

The Yare Education Trust

Pay Policy

September 2016



**THE
YARE EDUCATION
TRUST**

Pay Policy

The Trust will follow the schemes maintained by the HR Provider.

Schools will need to include a staff structure and may include information specific to their local setting from Annex 6a onwards.

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1. Introduction

The Trustees of The Yare Education Trust recognise that pay is of considerable importance in managing staff. Pay will influence relationships at work and, if pay is to be a positive rather than negative force, it is important to secure as much agreement as possible about its aims and to reduce the amount of misunderstanding that surrounds it.

For these, and other statutory reasons, the following pay policy was adopted by the Trustees in September 2016.

The purpose of this pay policy is to set out the way the Trustees and Local Governing Bodies will assess the salary of a new member of staff on appointment and how salaries will be reviewed. The policy does not address every situation covered by the School Teachers' Pay and Conditions Document, and the Trustees and Local Governing Bodies reserves its right as the 'relevant' body to exercise its responsibilities in accordance with other pay and conditions issues not covered by this document.

2. Qualified Teachers

The salaries of teaching staff will be assessed:

- annually to take effect from 1 September (and teachers notified of any pay recommendation by 31 October)
- at any other time provided for in the School Teachers' Pay and Conditions Document.

2.1 Main Pay Range

The Trustee Body has adopted a main pay scale of the minimum and maximum values of the main pay range plus four reference points as set out on the Norfolk Advisory pay scale. Local Governing Bodies will be responsible for the implementation of this policy.

On appointment, points on this pay scale will be awarded as follows:

- qualified teachers will commence on at least the minimum point of the Norfolk Advisory pay scale
- for service up to 31 August 2013, one point will be awarded for each year of qualifying employment as defined by the School Teachers' Pay and Conditions Document including service in state schools in the EEA outside of England and Wales (such as Scotland) on their return to England and Wales
- for service from 1 September 2013, a school will take into account the teacher's current salary and decide whether to award any additional points
- further points (subject to a maximum of one point per year) may be awarded in respect of other relevant experience, if considered appropriate. This may include teaching in a City Academy, City Technology College, independent school, sixth form college, or higher or further education establishment
- additional points (subject to a maximum of one point for every three years) may be awarded for service as a qualified teacher in an overseas school outside of the EEA in the maintained sector of the country concerned, or outside teaching but in a relevant area (including industrial or commercial training, or time spent in an occupation relevant to the teacher's work at the school)
- the Governing Body will consider the awarding of points on appointment on a case by case basis, having regard to equal opportunities, fairness and transparency
- points awarded for experience will be awarded on a permanent basis while employed at the school.

2.2 Salary Progression on the Main Pay Scale

In accordance with the School's Performance Management and Appraisal Policy, the Governing Body shall require the Principal/Headteacher to agree performance criteria annually with the teacher and review performance against those criteria.

There will be no movement up the pay range unless there has been a sustained high quality performance by the teacher in the light of the performance criteria previously agreed between the Governing Body and the teacher and as evidenced by a successful performance management review. The Governing Body will award movement up the pay range by one reference point as part of any pay review with reference to the teacher's appraisal reports and the pay recommendations they contain.

3. Short Notice/Supply Teachers

Teachers who work on a day to day or other short notice basis will be paid in accordance with the statutory pay arrangements in the same way as other teachers. On a daily basis, such teachers will have their pay assessed as an annual amount, divided by one hundred and ninety five and multiplied by the number of days worked. The maximum number of hours a supply teacher can be paid for on any one day is six and a half.

Teachers who work less than a full day will be paid the hourly rate and have their salary calculated as an annual amount which will then be divided to arrive at the hourly rate.

The working arrangements will be confirmed with the supply teacher before the placement starts.

4. Upper Pay Range

4.1 The Trustee Body has adopted an upper pay scale that consists of the minimum and maximum values of the upper pay range plus one reference point as set out on the Norfolk Advisory pay scale. See Annex 4.

4.2 Application Process

A qualified teacher may apply once in any school year to the Governing Body for assessment to access the upper pay range. Applicants should have been at the maximum of the main pay range for one year before applying. The top of the main pay range for teachers consists of two choices – 6a or 6b. A teacher does not have to move from 6a to 6b before progressing on to upper pay range. The Local Governing Bodies have delegated the receipt and assessment of any applications to the Principal/Headteacher.

The application must contain a summary of the evidence the teacher wishes to rely on in order to demonstrate that their performance merits access to the upper pay range and must include evidence of the two most recent, successful appraisal outcomes. See Annex 6 for a model version of the process.

Having considered the evidence in the application and any other evidence considered appropriate, the Principal/Headteacher will determine whether the applicant can progress to the upper pay range. The Principal/Headteacher will need to be satisfied that:

- the teacher is highly competent in all elements of the relevant standards, and
- their achievements and contribution to the school are substantial and sustained.

If successful, the teacher will be placed on the lowest point of the upper pay range from 1 September of the academic year in which the application was made.

4.3 Salary Progression on the Upper Pay Range

In accordance with the School's Performance Management and Appraisal Policy, the Principal/Headteacher will agree performance criteria annually with the teacher and review performance against those criteria.

