



PRENTON HIGH SCHOOL FOR GIRLS

WHOLE SCHOOL PAY POLICY 2019/20

CONTENTS

1	Scope And Purpose.....	1
2	Who Is Covered By This Policy?	1
3	Who Is Responsible For This Policy?	1
4	Equalities Legislation.....	1
5	Equalities And Performance Related Pay	2
6	Employee Pay Reviews.....	2
7	Basic Pay Determination On Appointment Of Teaching Staff.....	2
8	Basic Pay Determination On Appointment Of Support Staff.....	3
9	Pay Progression Based On Performance: Context	4
10	Pay Progression Based On Performance: Measuring Performance	4
11	Pay Progression Based On Performance: Responsibilities	4
12	Pay Progression Based On Performance: Integration	5
13	Upper Pay Scale	5
14	Leading Practitioner Roles	6
15	Part-Time Employees	7
16	Short Notice/Supply Teacher.....	7
17	Differentials	7
18	Additional Payments For Teachers.....	7
19	Additional Payments For Members Of A Senior Leadership Team.....	8
20	Recruitment And Retention Incentive Benefits For Teachers	8
21	Safeguarding Arrangements For Teachers Only	8
22	Teaching And Learning Responsibility ("Tlr") Payments.....	8
23	Acting Up Allowance For Teaching Staff	9
24	Handling Grievances And Appeals	9
25	Appeal Hearing Procedure	9
26	The Modified Procedure	10
27	Monitoring, Evaluation And Review	10
	Appendix 1: Payscale: 2019/20	11

Owned:	HR Finance, Premises, Pay & Personnel
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1 SCOPE AND PURPOSE

- 1.1 It is the policy of Prenton High School for Girls to conduct all School business in an honest and ethical manner. This policy sets out the framework for making decisions on pay. It has been developed to comply with current legislation and follows where necessary the requirements of the School Teachers' Pay and Conditions Document (STPCD).
- 1.2 In adopting this Pay Policy the aim is to:
- 1.2.1 support the delivery of the School's strategic development plan and school improvement plans;
 - 1.2.2 support the recruitment and retention of a high quality workforce;
 - 1.2.3 enable the School to recognise and reward staff appropriately for their contribution to the School;
 - 1.2.4 ensure staff are well motivated and provide flexibility to recognise School staff performance linked to pay decisions;
 - 1.2.5 help to ensure that decisions on pay are managed in a fair, just and transparent way; and
 - 1.2.6 underpin the School's Teacher and Support Staff Appraisal Policies.
- 1.3 pay decisions for all employees at the School are ultimately made by the Governing Body.
- 1.4 This policy does not form part of any employee's contract of employment and it may be amended by the School at any time.

2 WHO IS COVERED BY THIS POLICY?

This policy covers all employees at all levels and grades, including senior leaders, officers, employees, trainees, part-time and fixed-term employees (collectively referred to as employees in this policy). It does not apply to agency staff and self-employed contractors.

3 WHO IS RESPONSIBLE FOR THIS POLICY?

- 3.1 The School has overall responsibility for the effective operation of this policy. The School has delegated day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Headteacher.
- 3.2 The Senior Leadership Team has a specific responsibility to ensure the fair application of this policy and all employees are responsible for supporting colleagues and ensuring its success.

4 EQUALITIES LEGISLATION

- 4.1 The School will comply with relevant equalities legislation:
- 4.1.1 Employment Relations Act 1999;
 - 4.1.2 Equality Act 2010;
 - 4.1.3 Employment Rights Act 1996;

Owned:	HR Finance, Premises, Pay & Personnel
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- 4.1.4 The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;
- 4.1.5 The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002;
- 4.1.6 The Agency Workers Regulations 2010.
- 4.2 The School will promote equality in all aspects of work life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

5 **EQUALITIES AND PERFORMANCE RELATED PAY**

The School will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the employee's circumstances and the School's circumstances.

6 **EMPLOYEE PAY REVIEWS**

- 6.1 The Headteacher will ensure that each employee's salary is reviewed with effect from 1st September and no later than 31st October each year, and that all employees are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- 6.2 The Governing Body will ensure that the Headteacher's salary is reviewed with effect from 1st September and no later than 30th November each year, and that the Headteacher is given a written statement setting out their salary and any other financial benefits to which they are entitled.
- 6.3 Reviews may take place at other times of the year, after consultation with the relevant employee, to reflect changes in circumstances or job descriptions that lead to a change in the basis for calculating an employee's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- 6.4 Where a payment leads or may lead to the start of a period of safeguarding for a teacher as set out in paragraph 21, the School will give the required notification as soon as possible and no later than one month after the date of the determination.

