free to determine the value of the award. Awards made for retention purposes are only renewable in **exceptional** circumstances, which must be recorded in order to comply with this regulation.

All incentives and benefits awarded will be in writing stating whether the award is for recruitment or retention; the nature of the award; when/how it will be paid; unless it is a "one-off" award, the start date and duration and the basis for any uplifts which will be applied (as applicable).

## **6.5 Pay Scale for Classroom Teachers**

The Pay Spine for Classroom Teachers is detailed in **Appendix A**.

From 1 September 2012 the vast majority of teachers in the maintained sector who requested a threshold assessment were assessed against both the Teachers' Standards and the current post-Threshold standards.

It is the responsibility of the Headteacher to notify teachers of the outcome of the threshold assessment by no later than **20 working days** from the date the Headteacher informs the Governing Body of his/her decision. Where the standards have not been met the teacher should be notified in writing and where the standards have been met be provided with oral feedback.

## **6.6 Pay Scale for Post-Threshold Teachers (Upper Pay Scale)**

The Pay Scale for Post-Threshold Teachers is detailed in **Appendix A** and applies to teachers who have passed the standards threshold.

A teacher who first becomes entitled to be paid as a post-threshold teacher shall be paid on U1 of the pay scale for post-threshold teachers.

When reviewing the salary of a post-threshold teacher the Governing Body shall not determine that there has been any movement up the pay scale unless there has first been a review of the performances of the post-threshold teacher and his/her achievements and contribution to the school have been **substantial and sustained**. The review will need to assess that the teacher has continued to meet post-threshold standards; and grown professionally by developing their teaching expertise post threshold according to national standards.

Progression on the upper pay scale is **not** automatic but at the discretion of the Governing Body, however, all post-threshold teachers must be reviewed by the Reviewer / Headteacher. There is no automatic link between meeting objectives or targets and the award of a pay point.

The Governing Body will not determine a movement up the pay scale until the second annual salary determination after the date on which the teacher was placed on the current Upper Pay Scale point.

A post-threshold teacher's salary shall not be increased by more than one scale point in the course of a single annual salary review. Any points awarded shall be permanent whether the teacher remains in the same post or takes up a new one

## **6.7 Leading Practitioner (LP)**

From September 1st 2013, the new role of Leading Practitioner (LP) was created. This will be defined as qualified teachers whose primary purpose is to model and lead improvement of teaching skills.

Typically, the duties of a Leading Practitioner may include:

- A leadership role in developing, implementing and evaluating policies and practices in a school that contribute to school improvement.
- The improvement of teaching within school which impacts significantly on pupil progress.
- Improving the effectiveness of staff and colleagues, particularly in relation to specific areas.

## **6.9 Part-Time Teachers**

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will issue them with a written statement detailing their working time obligations and their pay.

The Governing Body 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 teacher will be used as the figure for calculating the percentage of the STTW for a part-time teacher.

Part-time teachers are entitled to PPA time pro-rata to full time teachers.

## **6.10 Supply Teachers**

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the pay arrangements pertaining to this pay policy.

Supply teachers will have their pay calculated to show the working element and the holiday element separately. The Governing Body will continue to pay supply teachers their holiday pay element at the time of working.

**NB** This applies to teachers employed through a supply agency, in line with the Agency Worker Regulations 2010

## **6.11 Performance Pay**

The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progress at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine the UPS progression.

## **6.12 Payment for undertaking Continuing Professional Development (CPD) outside the school day**

The Governing Body has discretion to make additional payments to Headteachers, Deputy Headteachers, Assistant Headteachers and teachers who undertake CPD at weekends, during school holidays or during a period outside the school day.

The Governing Body will issue a written statement detailing which CPD activities will be paid for and setting out an appropriate level of payment bearing in mind that payments should be funded from money saved on supply cover – such payments are intended to minimise the disruption caused to pupils' education caused by teachers' absence from the classroom.

The Governing Body note all such CPD activities are entirely voluntary and accept some teachers may not wish, or be able, to attend training courses in the evening, at weekends or during holidays. The Governing Body respects the rights of individuals to make their own choice and will take proper account of equal treatment and contractual requirements for reasonable work-life balance.