There will not be any movement up the pay range unless there has been a sustained high quality performance by the teacher in the light of the performance criteria previously agreed. The Governing Body may decide to award movement up the pay range by one reference point as part of any pay review with reference to the teacher's two most recent, successful appraisal reports and the pay recommendations they contain.

Only in exceptional circumstances will progression on the upper pay range occur at intervals of less than two years.

5. Unqualified Teachers

The salaries of unqualified teachers will be assessed on appointment and will be paid on the unqualified teachers' pay range.

The Trustee Body has adopted a pay range for unqualified teachers that consists of the minimum and maximum of the unqualified teachers' pay range plus four reference points as set out on the Norfolk Advisory pay scale. See Annex 4.

On appointment, points on this pay scale will be awarded as follows:

- one point for a recognised overseas teaching qualification, or for a recognised post-16 teaching qualification, or a recognised qualification relevant to their subject area
- one point on the scale for each year's school teaching as an overseas trained teacher, or teaching in higher / further education.

Where a teacher is appointed with experience of working in a relevant area, (including industrial or commercial training, time spent in an occupation relevant to the teacher's work at the school, and experience with children / young people) and the Governing Body considers this to be of value to the performance of their duties, they may award an additional point or points – on the basis of one point for every four and a half years of work in a relevant area.

In specific circumstances, the Governing Body may pay an additional allowance to a post paid on the unqualified teachers' pay range which, at the maximum, will not exceed in total the pay a qualified teacher would receive in the same post.

Where a teacher is appointed below the maximum point of the unqualified teachers' pay range, pay progression (with effect from 1 September each year) will be as follows.

In accordance with the School's Performance Management and Appraisal Policy, the Governing Body requires the Principal/Headteacher to agree performance criteria annually with the teacher and review performance against those criteria.

There will be no movement up the pay range unless there has been a high quality performance by the teacher in the light of the performance criteria previously agreed. The Governing Body may award movement up the pay range by one reference point or decide that there will be no movement in accordance with the provisions of the school's Performance Management and Appraisal Policy with reference to the teacher's appraisal reports and the pay recommendations they contain.

6. Discretionary Allowances and Payments

6.1 Teaching and Learning Responsibility Payments (TLRs)

TLRs will be awarded to the posts indicated in the staffing structure (Annex 3).

Teachers in these posts will undertake duties that include significant responsibilities that:

- focus on teaching and learning
- require the exercise of a teacher's professional skills and judgement
- require the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage student development across the curriculum
- have an impact on the educational progress of students other than the teacher's assigned classes or groups of students
- involve leading, developing and enhancing the teaching practice of other staff.

TLR1s are only awarded if the teacher has line management responsibility for a significant number of people.

TLR payment amounts in accordance with the STPCD are:

£6093 to the holder of TLR post 2 (i)
£4353 to the holder of TLR post 2 (ii)
£2639 to the holder of TLR post 2 (iii)

£12768 to the holder of TLR post 1(i)
£11027 to the holder of TLR post 1(ii)
£ 9285 to the holder of TLR post 1 (iii)
£ 7546 to the holder of TLR post 1 (iv)

A TLR3 may be awarded for specific, time limited school improvement projects or a one off, externally driven responsibility. The value, duration and specific responsibilities of any TLR3 awarded will be made clear, in writing, at the outset of the arrangement in accordance with the School Teachers' Pay and Conditions Document. Safeguarding arrangements will not apply when TLR3 arrangements cease.

6.2 Special Educational Needs Allowance (SEN)

An SEN allowance, in accordance with the School Teachers' Pay and Conditions Document, will be awarded to any teacher:

- employed in a special school
- in an SEN post that requires a mandatory SEN qualification
- that teaches pupils in one or more designated special classes or units in a school
- in any non designated setting (including PRUs) equivalent to a designated special class or unit where the post:
 - i. involves a substantial element of working directly with children with special educational needs: **and**
 - ii. requires the exercise of their professional skills and judgement in the teaching of children with special educational needs: **and**
 - iii. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit.

The school will determine the spot value of the allowance for each relevant teacher taking into consideration the structure of the SEN provision and:

- whether any mandatory qualifications are required for the post
- the qualifications and expertise of the teacher relevant to the post, **and**
- the relative demands of the post.

7. Part Time Teachers

The proportion of time a part time teacher works is calculated against a 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.

8. Leading Practitioners

Where the Governing Body appoints leading practitioners, whose job purpose must contain taking a leadership role in developing, implementing and evaluating policies and practices that contribute to school improvement, the relevant staff will be subject to the standards set out in the School Teachers' Pay and Conditions Document.

Each leading practitioner will be paid on an individual pay range within the pay range for leading practitioners.

The Trustee Body has adopted a pay range for leading practitioners using reference points set out on the attached Norfolk Advisory pay scale. See Annex 4. Each leading practitioner will be appointed on a pay range consisting of five points on the school's pay range for leading practitioners.

When determining the appropriate five point range, the Governing Body will have regard in particular, but not exclusively, to a:

- the nature of the work to be undertaken
- the degree of challenge of the role
- the professional competencies of the teacher
- any other recruitment considerations that it considers relevant.

A newly appointed leading practitioner will start on the lowest point of the five point range.