7 **BASIC PAY DETERMINATION ON APPOINTMENT OF TEACHING STAFF**

- 7.1 The School will first calculate its group size as set out in the STPCD.
- 7.2 The School then has a discretion to increase its group size so that when the pay ranges are calculated in accordance with this document, there is the ability to pay more than the market rate (where there are specific contextual issues).
- 7.3 Following the above, the School will then determine the Individual School Range (ISR) in reference to the size of School.
- 7.4 The School Leadership Pay Scales and Teaching Staff Pay Scales are within Appendix 1. The salary for the Headteacher will be determined by the formula set out in the STPCD. The pay scales reflect nationally agreed pay scales for maintained schools as set out in the STPCD. These are reviewed annually and any change shall be

Owned:	HR Finance, Premises, Pay & Personnel
Reviewed:	Spring 2020
Ratified:	Summer 2020
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implemented from 1st September. Advertisements for the posts will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.

- 7.5 The School will honour pay portability in respect of Teachers transferring from another academy or maintained school. The offer letter will state the salary on appointment.
- 7.6 On the appointment of any other members of the senior leadership team the Governing Body, in consultation with the Headteacher, will determine the starting salary within that range to be offered to the successful candidate.
- 7.7 For all other members of teaching staff the Headteacher will determine the starting salary within that range to be offered to the successful candidate.
- 7.8 If the Headteacher believes that an appointment should be paid above the usual range for that post, then they must make an application to the Chair of the Governing Body for consideration.
- 7.9 In making such determinations in respect of these applications, the Chair of the Governing Body, on behalf of the School, may take into account a range of factors including;
 - 7.9.1 the nature of the post;
 - 7.9.2 the level of qualifications, skills and experience required;
 - 7.9.3 market conditions;
 - 7.9.4 the specific needs of the School.

8 BASIC PAY DETERMINATION ON APPOINTMENT OF SUPPORT STAFF

- 8.1 Advertisements for support staff posts in schools will include the relevant pay band for the post from the range of bands determined by the School as appropriate for the post. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.
- 8.2 Advertisements for vacant support staff posts in the School will be considered by the Headteacher of the school.
- 8.3 Advertisements for support staff will indicate the number of working hours and working weeks and will show the appropriate salary and grade (including spinal column points).
- 8.4 The School Support Staff Pay Scales are within Appendix 1. They reflect nationally agreed pay scales. These are reviewed annually and any change shall be implemented from 1st April.
- 8.5 All posts will be evaluated and graded within the appropriate range on the School scales as set out in Appendix 1. These reflect those of the NJC, and are based upon the agreed job description and person specification. Should a candidate have skills, expertise or experience which would reflect a higher grading, or should the market conditions require a higher grading to be offered, the Headteacher must contact the Governing Body providing the necessary evidence and the Chair of the Governing Body will make a decision.
- 8.6 Additional responsibilities undertaken on a temporary basis, whether for a particular task, or to cover for an absence or vacancy, may be rewarded by additional payment in accordance with the relevant pay scales having regard to the level of additional responsibility undertaken.

Owned:	HR Finance, Premises, Pay & Personnel
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021

- 8.7 Pay progression for support staff will normally be based on their current length of service and they should progress up the relevant pay spine in accordance with the NJC terms and conditions.
- 8.8 The Governing Body introduced an Upper Pay Band (Appendix 1) for support staff in September 2014. The Governing Body have agreed that Support Staff may progress to the Upper Pay Band from the NJC Pay Spine as it's 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.