The Governing Body will where possible, schedule training courses during the five non-teaching days during which teachers are required to be available for work or out of hours.

All CPD payments are subject to income tax, National Insurance contributions and are pensionable. Payments to full time classroom teachers will only be made in respect of those activities undertaken outside the 1265 hours of directed time.

## **6.13 Payment for Initial Teacher Training Activities (ITT)**

The Governing Body will issue a written statement detailing the additional payments available to Headteachers, Deputy Headteachers, Assistant Headteachers and teachers who undertake

voluntarily to participate in ITT activities. A separate non-teaching contract of employment will also be issued.

All ITT payments are subject to income tax, National Insurance contributions and are pensionable.

#### **6.14 Payment for Out-of-School Hours Learning Activities**

The Governing Body will issue a written statement detailing the additional payments available to Headteachers, Deputy Headteachers, Assistant Headteachers and teachers who undertake voluntarily to participate in out-of-school hours learning activities.

The Governing Body will review annually the basis on which payments are made. Such activities will require the exercise of the teacher's professional skills or judgement.

Payments to full time teachers will only be made in respect of those activities undertaken outside the 1265 hours of directed time.

All out-of-school hours learning activities are subject to income tax, National Insurance contributions and are pensionable.

### **7. HEADTEACHERS**

The Individual School Range (ISR) will be calculated in accordance with the STPC 2017 Document.

The Governing Body determines the Headteacher's seven consecutive spine point ISR on the Leadership Group pay spine which must normally fit inside the school's Group range.

The ISR for the Head Teacher has been set at Group 6 L24 – L30.

Any discretionary payments made to a Headteacher in respect of any school year must not exceed 25 per cent of the amount which corresponds to that individual's point on their ISR for that year.

#### **7.2 Salary Review**

The Governing Body will review the salary of the Headteacher annually, having regard to the current DfE requirements, in that they are unable to move a Headteacher's pay up the pay spine unless there has been a sustained high quality of performance by him/her, having regard to the results of the most recent reviews.

A successful performance review, as prescribed by the Regulations, will involve a performance management process of performance objectives, classroom observation (where relevant) and other evidence.

The Governing Body notes that it may award **one** or **two** points during the academic year for sustained high quality performance by the Headteacher and that points awarded will be effective from **1 September**.

#### **7.4 Performance Appraisal Objectives for the Academic Year 2017 – 18.**

The Governing Body notes that it has a statutory duty to agree 3 or 4 Performance Appraisal Objectives for the academic year 1.9.2017 – 31.8.2018 which contribute to improving progress of pupils in the school, one of which will be a whole school objective making a direct and shared link with School Improvement Planning.

**Assessment Criteria for Headteacher performance appraisal objectives must be agreed by the Governing Body, with the support of the School Improvement Associate.**

The Governing Body notes that as part of its statutory duties it must appoint 3 governors to carry out the Headteacher's Performance Appraisal review, with the support of an external adviser

appointed by the Governing Body for that purpose. No pay progression will be possible unless this has been done and the review has shown sustained high quality performance and the Headteacher has demonstrated that he/she has grown professionally by developing their leadership and (where relevant) teaching expertise and having regard to their most recent planning and review statement.

The Governing Body also notes the DfE's recommendation that it is good practice for objectives to become progressively more challenging as the Headteacher gains experience and moves up his/her range.

## **8. DEPUTY HEADTEACHERS and ASSISTANT HEADTEACHERS**

### **8.1 Pay Range**

The Governing Body determines the Deputy Headteacher's and Assistant Headteacher's five consecutive point pay ranges on the Leadership Group pay spine in line with STPCD 2017 Document.

The pay range for the Deputy Headteacher has been set at L19 – L23. The pay range for the Assistant Headteachers(s) has been set at L13 – L17 respectively.

### **8.2 Salary Review**

The Governing Body will review the salary of the Deputy Headteacher and Assistant Headteacher, every annually, having regard to the current DfE requirements, in that they are unable to move a Deputy Headteacher's/Assistant Headteacher's pay up the pay spine unless there has been a sustained high quality of performance by him/her, having regard to the results of the most recent reviews.

A successful performance review, as prescribed by the Regulations, will involve a performance management process of performance objectives, classroom observation (where relevant) and other evidence.