In accordance with the School's Performance Management and Appraisal Policy, the Governing Body requires the Principal to agree performance criteria annually with the leading practitioner and review performance against those criteria.

There will be no movement up the pay range unless there has been a sustained high quality performance by the leading practitioner in the light of the performance criteria previously agreed.

The Governing Body may award movement up the pay range by two reference points, one reference point or there will be no movement in accordance with the provisions of the school's Performance Management and Appraisal Policy with reference to the leading practitioner's appraisal reports and the pay recommendations they contain.

Movement up the pay range will not exceed the equivalent of two reference points in an academic year.

9. Leadership Group Pay – for appointments made after or headteacher groups reviewed after 1 September 2014

Salaries for members of the leadership group will be assessed:

- annually, to take effect from 1 September
- upon appointment to the school
- upon any adjustment to the headteacher group or pay range
- at any other time provided for within the School Teachers' Pay and Conditions Document

9.1 Stage 1 - determining the headteacher group

Members of the Leadership Group are paid on the 'statutory pay range for members of the leadership group' detailed in the School Teachers' Pay and Conditions Document (STPCD).

The school will be assigned to a 'headteacher group' by calculating the total unit score in accordance with the STPCD.

The headteacher group for the school will be reviewed whenever the Governing Body decides it is necessary.

9.2 Stage 2 - setting the indicative pay range

The Governing Body has determined the headteacher group of the school and selected a pay range consisting of:

- seven consecutive points on the Norfolk Advisory Leadership Group pay range (NAPS) for the Principal/Headteacher
- five consecutive points on the Norfolk Advisory Leadership Group pay range (NAPS) for the Deputy Principals/Deputy Headteachers
- five consecutive points on the Norfolk Advisory Leadership Group pay range (NAPS) for the Assistant Principals/Assistant Headteachers

9.3 Stage 3 - setting the starting salary and individual pay range

New leaders will normally be appointed onto the indicative pay range for the role.

The Principal/Headteacher's individual pay range will not normally exceed the maximum of the headteacher group. However, the Principal/Headteacher's pay range may exceed the maximum where the Governing Body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The maximum of the Principal/Headteacher's pay range and any additional payments made will not exceed the maximum of the headteacher group by more than 25% unless in exceptional circumstances and where supported by a business case.

The maximum of the Deputy or Assistant Principals/Headteachers' pay range will not exceed the maximum of the headteacher group for the school and will only overlap the Principal/Headteacher's pay range in exceptional circumstances.

The Governing Body will ensure that there is appropriate scope within an individual's pay range to allow for performance related progress over time.

9.4 Determination of Temporary Payments to Headteachers

Additional payments may be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined and only where the reason or circumstance for the additional payment was not taken into account when determining the Principal/Headteacher's pay range. (Separate arrangements for residential duties and relocation expenses apply).

The total sum of the temporary payments made to a headteacher in any school year will not exceed 25% of the annual salary which is otherwise payable to the headteacher, and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group, except in wholly exceptional circumstances and with the agreement of the governing body. The governing body must seek external independent advice before providing such agreement and will give details of this on their yearly Schools Financial Value Standard (SFVS) assessment form.

9.5 Pay Progression for Leaders

In accordance with its performance management and appraisal policy, the Governing Body will seek to agree the performance objectives annually with the Principal/Headteacher relating to school leadership, management and pupil progress and, in default of agreement, the Governing Body will set such performance objectives.

There shall be no further progression up the pay spine unless:

- where the Principal/Headteacher, Deputy Principal or Assistant Principal is not subject to the 2011 Regulations or the 2012 Regulations - an appraisal of the Principal/Headteacher's performance has been carried out and there has been a sustained high quality of performance having regard to the objectives set
- where the Principal/Headteacher, Deputy Principal or Assistant Principal is subject to the 2011 Regulations or the 2012 Regulations - there has been a sustained high quality of performance by the Principal/Headteacher having regard to the results of the most recent appraisal carried out in accordance with those regulations.

The Principal/Headteacher's salary will not be increased by more than two points in the course of one school year. Such points will be effective from 1 September each year.

The only exception is if, after a change in the headteacher group, it is necessary to move the Principal/Headteacher, Deputy Principal or Assistant Principal up the pay range to ensure the salary equals the minimum of the new headteacher group.

Where a higher headteacher group is set, any performance points for the previous year will be added to the lower salary amount before that salary is assimilated to the higher range.

In relation to the setting and review of performance objectives, the Governing Body will be advised by a School Improvement Partner, or equivalent external adviser.

9.6 Additional Payments to Leaders Recruitment and Retention

Headteachers will not be awarded payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher will be taken into account when determining the headteacher's pay range,

10 Additional Payments to Teachers

The Governing Body may exercise its discretion to award additional payments to teachers (including the Principal/Headteacher) as follows:

10.1 Continuous Professional Development Outside Normal School Hours:

The Trustee Body has chosen not to exercise its discretion to award additional payments for continuous professional development outside of normal school hours.

10.2 Activities Relating to the Provision of Initial Teacher Training:

The Trustee Body has chosen not to exercise its discretion to award additional payments in respect of the provision of initial teacher training

10.3 Participation in Out of School Hours Learning Activities:

The Trustee Body has chosen not to exercise its discretion to award additional payments for participation in out of school learning activities.