9 PAY PROGRESSION BASED ON PERFORMANCE: CONTEXT

- 9.1 In the School, all employees 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 where applicable, helps to enhance their professional practice. The arrangements are set out in the School's teacher and support staff appraisal policies.
- 9.2 Teachers who meet their objectives and are meeting the Teachers' Standards should have an expectation to, and should progress, up the relevant pay spine.
- 9.3 Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the pay recommendations they contain. In the case of NQT's, whose appraisals are different, pay decisions will be made by means of the statutory induction process. Successful completion of the statutory induction process will lead to pay progression.
- 9.4 It will be possible for a 'no progression' determination to be made without recourse to the capability procedure. However, those in a formal capability procedure during the appraisal review period will be deemed unsatisfactory performers and will not therefore meet the requirements for pay progression unless a discretion is exercised (for example if an employee has come out of capability and then has met their objectives and the Teachers Standards).
- 9.5 To be fair and transparent, assessments of performance will be properly rooted in evidence. The School will ensure fairness by providing training for those who have to observe lessons/work and/or make the recommendations related to whether someone progresses up the pay scale. The Governing Body will sample a number of appraisals to validate for quality assurance purposes.

10 PAY PROGRESSION BASED ON PERFORMANCE: MEASURING PERFORMANCE

The evidence to be used for teaching staff is based around the Appraisal programme and the details can be found in the School's Teacher and Support Staff Appraisal Policies.

11 PAY PROGRESSION BASED ON PERFORMANCE: RESPONSIBILITIES

- 11.1 A teacher's appraisal reports will contain pay recommendations, following a discussion with the appraiser.
- 11.2 Final decisions about whether or not to accept a pay recommendation is delegated as follows:
 - 11.2.1 in respect of the Headteacher, the final decision will be made by the Chair of the Governing Body in conjunction with input from the Finance, Premises, Pay and Personnel Committee of the School.

Owned:	HR Finance, Premises, Pay & Personnel
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021

- 11.2.2 in respect of other members of the Senior Leadership Team the final decision will be made by the Headteacher.
- 11.2.3 in respect of teachers on the main or Upper Pay Scale the final decision will be made by the Headteacher with input from the Senior Leadership Team;
- 11.3 All final decisions must be made having regard to the appraisal report.

12 **PAY PROGRESSION BASED ON PERFORMANCE: INTEGRATION**

- 12.1 The Governing Body and Senior Leadership Team will consider its approach in light of the budget and ensure that appropriate funding is allocated for pay progression at all levels.
- 12.2 As the teacher moves up the main pay scale the evidence should show positive impacts on student progress, impact on wider outcomes for students, and in improvements in specific elements of practice identified to a teacher.
- 12.3 Annual pay progression within the range is not automatic and where it is not applied, the appraiser will discuss the reasons for this with the appraise. Pay progression will normally be as follows:
 - 12.3.1 Expected Pay progression for teaching staff
 - 12.3.1.1 Pay progression of one point will be made where the teacher can demonstrate that all appraisal objectives have been met and they are meeting the Teachers' Standards.
 - 12.3.1.2 Where appraisal objectives have been exceeded and the teaching is excellent then the Headteacher may use their discretion to make a pay award of two incremental points.
 - 12.3.1.3 Where objectives have not been met there may be no pay progression.
 - 12.3.1.4 Any recommendation for pay progression that exceeds two points on the teaching staff scale must be referred to the Chair of the Governing Body for a decision.
 - 12.3.1.5 For teachers on the Upper Pay Scale, in addition to the objectives in their appraisal they will need to continue to meet the criteria and standards set out in the STPCD for teachers on the Upper Pay Scale.
 - 12.3.2 Expected Pay progression for non-teaching staff:
 - 12.3.2.1 Pay progression for non-teaching staff will be as set out in the Green Book.
 - 12.3.3 Expected Pay progression for Headteacher and Senior Leadership teams:
 - 12.3.3.1 Annual pay progression within the range for the particular leadership post is not automatic, although pay progression will normally be by one point on achievement of his / her performance targets. The School will award two pay progression points on the basis of an outstanding performance with particular regard to leadership, management and student progress at the School.
 - 12.3.3.2 Any recommendation for pay progression that exceeds two points must be referred to the Chair of the Governing Body for a decision.

13 **UPPER PAY SCALE**

Owned:	HR Finance, Premises, Pay & Personnel
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021