The Governing Body notes that it may award one or two points during the academic year for sustained high quality performance by the Deputy Headteacher/Assistant Headteacher and that points awarded will be effective from **1 September**.

### **8.3 Performance Appraisal objectives for the Academic Year 2017–2018**

Under the Performance Appraisal Regulations the setting of a Deputy Headteacher's/Assistant Headteacher's Performance Appraisal objectives is the responsibility of the Reviewer who is usually the Headteacher. They must contribute to improving progress of pupils in the school, one of which will be a whole school objective making a direct and shared link with school improvement planning. No pay progression will be possible unless a review has been carried out by the Reviewer and the Deputy Headteacher/Assistant Headteacher has demonstrated that he/she has grown professionally by developing their leadership and (where relevant) teaching expertise having regard to their most recent planning and review statement.

The Governing Body also notes the DfE's recommendation that it is good practice for objectives to become progressively more challenging as the Deputy Headteacher/Assistant Headteacher gains experience and moves up his/her range.

## **9. MONITORING THE IMPACT OF THE POLICY**

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

## **APPENDIX A - PAY SCALES 2017-18**

### **Teachers Pay Scales**

| <b>Leading practitioners</b> |         |
|------------------------------|---------|
| Min                          | £39,374 |
| Max                          | £59,857 |
| <b>Upper pay ranges</b>      |         |
| UPS 1                        | £35,927 |
| UPS 2                        | £37,258 |
| UPS 3                        | £38,633 |
| <b>Main pay ranges</b>       |         |
| MPS 1                        | £22,917 |
| MPS 2                        | £24,728 |
| MPS 3                        | £26,716 |
| MPS 4                        | £28,772 |
| MPS 5                        | £31,039 |
| MPS 6                        | £33,824 |
| <b>Unqualified teachers</b>  |         |
| U1                           | £16,626 |
| U2                           | £18,560 |
| U3                           | £20,492 |
| U4                           | £22,426 |
| U5                           | £24,361 |
| U6                           | £26,295 |

## **Leadership Pay Scales 2017-18**

| <b>Leadership</b> |          |
|-------------------|----------|
| L1                | £39,374  |
| L2                | £40,360  |
| L3                | £41,368  |
| L4                | £42,398  |
| L5                | £43,454  |
| L6                | £44,544  |
| L7                | £45,743  |
| L8                | £46,799  |
| L9                | £47,967  |
| L10               | £49,199  |
| L11               | £50,476  |
| L12               | £51,639  |
| L13               | £52,930  |
| L14               | £54,250  |
| L15               | £55,600  |
| L16               | £57,077  |
| L17               | £58,389  |
| L18               | £59,857  |
| L19               | £61,341  |
| L20               | £62,863  |
| L21               | £64,417  |
| L22               | £66,017  |
| L23               | £67,652  |
| L24               | £69,330  |
| L25               | £71,053  |
| L26               | £72,810  |
| L27               | £74,615  |
| L28               | £76,466  |
| L29               | £78,359  |
| L30               | £80,310  |
| L31               | £82,293  |
| L32               | £84,339  |
| L33               | £86,435  |
| L34               | £88,571  |
| L35               | £90,773  |
| L36               | £93,020  |
| L37               | £95,333  |
| L38               | £97,692  |
| L39               | £100,072 |
| L40               | £102,570 |
| L41               | £105,132 |
| L42               | £107,766 |
| L43               | £109,366 |