10.4 Acting Allowances

Where a teacher is assigned and carries out the duties of the Principal/Headteacher, Deputy Principal, or Assistant Principal but has not been appointed in an acting capacity, the Governing Body shall, within four weeks, determine whether or not an allowance should be paid in accordance with the provisions of the School Teachers' Pay and Conditions Document.

10.5 Recruitment and Retention Incentives and Benefits

The Trustee Body has chosen not to exercise its discretion to award such incentives and benefits.

11 Residential Duties

Where teaching staff work in residential establishments, the Governors will ensure that arrangements are made so that they receive such eligible payments as set by the Joint National Council for Teachers in Residential Establishments.

12 Associate Staff

Salaries for associate staff are determined in accordance with nationally or locally agreed conditions of service.

13 Salary Protection / Safeguarding

The Governing Body will ensure that salary protection / safeguarding arrangements are in place in accordance with the provisions of the School Teachers' Pay and Conditions Document or national or local collective agreements as appropriate. Employees in receipt of salary protection / safeguarding payments will be expected to undertake commensurate work.

14 Pay Increases Arising from Changes to the STPCD

All teachers are paid in accordance with the statutory provisions of the STPCD as updated from time to time. Teachers may be eligible for pay increases as follows:

The Governing Body will apply the nationally agreed amount to basic pay and any TLR and SEN allowances in payment.

15 Pay Differentials

Salaries assessed in accordance with this policy will take into account different levels of responsibilities and other material differences between posts, together with any requirements of the School Teachers' Pay and Conditions Document or any local authority job evaluation scheme.

16 Staffing Budget

The amount of money allocated to implementing the school's pay policy will be determined at the beginning of each financial year through the budget allocation process of the school and will take into account normal pay progression. Any proposal to change the staffing structure at any other time, will not be implemented without the prior approval of the Governing Body as informed by the views of the staffing and finance committees or equivalent.

17 Relationship with the School Improvement and Development Plan

The Governing Body will ensure that any pay related decisions support and reflect the overall objectives identified in the School Improvement and Development Plan and any OFSTED Action Plans. Wherever possible, career progression and staff development will be taken into account.

18 Pensions

The Governing Body will not promote staff through the grading systems or use any other pay flexibilities to assist in securing an employee's improved pension entitlement on retirement. The Governing Body recognises that, were this to be done, the DfE and local authority may use their powers to substitute a notional salary or calculation of pension. The definition of pensionable pay is determined by the provisions of either the Teachers' Pension Scheme or the Local Government Pension Scheme.

19 Access to Development Opportunities

The Trustee Body believes that access to development opportunities (for example, promotions, additional responsibilities) should be made available to all staff, whether full or part time, permanent or fixed term, and will advertise their availability internally.

20 Equalities

In the implementation of this policy the Trustee Body recognises its responsibilities to comply with:

- Equality Act 2010
- Equal Pay Act 2010
- Employment Relations Act 2004
- Employment Rights Act 1996
- Employment Relations Act 1999
- Part Time Workers (Prevention of Unfavourable Treatment) Regulations 2000
- Fixed Term Employees (Prevention of Unfavourable Treatment) Regulations 2002
- Employment Act 2008.

Appropriate consideration will be given as to how the provisions of this pay policy will be applied where staff have been absent for long periods, for example due to sickness or maternity leave.

It is the intention of the Trustee Body that pay is awarded fairly, equitably and in support of the school's policy on equality.

21 Consultation Arrangements

To ensure that meaningful consultation can take place in establishing and reviewing the school's pay policy, the Governing Body will consider the views of school staff prior to determining the approved policy. A copy of the pay policy will be made available to staff.

22 Communication Arrangements

The Trustee Body is committed to ensuring that all staff are aware of the school's pay policy and the reasons for pay related decisions are understood. The application of the school's pay policy will be undertaken in as open a way as possible. However, the salary details of individual members of staff shall remain confidential between themselves and the Principal/Headteacher / Pay Committees / Governing Body / accredited external parties, such as trade union representatives and HR and payroll providers. The chairs of the pay committees are responsible for informing staff in writing of any decisions of the pay committees.

23 Initial Determination of Pay

The Governing Body will have overall responsibility for all pay matters. However, the Staff Pay Committee and the Principal's/Headteachers' Pay Committee both have fully delegated powers to make decisions within the pay policy approved by the Governing Body.

24 Appeal Against Pay Decisions

An employee may appeal against any determination in relation to their pay or any other decision taken that affects pay.

25 Monitoring

The Governing Body will monitor the outcomes and impact of this policy on a regular basis annually to assess its effect and the school's continued compliance with equalities legislation.

Annex 1 - Pay and Performance Management Appeal Procedure

An employee may appeal against any determination or proposed determination in relation to their pay or performance management.

Possible grounds for appeal are that the person or committee that made the decision:

In the case of teachers:

- incorrectly applied a provision of the STPCD
- failed to have proper regard for the relevant statutory guidance
- failed to take account of relevant evidence
- took account of irrelevant or inaccurate evidence
- failed to apply the school's pay policy
- was biased, or
- otherwise unlawfully discriminated against the teacher.