- 13.1 Any qualified teacher can request to be paid on the Upper Pay Scale and any such request must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to request to be paid on the Upper Pay Scale.
- 13.2 One application may be made annually. The period for consideration is normally 1 September – 31 October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave.
- 13.3 In order for the assessment to be robust and transparent, decisions relating to progression to the Upper Pay Scale will evidence-based.
- 13.4 All applications for consideration must be made in writing to the Headteacher. A simple request for consideration is sufficient; there is no requirement to make a formal application.
- 13.5 The member of the Senior Leadership Team responsible for Appraisal will consider the two most recent appraisals at the School, including any recommendation on pay, against the Upper Threshold Criteria set out in Appendix 2 and make a recommendation to the Headteacher. Where such information is not applicable or available, the School may agree to adapt the process but it will always require a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria which must be submitted by the applicant. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application. For those with less than two years employment within the School, evidence will be required from their previous employer.
- 13.6 The Headteacher will make the final decision, on the recommendation of the relevant member of the Senior Leadership Team.
- 13.7 Teachers will receive written notification of the outcome of their application by 30 November. Where the application is unsuccessful, the written notification will include feedback on the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see Appendix 2). 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.
- 13.8 Successful applicants will move to the minimum of the Upper Pay Scale on 1 September (backdated to the commencement of the academic year). Exceptional applicants may be placed further up the range.
- 13.9 Unsuccessful applicants can appeal the decision as set out in this policy.

14 **LEADING PRACTITIONER ROLES**

- 14.1 The School may also establish Leading Practitioner Roles. These posts will carry responsibility for modelling and leading the improvement of teaching skills across the School.
- 14.2 The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the School Teachers' Pay and Conditions Document, and will be determined by the role and range of responsibility of each post, which may vary across the School.
- 14.3 Each post will be paid at a fixed point within the minimum and maximum range contained within the School Teachers' Pay and Conditions Document.

Owned:	HR Finance, Premises, Pay & Personnel
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021

- 14.4 The pay range and starting salary for Leading Practitioner Roles will be determined by the Headteacher in consultation with the Chair of the Governing Body after taking into account the teacher's skills and experience.
- 14.5 Progression on the pay range for a member of staff paid on the Leading Practitioner pay range will be subject to a review of performance set against the annual appraisal review. The Headteacher may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional (but only after consultation with the Chair of the Governing Body. Where performance has not been of a sustained high quality, the Headteacher may decide that there should be no pay progression. The pay review will be completed by 30 November.

15 **PART-TIME EMPLOYEES**

- 15.1 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 School will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay as stated in the STPCD and working time arrangements and by comparison with the School's timetabled teaching week for a full time teacher in an equivalent post.
- 15.2 Support staff 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 School will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements.

16 **SHORT NOTICE/SUPPLY TEACHER**

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

17 **DIFFERENTIALS**

Appropriate differentials will be created and maintained between posts within the School, recognising accountability and job weight, and the School's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

18 **ADDITIONAL PAYMENTS FOR TEACHERS**

- 18.1 In accordance with the provisions and calculations in the STPCD, the Headteacher may make payments as they see fit to a teacher, in respect of:
- 18.1.1 continuing professional development undertaken outside the school day;
 - 18.1.2 activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
 - 18.1.3 participation in out-of-school hours learning activity agreed between the teacher and the Headteacher;
 - 18.1.4 additional responsibilities and activities due to, or in respect of, the provisions of services relating to the raising of educational standards to one or more additional schools.

Owned:	HR Finance, Premises, Pay & Personnel
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021

18.2 Any payments that are over £5,000 must be referred to the Chair of the Governing Body for approval before being made.

19 **ADDITIONAL PAYMENTS FOR MEMBERS OF A SENIOR LEADERSHIP TEAM**

19.1 The School via the Governing Body may consider a discretionary payment not exceeding 25% of the salary for reasons which may include:

19.1.1 without such additional payment the School considers that the School would have substantial difficulty filling the vacant leadership post; or

19.1.2 to attract an appropriately qualified and experienced leadership candidate, e.g. location, specialism; or

19.1.3 retaining them.

20 **RECRUITMENT AND RETENTION INCENTIVE BENEFITS FOR TEACHERS**

20.1 The School can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive.

20.2 The Headteacher must make a recommendation supported by evidence for consideration by the Chair of the Governing Body.

20.3 The Chair of the Governing Body will consider using their discretion under this policy where they consider it is appropriate to do so in order to recruit or retain relevant staff. The Chair of the Governing Body will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

20.4 The School will, nevertheless, conduct an annual formal review of all such awards and report to the Chair of the Governing Body.

20.5 In relation to a Headteacher, any 'additional payments' under this section will form part of the 25% limit on the use of all discretions, unless the Chair of the Governing Body chooses to use the 'wholly exceptional circumstances' discretion set out in the STPCD.