**NJC (Support Staff) Pay Scales 2017-2018**

| <b>Band</b> | <b>SCP</b> | <b>1 April 17</b> |
|-------------|------------|-------------------|
| <b>B</b>    | <b>8</b>   | £15,246           |
|             | <b>9</b>   | £15,375           |
|             | <b>10</b>  | £15,613           |
|             | <b>11</b>  | £15,807           |
| <b>C</b>    | <b>12</b>  | £16,123           |
|             | <b>13</b>  | £16,491           |
|             | <b>14</b>  | £16,781           |
| <b>D</b>    | <b>15</b>  | £17,072           |
|             | <b>16</b>  | £17,419           |
|             | <b>17</b>  | £17,772           |
| <b>E</b>    | <b>18</b>  | £18,070           |
|             | <b>19</b>  | £18,746           |
|             | <b>20</b>  | £19,430           |
|             | <b>21</b>  | £20,138           |
| <b>F</b>    | <b>22</b>  | £20,661           |
|             | <b>23</b>  | £21,268           |
|             | <b>24</b>  | £21,962           |
|             | <b>25</b>  | £22,658           |
| <b>G</b>    | <b>26</b>  | £23,398           |
|             | <b>27</b>  | £24,174           |
|             | <b>28</b>  | £24,964           |
|             | <b>29</b>  | £25,951           |
|             | <b>30</b>  | £26,822           |
| <b>H</b>    | <b>31</b>  | £27,668           |
|             | <b>32</b>  | £28,485           |
|             | <b>33</b>  | £29,323           |
|             | <b>34</b>  | £30,153           |

**Upper Pay Band (Support Staff) Pay Scale 2017-18**

| <b>SCP</b> | <b>1 April 2017</b> |
|------------|---------------------|
| UPB 1      | £29,191             |
| UPB 2      | £30,234             |
| UPB 3      | £31,276             |
| UPB 4      | £32,319             |
| UPB 5      | £33,361             |

**APPENDIX B - TEACHERS' STANDARDS & CAREER STAGE EXPECTATIONS INITIAL ASSESSMENT AND AUDIT**

Name ..... Pay Point ..... Date ..... School/Self Assessment .....

| Professional Area     | Relevant Standards  | M1 - M2   | M3 - M4   | M5 - M6   | UPS1  | UPS2   | UPS3   | + | - | Standards for professional dialogue |
|-----------------------|---|---|---|---|---|--|--|---|---|-------------------------------------|
|                       |   | Teacher   | Skilled   | Accomplished  | Expert  |  |  |   |   |                                     |
| PROFESSIONAL PRACTICE | 1.1(1);<br>1.2(2,3,5)<br>1.3(1,3) 1.4<br>(1,2,3) 1.5<br>ALL 1.6(1)<br>1.7(1,2,3)<br>1.8(3) 2.1<br>(2,4)<br>Preamble | All teaching satisfactory; much good or better<br><br><i>Can demonstrate and evidence relevant standards are met and consolidated in practice. Planning and homework setting follows school policy.</i> | All teaching good or better<br><br><i>(As M2) and can demonstrate and evidence that teaching knowledge and application are deepening student understanding. Teaching is effective in providing challenge and promoting progress.</i><br><br><i>Can demonstrate and evidence that his/her good subject knowledge enables learning to be fully developed and promotes high standards of literacy and communication.</i> | All teaching good; some outstanding<br><br><i>(As M4) and can demonstrate and evidence that teaching is building, increasing independence, confidence and resilience in learning.</i> | All teaching good; some outstanding<br><br><i>(As M6) and can demonstrate that teaching systematically and effectively improves student understanding and has a notable impact on learning. Best practice is being shared.</i><br><br><i>Tasks are closely matched to specific learning needs and marking and</i> | All teaching good; much outstanding<br><br><i>(As UPS1) and can demonstrate and evidence that they are leading best practice in defined areas of school.</i> | All teaching good; much outstanding<br><br><i>(As UPS2) and can demonstrate and evidence secure leadership of teaching that contributes to whole school improvement and development in others.</i> |   |   | +<br><br>-                          |