In the case of associate staff:

- has applied the job evaluation scheme incorrectly
- has not taken into account all relevant information when grading the job
- referred to incorrect or out of date information when grading the job
- failed to apply the school's pay policy
- was biased
- otherwise unlawfully discriminated against the teacher

If the appeal is against the grade of the post, since this will have been allocated by the County Council, the arrangements it adopts will be followed and the school will facilitate those arrangements wherever possible.

For appeals against pay progression decisions within an agreed grade, the following arrangements will apply:

- the member of staff receives written confirmation of the pay determination and, where applicable, the basis on which the decision was made
- if the member of staff is not satisfied, they seek to resolve this by discussing the matter informally with the decision maker within 10 working days of the decision
- where this is not possible, or where the member of staff continues to be dissatisfied, they may follow a formal procedure as set out below
- the member of staff puts in writing their reasons for appeal. This should be sent to the person or Committee that made the determination within 10 working days of the notification of the decision, or within 10 working days of the informal discussions that attempted to resolve the matter.
- the person or Committee who made the determination should provide a hearing within 10 working days of receipt of the written grounds for questioning the pay decision to consider this. The member of staff must be given an opportunity to make representations in person and will be entitled to be accompanied by a colleague or trade union representative.
- Following the hearing, the member of staff should be informed in writing of the hearing's decision and the right of appeal

- any appeal should be heard by a Pay Appeal Committee composed of three governors who were not involved in the original determination, normally within twenty working days of the receipt of the written appeal notification. At the hearing, the member of staff lodging the appeal should be given the opportunity to make representation in person and to be entitled to be accompanied by a friend or trade union representative
- a designated member of the appropriate Pay Committee (or where the decision was made by the Principal/Headteacher) the Principal/Headteacher will present evidence to support the original decision
- both parties may call witnesses
- relevant papers will be exchanged by the parties no later than three working days before the hearing
- the Pay Appeals Committee will deliberate in private and will communicate their decisions to all parties in writing within 48 hours.

The decisions of the Governing Body's Pay Appeals Committee are final and there is no recourse to the staff grievance procedures.

Such appeals relate only to decisions made by the Governing Body and not to any determination made under changes to pay and conditions by accredited third parties.

Each step and action of this process should be taken without unreasonable delay. The timing and locations of the formal meetings must be reasonable and allow both parties to explain their cases.

The detailed procedure for the hearing of the appeal is set out in Annex 2 to the School's Pay Policy.

Annex 2 (a) - Pay Appeal Procedure

Procedure at a hearing of the Pay Appeal Committee of the Governing Body (Principal/Headteacher)

The Committee should elect a Chair who should then introduce those present and explain the purpose of the hearing.

The Principal/Headteacher, or other nominated person, should present evidence on the case referring to any relevant documentation.

The designated member of the Pay Committee should be given the opportunity to ask questions.

The members of the Committee and their adviser(s) should be given the opportunity to ask questions.

The designated member of the appropriate Pay Committee should present their case referring to any relevant documentation.

The Principal/Headteacher, or their representative, should be given the opportunity to ask questions.

The members of the Committee and their adviser(s) should be given the opportunity to ask questions.

The Principal/Headteacher, or their representative, should make a closing statement.

The designated member of the Pay Committee should make a closing statement.

The Chair of the Pay Appeal Committee should call an adjournment. All parties will be required to withdraw except members of the Committee and their adviser(s) who consider the evidence, discuss the case and the Committee will reach a decision.

Note

The Chair of the Committee may vary the order of procedure in exceptional circumstances and at any stage in the proceedings a request by either side for the Chair may be granted at the discretion of the Committee.

Annex 2 (b) - Pay Appeal Procedure

Procedure at a hearing of the Pay Appeal Committee of the Governing Body (for staff other than the Principal/Headteacher)

The Committee should elect a Chair who should then introduce those present and explain the purpose of the hearing.

The appellant, or their representative, should present evidence on the case referring to any relevant documentation.

The Principal/Headteacher or designated member of the Pay Committee should be given the opportunity to ask questions.

The members of the Committee and their adviser(s) should be given the opportunity to ask questions.

The Principal/Headteacher or designated member of the appropriate Pay Committee should present their case referring to any relevant documentation.

The appellant, or their representative, should be given the opportunity to ask questions.

The members of the Committee and their adviser(s) should be given the opportunity to ask questions.

The appellant, or their representative, should make a closing statement.

The Principal/Headteacher or designated member of the Pay Committee should make a closing statement.

The Chair of the Pay Appeal Committee should call an adjournment. All parties will be required to withdraw except members of the Committee and their adviser(s) who consider the evidence, discuss the case and the Committee will reach a decision.

Note

The Chair of the Committee may vary the order of procedure in exceptional circumstances and at any stage in the proceedings a request by either side for the Chair may be granted at the discretion of the Committee.