21 **SAFEGUARDING ARRANGEMENTS FOR TEACHERS ONLY**

21.1 Safeguarding will apply in accordance with the provisions of the STPCD (as amended) up to a maximum of three years whenever a teacher faces a reduction in salary through no fault of their own. If safeguarding applies, the School will give notice of any duties which are being given to the teacher as work commensurate with their safeguarded sum or sums. Any teacher in receipt of a safeguarded sum that exceeds £500 who unreasonably refuses to carry out such additional duties will cease to be paid the safeguarded sum. Any such determination will be subject to appeal in the usual way.

22 **TEACHING AND LEARNING RESPONSIBILITY ("TLR") PAYMENTS**

22.1 Teaching and Learning Responsibility (TLR) payments will be awarded in accordance with the STPCD (as amended) to a teacher on the main scale or Upper Pay Scale where a teacher is required to undertake a sustained additional responsibility within the School's staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable i.e. where a post:

22.1.1 is focussed on teaching and learning;

Owned:	HR Finance, Premises, Pay & Personnel
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021

- 22.1.2 requires the exercise of a teacher’s professional skills and judgement;
- 22.1.3 requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage student development across the curriculum;
- 22.1.4 has an impact on the educational progress of students other than the teacher’s assigned classes or groups of student.
- 22.2 The School has determined that TLR payments are reviewed annually and the scales are as set out in Appendix 1 to this report. The Headteacher will make the decision about the value of a TLR payment awarded for those responsibilities with reference to the School’s scale.
- 22.3 The Headteacher may award a temporary fixed term TLR3 payment for clearly time-limited School improvement projects or one off externally driven responsibilities. The scale for this is as set out in Appendix 1.
- 22.4 The Headteacher decides who the TLR payment is awarded to.

23 ACTING UP ALLOWANCE FOR TEACHING STAFF

- 23.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least 4 weeks will be considered by the Headteacher for payment of an acting allowance. This will normally be the difference between the teacher’s substantive salary and the appropriate point on the pay range of the higher level post, and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.
- 23.2 The Headteacher will consider if an acting up allowance is due and decide about the allowance to be awarded for those responsibilities of the post of a higher grade in line with the School’s pay scales.

24 HANDLING GRIEVANCES AND APPEALS

- 24.1 If an employee believes that the final pay decision falls short of their expectations they may wish to appeal against the decision, using the Appeal Hearing Procedure.

25 APPEAL HEARING PROCEDURE

- 25.1 It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially:
 - 25.1.1 when an employee feels that a pay decision is incorrect or unjust; they may appeal against that decision, especially when there is new evidence to consider;
 - 25.1.2 employees should put their appeal in writing to either the Headteacher, or, in the case of the Headteacher to the Chair of the Governing Body. All appeals should include sufficient details of its basis;
 - 25.1.3 for the Headteacher, the Appeal will be heard by the Chair of the Governing Body or an alternative Governor delegated by him/her. For other employees the Appeal will be heard by a member of staff appointed by the Headteacher who have not been previously involved in the original pay decision (the “Appeal Officer”). In order to ensure independence and an appropriate level of seniority if the Headteacher made the initial pay decision, a member of the Governing Body may hear the appeal.

Owned:	HR Finance, Premises, Pay & Personnel
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021

- 25.2 Appeals should be heard without unreasonable delay and at an agreed date, time and place.
- 25.3 Employees have a statutory right to be accompanied at any stage of an Appeal hearing by a companion who may be either a work colleague or a trade union representative.
- 25.4 The Appeal will be heard no later than 20 (school) working days of the date on which the written appeal was received.
- 25.5 The Appeal Officer will invite the employee to set out their case. The Appraiser and the Headteacher will also be asked to take the Appeal Officer through the procedures that were observed in their part of the pay policy determination process.
- 25.6 Following the conclusion of representations by all relevant parties, the Appeal Officer will then consider all the evidence in private and reach a decision. The Appeal Officer will write to the employee notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Officer is final.

26 THE MODIFIED PROCEDURE

- 26.1 There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the employee has left the employment of the School.
- 26.2 Where an employee has, whilst employed by the School, lodged an Appeal against a pay decision but has then subsequently left the School's employment before any Appeal hearing is held, the following steps will be observed:
 - 26.2.1 the employee must have set out details of their Appeal in writing;
 - 26.2.2 the employee must have sent a copy of their Appeal to the Headteacher (as above);
 - 26.2.3 the Headteacher will consult with relevant personnel and provide the employee with an appropriate written response on behalf of the School.