|                            |  |   |   |  |   |  |  |  |  |            |
|----------------------------|--|---|---|--|---|--|--|--|--|------------|
|                            |  |   |   |  | <i>constructive feedback are frequent and of high quality.</i>  |  |  |  |  |            |
| PROFESSIONAL OUTCOMES      | 1.1(2)<br>1.2(1,2,3)<br>1.5(1)<br>1.6(3,4)<br>Preamble | At least 60% of students achieve in line with school expectations<br><br><i>Can demonstrate and evidence relevant standards are met and consolidated in practice.</i> | Almost all students achieve in line with school expectations<br><br><i>(As M2) and can demonstrate and evidence that they model high expectations based on prior attainment. Teaching is effective in providing challenge and promoting progress.</i> | Students achieve in line with school expectations; some exceed them<br><br><i>(As M4) and can demonstrate and evidence that teaching is building increasing independence, confidence and resilience in learning.</i> | Students achieve in line with school expectations; some exceed them.<br><br><i>(As M6) and can demonstrate and evidence that tasks are closely matched to specific learning needs and marking and constructive feedback are frequent and of high quality.</i> | Students achieve in line with school expectations; many exceed them<br><br><i>(As UPS1) and can demonstrate and evidence that they are leading best practice in defined areas of school.</i> | Students achieve in line with school expectations; many exceed them<br><br><i>(As UPS2) and can demonstrate and evidence secure leadership of teaching that contributes to whole school improvement and development in others.</i> |  |  | +<br><br>- |
| PROFESSIONAL RELATIONSHIPS | 1.1(1) 1.6(4)<br>1.7(4)<br>1.8(2,3,5)<br>2.1(1,3,4)    | Positive working relationships with students,   | These relationships are securely focussed on improving provision for students   | Professional relationships with students, colleagues and staff lead to   | Plays a proactive role in building key stage or departmental  | Plays a proactive role in building school-wide teams to  | Plays a proactive role in building school-wide teams to  |  |  | +<br><br>- |

|                          |   |   |   |  |  |  |  |  |  |            |
|--------------------------|---|---|---|--|--|--|--|--|--|------------|
|                          | Preamble  | colleagues and parents<br><br><i>Can demonstrate and evidence relevant standards are met and consolidated in practice.</i>  |   | excellent class provision  | teams to improve provision and outcomes  | improve provision and outcomes   | improve provision and outcomes   |  |  |            |
| PROFESSIONAL DEVELOPMENT | 1.2(4,5)<br>1.3(1,2,4,5)<br>1.4(5)<br>1.5(2,3,4)<br>1.6(1) 1.8(4)<br>2.1(2) 2.3<br>Preamble | Able, with support, to identify key professional development needs and respond to advice and feedback<br><br><i>Can demonstrate and evidence relevant standards are met and consolidated in practice.</i> | Takes a proactive role in accessing relevant support and professional development from colleagues | Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly | Plays a proactive role in leading the professional development of key stage or departmental colleagues | Plays a proactive role in leading the professional development of colleagues across the school | Plays a proactive role in leading the professional development of colleagues across the school |  |  | +<br><br>- |
| PROFESSIONAL CONDUCT     | 1.1(3) 1.7(1)<br>1.8(1) 2.1(all)<br>2.2 2.3   | Meets all standards<br><br><i>Can</i>   | Meets all standards   | Meets all standards  | Meets all standards  | Meets all standards  | Meets all standards  |  |  | +<br><br>- |

|  |          |  |  |  |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|--|--|--|
|  | Preamble | <i>demonstrate and evidence relevant standards are met and consolidated in practice.</i> |  |  |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|--|--|--|

+ Performance may exceed career stage expectations

- Performance may be below career stage expectations

## APPENDIX C

### **PROCEDURE TO BE FOLLOWED ON THE REVIEW OF THE SCHOOL PAY POLICY**

The Pay Policy will be reviewed annually by the Finance, Premises, Pay and Personnel Committee appointed by the full Governing Body, under its delegated powers. The number and names of appointees will be formally minuted. This Committee, will read and prepare, if necessary, an update of the current Whole School Pay Policy. The Committee will take account of recent legislation, national and local agreements affecting all teaching (this includes part-time teachers and teachers on fixed term contracts) and support staff in the school, along with available advice and guidance notes on file. Members will check that no changes have been made to the title of Committees mentioned in the document, or to the number of Governors who shall be appointed to them.

Consultation shall take place, in the first instance with all teaching/support staff within the school and their professional association/trade union representatives. Regard will be had to any formal comments which may arise out of this consultation. Notes shall be kept of meetings held and conclusions reached during the whole of the review period.

Copies of the updated document, or any revised section of it, shall be available in school.