Annex 3

TLR Structure

| | Posts |
|--|------------------------------------|
| English | 2ii 2ii 2ii 2iii 2iii |
| Mathematics | 2i 2ii 2ii 2iii 2iii |
| Science | 2ii 2ii 2iii 2iii 2iii |
| Technology | 2i 2ii 2iii 2iii |
| Physical Education | 2ii 2iii 2iii 2iii |
| Modern Foreign Languages | 2ii 2ii 2iii 2iii |
| Geography | 2i |
| History | 2i |
| Health and Social Care | 2ii |
| Art | 2ii |
| Business | 2i |
| Information Technology | 2i 2iii |
| Religion, Philosophy and Ethics | 1iii |
| PHSEE | 2i |
| Psychology/Sociology | 2i |
| Performing Arts | 2ii |
| Drama | 2ii |
| Music | 2iii |
| BTEC | 2iii |
| Oxbridge | 2iii |
| Literacy | 2iii |
| Heads of House x 6 | 2i |

Norfolk Advisory Main Pay Range for Qualified Teachers (NAM)

| Point | £ |
|---------------------|---------|
| Point 1 (Minimum) | £22,244 |
| Point 2 | £24,002 |
| Point 3 | £25,932 |
| Point 4 | £27,927 |
| Point 5 | £30,128 |
| Point 6a* | £32,509 |
| Point 6b* (Maximum) | £32,831 |

*schools using NAPS can award either a 1% or 2% award to teachers on point 6.

Norfolk Advisory Upper Pay Range (NAUPR)

| Point | £ |
|-------------------|---------|
| Point 1 (Minimum) | £35,218 |
| Point 2 | £36,523 |
| Point 3 (Maximum) | £37,871 |

Norfolk Advisory Leading Practitioner Pay Range (NALP)

| Point | £ |
|--------------------|---------|
| Point 1 (Minimum) | £38,598 |
| Point 2 | £39,564 |
| Point 3 | £40,552 |
| Point 4 | £41,562 |
| Point 5 | £42,597 |
| Point 6 | £43,665 |
| Point 7 | £44,841 |
| Point 8 | £45,876 |
| Point 9 | £47,021 |
| Point 10 | £48,228 |
| Point 11 | £49,481 |
| Point 12 | £50,620 |
| Point 13 | £51,886 |
| Point 14 | £53,180 |
| Point 15 | £54,503 |
| Point 16 | £55,951 |
| Point 17 | £57,237 |
| Point 18 (Maximum) | £58,677 |

Norfolk Advisory Pay Range for Unqualified Teachers (NAUNQ)

| Point | £ |
|-------------------|---------|
| Point 1 (Minimum) | £16,298 |
| Point 2 | £18,194 |
| Point 3 | £20,088 |
| Point 4 | £21,984 |
| Point 5 | £23,881 |
| Point 6 (Maximum) | £25,776 |

Annex 5 - Setting a Pay Policy

1. Introduction

The Trustee and Governing Bodies are responsible for how money is spent in their schools. This includes decisions on the pay of staff and grading of jobs.

Under the terms of the School Teachers' Pay and Conditions Document, Trustees have a statutory duty to have in place a pay policy that sets out the basis on which they determine pay, and to establish procedures for determining appeals.

This should ensure fair and equitable treatment for all staff and minimise the prospect of disputes or legal challenges to pay decisions.

2. Staff Pay

School staff pay is affected by a complex range of legislation, and national and local pay agreements, that give Governors some flexibility to determine pay structures and levels to meet local circumstances.

Operating a sound pay policy enables Governing Bodies to:

- clearly define Governors' responsibilities
- identify how pay and conditions issues will be managed in the school
- allow staff to be confident that they will receive fair treatment under the arrangements approved by Governors
- enable Governing Bodies to adhere to the requirements of Equal Pay and other relevant legislation
- ensure confidentiality through the application of the policy.

Through a pay policy Governing Bodies will be able to:

- determine the most effective allocation of funds
- agree levels of pay for Headteachers, other leaders, teachers and associate staff
- decide how good performance in the school is to be recognised within the pay structure.

3. Managing your School's Pay Policy

For a pay policy to work effectively, a number of elements need to be present. These are:

- the principles underpinning the policy
- roles and responsibilities
- clarity about the operational decisions flowing from the policy
- integration with the overall management of the school's budget
- consistency with the delivery of the School Improvement and Development Plan
- compliance with legislative requirements
- defined pay determination procedures
- decisions as to how the flexibilities in the Schools Teachers' Pay and Conditions Document will be used to be suit the school's needs
- a timetable for action.

4. Principles of the Pay Policy

Each Governing Body will need to decide upon the principles underpinning its pay policy. These principles are likely to cover a wide range of issues such as its approaches to salaries on appointment of all new staff, the basis on which increased responsibility is rewarded, the date on which it will determine the teachers' annual pay review, and pay progression following the annual appraisal cycle.

Section 9, Pay determination procedures, provides advice on how to go about developing your own policy.

5. Roles and Responsibilities

5.1 Governors

Governing Bodies have the power to determine the pay for staff in their schools. Where a school pay policy has been adopted, Governors will wish to ensure that all pay decisions are made within the framework of that policy. It is expected that Governing Bodies will rely heavily on the recommendations of headteachers, or other line managers where appropriate, in making decisions about staff salaries with the exception of decisions about the pay of a headteacher.

School government regulations that cover withdrawal from Governing Body meetings (or committee meetings) also apply to discussions on pay. Staff Governors must withdraw from any meeting where consideration of pay or performance appraisal of any other employee are being discussed, and not vote on related matters.