27 MONITORING, EVALUATION AND REVIEW

- 27.1 The policy will be promoted and implemented throughout the School.
- 27.2 The School will monitor the operation and effectiveness of arrangements referred to in this policy.
- 27.3 The School will review this policy annually in consultation with the Unions under the Recognition and Collective Agreement.

LINKED POLICIES:

- Grievance Policy

Owned:	HR Finance, Premises, Pay & Personnel
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021

APPENDIX 1: PAYSCALES: 2019/20**SENIOR LEADERSHIP TEAM**

Leadership	
L1	£41,065
L2	£42,093
L3	£43,144
L4	£44,218
L5	£45,319
L6	£46,457
L7	£47,707
L8	£48,808
L9	£50,026
L10	£51,311
L11	£52,643
L12	£53,856
L13	£55,202
L14	£56,579
L15	£57,986
L16	£59,528
L17	£60,895
L18	£62,426
L19	£63,975
L20	£65,561
L21	£67,183
L22	£68,851
L23	£70,556
L24	£72,306
L25	£74,103
L26	£75,936
L27	£77,818
L28	£79,748
L29	£81,723
L30	£83,757
L31	£85,826
L32	£87,960

L33	£90,145
L34	£92,373
L35	£94,669
L36	£97,013
L37	£99,424
L38	£101,885
L39	£104,368
L40	£106,972
L41	£109,644
L42	£112,392
L43	£114,060

TEACHING STAFF

Leading Practitioners	
Min	£41,267
Max	£62,735
Upper Pay ranges	
UPS 1	£37,654
UPS 2	£39,050
UPS 3	£40,490
Main pay ranges	
MPS 1	£24,373
MPS 2	£26,298
MPS 3	£28,413
MPS 4	£30,599
MPS 5	£33,010
MPS 6	£35,971
Unqualified teachers	
U1	£17,682
U2	£19,739

U3	£21,794
U4	£23,851
U5	£25,909
U6	£27,965

NJC (Support Staff) Pay Scales April 2019-2020

Band	SCP	1 April 19
B	2	£17,711
	3	£18,065
C	4	£18,426
	5	£18,795
D	6	£19,171
	7	£19,554
E	8	£19,945
	9	£20,344
	10	£20,751
	11	£21,166
F	12	£21,589
	13	
	14	£22,462
	15	£22,911
	16	
	17	£23,836
G	18	
	19	£24,799
	20	£25,295
	21	
	22	£26,317
	23	£26,999
	24	£27,905
H	25	£28,785
	26	£29,636
	27	£30,507
	28	£31,371

Upper Pay Band (Support Staff) Pay Scale Apr 2019-20

SCP	1 April 2019
UPB 1	£30,371
UPB 2	£31,455
UPB 3	£32,540
UPB 4	£33,624
UPB 5	£34,709

APPENDIX 2: 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); 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	All teaching satisfactory; much good or better <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 <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. 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 <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 <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. Tasks are closely matched to specific learning needs and marking and constructive feedback are frequent and</i>	All teaching good; much outstanding <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 <i>(As UPS2) and can demonstrate and evidence secure leadership of teaching that contributes to whole school improvement and development in others.</i>			+ -

					<i>of high quality.</i>					
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6(3,4) Preamble	At least 60% of students achieve in line with school expectations <i>Can demonstrate and evidence relevant standards are met and consolidated in practice.</i>	Almost all students achieve in line with school expectations <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 <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. <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 <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 <i>(As UPS2) and can demonstrate and evidence secure leadership of teaching that contributes to whole school improvement and development in others.</i>			+ -
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships with students, colleagues and parents	These relationships are securely focussed on improving provision for students	Professional relationships with students, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or departmental teams to improve	Plays a proactive role in building school-wide teams to improve	Plays a proactive role in building school-wide teams to improve			+ -

		<i>Can demonstrate and evidence relevant standards are met and consolidated in practice.</i>			provision and outcomes	provision and outcomes	provision and outcomes			
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Able, with support, to identify key professional development needs and respond to advice and feedback <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			+ -
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all standards <i>Can demonstrate and evidence relevant standards are met and consolidated in practice.</i>	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards			+ -

+ Performance may exceed career stage expectations

- Performance may be below career stage expectations