The order of proceedings is as follows:

1. The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the member of staff is not satisfied they may make representations to the Outcomes & Performance Committee either in person or in writing. Whether the member of staff attends in person or not they must set down in writing the grounds for questioning the pay decision (**which must relate to the grounds as set out above**) and send it to the Headteacher within ten working days of receiving the decision.
3. The Outcomes & Performance Committee will provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider it.
4. Any member of staff making a personal representation will be entitled to be accompanied/represented by a work colleague or professional association/trade union representative.
5. Any Appeal must be heard by the Pay Appeal Committee, normally within twenty working days of the receipt of the written appeal application.
6. Any member of staff making an appeal will be entitled to be accompanied / represented by a work colleague or professional association / trade union representative.
7. The decision of the Pay Appeal Committee will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reason for the decision.

The decision is **final** and there is no recourse to the staff grievance procedure.

## **APPENDIX D (a)**

### **PROCEEDINGS OF THE GOVERNING BODY OUTCOME & PERFORMANCE COMMITTEE – REPRESENTATIONS**

**In respect of Performance Management decisions the PM Reviewer will present to the Committee the reasons that decided the salary assessment.**

1. The Headteacher will present to the Committee the reasons that decided the salary assessment of the employee or group of employees affected and the procedures that have been followed.
2. The employee (or his/her representative) shall have the opportunity to ask questions of the Headteacher on the report and on any information given by the Headteacher.
3. The members of the Committee shall have the opportunity of asking questions of the Headteacher.
4. The employee (or his/her representative) will have the right to put his/her claim in the presence of the Headteacher.
5. The Headteacher shall have the opportunity to ask questions of the employee (or his/her representative).
6. The members of the Committee shall have the opportunity to ask questions of the employee (or his/her representative).
7. The Headteacher shall have the opportunity to sum up his/her submission if he/she so wishes.
8. The employee (or his/her representative) shall have the opportunity to sum up his/her submission if he/she so wishes.
9. The Headteacher and the employee and his/her representative shall withdraw.
10. The Governors will deliberate in private, only recalling the Headteacher and the employee and his/her representative to clear points of uncertainty on information already given. If recall is necessary, both parties are to return notwithstanding only one is concerned with the point giving rise to doubt.
11. The Governing Body will announce its decision to the Headteacher and the employee and his/her representative personally or subsequently in writing. Whichever method is chosen, both parties will be informed in a like manner. A decision notified orally will be confirmed in writing.

## **APPENDIX D (b)**

### **PROCEEDINGS OF THE GOVERNING BODY PAY APPEAL COMMITTEE REPRESENTATIONS**

**In respect of Performance Management decisions the PM Reviewer and/or the Chair of the Outcomes and Performance Committee will present to the Committee the reasons that decided the salary assessment.**

1. The Headteacher and/or the Chair of the Outcome & Performance Committee will present to the Committee the reasons that decided the salary assessment of the employee or group of employees affected and the procedures that have been followed.
2. The employee (or his/her representative) shall have the opportunity to ask questions of the Headteacher and/or the Chair of the Outcomes & Performance Committee on the report and on any information given by the Headteacher.
3. The members of the Committee shall have the opportunity of asking questions of the Headteacher and/or the Chair of the Outcomes & Performance Committee.
4. The employee (or his/her representative) will have the right to put his/her claim in the presence of the Headteacher and/or the Chair of the Outcomes & Performance Committee.
5. The Headteacher and/or the Chair of the Outcomes & Performance Committee shall have the opportunity to ask questions of the employee (or his/her representative)
6. The members of the Committee shall have the opportunity to ask questions of the employee.
7. The Headteacher and/or the Chair of the Outcomes & Performance Committee shall have the opportunity to sum up his/her submission if he/she so wishes.
8. The employee (or his/her representative) shall have the opportunity to sum up his/her submission if he/she so wishes.
9. The Headteacher and/or the Chair of the Outcomes & Performance Committee and the employee and his/her representative shall withdraw.
10. The Governors will deliberate in private, only recalling the Headteacher and/or the Chair of the Outcomes & Performance Committee and the employee and his/her representative to clear points of uncertainty on information already given. If recall is necessary, both parties are to return notwithstanding only one is concerned with the point giving rise to doubt.
11. The Governing Body will announce its decision to the Headteacher and/or the Chair of the Outcomes & Performance Committee and the employee and his/her representative personally or subsequently in writing. Whichever method is chosen, both parties will be informed in a like manner. A decision notified orally will be confirmed in writing.

**The decision of the Appeal Committee will be final.**