5.2 Summary of Governing Body responsibilities

The Governing Body should:

- consider and adopt pay and appraisal policies that include the criteria for pay progression
- determine which specific functions relating to pay should be delegated to others for example, the Principal
- ensure that all policies are applied consistently and objectively
- approve recommendations on salaries
- monitor the outcomes of pay decisions
- identify and consider the budgetary implications.

5.3 Headteachers

Headteachers, whether they are Governors or not, have a key role in supporting Governing Bodies in reaching decisions on pay. However, the Principal must withdraw from any meeting where they have a pecuniary interest greater than the average member of staff and must not vote on their own salaries.

6. Operational Decisions

Before making decisions about an individual's pay, the school's Governing Body will take an overview of how the application of pay will meet the school's needs. The more obvious factors that could be considered are whether:

- the school has problems in recruiting and retaining staff generally, or only in specific areas
- the current pay arrangements ensure the school has the right balance of staff to deliver curriculum needs
- the school's staffing data on turnover, vacancies, sickness absence etc indicate any issues with the operation of the pay policy
- monies are available within the school budget to pay current salaries and any pay advancements
- how the school will operate the flexibilities available to them under the School Teachers' Pay and Conditions Document.

The Governing Body needs to do an annual review of pay for all teaching staff. This should be undertaken during the Autumn Term but no later than 31 October (31 December for the Principal) when information will be available to help with the review of performance. Any decisions on pay will be backdated to 1 September. The specific items that form part of this review are:

- the Principal's salary
- other Leaders' salaries
- teaching staff salaries.

Although pay progression for associate staff can be considered at any time, an annual review should still be undertaken in order to ensure that grading is still current. Reviews may also take place at other times of year to reflect any changes in circumstances or job contents that would lead to a change in the basis of calculating an individual's pay.

A written statement will be given to employees affected after any review of their pay and, where appropriate, will give information about the basis on which a decision was made and their right of appeal.

7. School Budget

The continued development and management of the pay policy will be determined by the structure of the school and will be subject to affordability.

8. School Improvement and Development Plan

It is important to integrate pay with the School Improvement and Development Plan and Staffing Plan in order to provide opportunities to reward and motivate staff undertaking the tasks and responsibilities required to implement the Development Plan. Through consideration of these issues, Governing Bodies will be in a position to examine the pay of school staff against a clearer view of current and future needs. This should support the decision making process.

9. Pay Determination Procedures

In order to undertake an annual review of the school's pay arrangements (including the pay of Headteachers and other leaders), Governing Bodies will wish to lay down clear ground rules as to how this will happen in their school. What follows is a suggested approach that Governing Bodies can adapt to their own circumstances.

Firstly, the Governing Body needs to write or adopt a model pay policy and performance management and appraisal policy that set out how pay is linked to performance. The key elements to do this are:

- gathering documentation
- appointing / convening a Staff Pay Committee that will:
 - draft or review a model pay policy and circulate to all Governors, staff and recognised Trade Union representatives where relevant for comment
 - amend the policy in the light of comments
 - circulate the final draft to all Governors and staff
- having the full Governing Body consider the final draft and, subject to any further comments, formally adopting and minuting the policy
- making a copy available to every Governor and staff member.

10. The Pay Committee

It is recommended that the Pay Committee has fully delegated powers and, if so, must be established in accordance with the appropriate school government regulations.

The Pay Committee should consist of at least three Governors, but no more than five. Its terms of reference should be agreed by the full Governing Body.

In relation to the Headteacher's salary, Governing Bodies are required to appoint two or three Governors to appraise the Headteacher. This committee, Headteacher's Pay Committee, should undertake the Headteacher's performance review for pay purposes and Governing Bodies are advised to delegate to this Committee responsibility for deciding whether or not to award a pay increase. These Governors can also be members of the Pay Committee.

While the full Governing Body decides on matters of policy, it cannot determine individual salaries. This is because, if all Governors have been party to such a decision and there is a subsequent appeal, all Governors could be considered prejudiced leaving none to hear the appeal. However, the Governing Body must ratify decisions on pay ranges and the reasons for them.

Once the pay policy has been agreed, it is important that all pay decisions are made and communicated in accordance with the policy. It will be necessary to review the policy on an annual basis to ensure that it is still relevant.

The pay committees should have sufficient information and knowledge to enable them to make clear decisions on pay. This could include:

- for staff other than the Headteacher, any recommendations made by the Headteacher, or where so delegated, the line manager
- outcomes of performance management and appraisals
- position on the relevant pay spine or range and other salary components
- familiarity with the School Teachers' Pay and Conditions Document
- information on pay, gradings and relevant national and local conditions for associate staff
- details of the school budget
- forecast information on pay awards
- details of the School Improvement and Development Plan and Staffing Plan.

11. Appeals

The Governing Body must set up a committee, Pay and Performance Management Appeals Committee, which would hear pay appeals if necessary. The members of this Committee should not have participated in pay determination procedures in the current round. The Chair of this Committee must inform the member of staff in writing of the outcome of the appeal and should also notify the Governing Body.

12. Recommended Timetable

| Date | Pay Events | School's Action |
|-----------------------|---|---|
| April | National award for Green Book (associate staff) | Implement the changes to associate staff pay (the pay award usually takes effect from 1 April unless negotiated differently nationally) |
| May/June | Green book (associate staff) pay and performance reviews | Review the performance of associate staff. Decide whether or not to award incremental progression which will take effect from 1 July |
| September/ October | Publication of School Teachers' Pay and Conditions Document | Annual pay review for teaching staff, (except the Headteacher), taking into account outcomes of any performance management reviews and appraisals. Any progression or pay award is backdated to 1 September. Set performance objectives for coming year. Pay recommendations for teaching staff other than the headteacher to be made and the teacher notified in writing by 31 October. |
| December | | Review the performance of the Headteacher taking into account outcomes of any performance management reviews and appraisals. Decide whether or not to give any pay increase. If so this is backdated to 1 September. Set performance objectives for coming year. Pay recommendations for the headteacher to be completed and the headteacher notified of the outcome in writing by 31 December |

Annex 6 – Upper Pay Scale – Model Application Process

An application to access the upper pay range can be made if the conditions in your school's pay policy section on salary progression to the upper pay range are satisfied and you can demonstrate that:

- You are highly competent in all elements of the relevant standards, and
- Your achievements and contribution to the school are substantial and sustained, beyond that expected of a classroom teacher on the main pay scale.



Discuss the application process with your appraiser and/or the headteacher, either during the appraisal review or at another agreed time.



Before 30 June, submit a letter of application to the headteacher, outlining your wish to move to the upper pay range, with a written summary of evidence (as described in your school's pay policy) and evidence of your two most recent, successful appraisal outcomes.

The evidence should outline how all the post threshold standards are demonstrated in the teachers practice. Refer to Professional Standards for Teachers.



In consultation with the headteacher, you should then arrange to discuss and present the evidence demonstrating how the appropriate standards are met.

Within two weeks of this meeting you will be informed whether your application is successful (with feedback available on request).

MOVEMENT UP THE UPPER PAY SPINE Guidelines

Movement up the Upper Pay Spine requires:

- ✓ Be in your second year on UPS 1 or 2.
- ✓ Two consecutive successful performance reviews based on:
 - progress against objectives.
 - classroom observation.
 - other evidence such as examination results analysis.
- ✓ Substantial and sustained performance.

School Governors (who ultimately make decisions about pay) are entitled to decide what is meant by 'substantial and sustained performance'. A teacher needs to:

- continue to meet threshold standards and
- be able to demonstrate that they have grown professionally by developing their teaching expertise post threshold, set against the post threshold standards (new standards are expected soon but until then, the current 'P' Scale will be used).

As these are very 'open' statements a series of post threshold descriptors have been drawn up (in a similar fashion to those for threshold standards in the agreed policy amendment September 2002). These provide the means for colleagues to self evaluate and support the Principal and Governors in evaluating performance in order to make recommendations about progression on the post threshold pay scale.

The use of the sheet is not compulsory and if not completed will not prejudice any application. However, completion of the first question is required to ensure that an individual is not overlooked in the process.

Annex 6a

Progress to The Upper Pay Spine

Teacher Name: _____

I can confirm that:

- i. I am currently on M6 of the pay spine.
- ii. I am completing at least my second consecutive year of performance management.
- iii. I hold Qualified Teacher Status.

Signed: _____ Date: _____

Completed forms are to be returned to the Principal by 31 May of the calendar year in which you are seeking to move (from 1 September) onto the Upper Pay Spine.

1. Professional Attributes: **Frameworks**

P1: Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Teacher's evidence

Please provide evidence relating to the standard: **P1**

2. Professional Knowledge and Understanding: **Teaching and Learning**

P2: Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Teacher's evidence

Please provide evidence relating to the standard: **P2**

2. Professional Knowledge and Understanding: **Assessment and Monitoring**

P3: Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum areas they teach, including those related to public examinations and qualifications.

Teacher's evidence

Please provide evidence relating to the standard: **P3**

P4: Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Teacher's evidence

Please provide evidence relating to the standard: **P4**

2. Professional Knowledge and Understanding: **Subjects and Curriculum**

P5: Have a more developed knowledge and understanding of their subject/curriculum areas and related pedagogy including how learning progresses within them.

Teacher's evidence

Please provide evidence relating to the standard: **P5**

2. Professional Knowledge and Understanding: **Health and Well-being**

P6: Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Teacher's evidence

Please provide evidence relating to the standard: **P6**

3. Professional Skills: **Planning**

P7: Be flexible, creative and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teacher's evidence

Please provide evidence relating to the standard: **P7**

3. Professional Skills: **Teaching**

P8: Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Teacher's evidence

Please provide evidence relating to the standard: **P8**

3. Professional Skills: **Team Working and Collaboration**

P9: Promote collaboration and work effectively as a team member.

Teacher's evidence

Please provide evidence relating to the standard: **P9**

P10: Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Teacher's evidence

Please provide evidence relating to the standard: **P10**

Principal's Report

| | | | | | | | | | |
|----|-----|--|---------|--|-----|-----|--|---------|--|
| P1 | Met | | Not Met | | P6 | Met | | Not Met | |
| P2 | Met | | Not Met | | P7 | Met | | Not Met | |
| P3 | Met | | Not Met | | P8 | Met | | Not Met | |
| P4 | Met | | Not Met | | P9 | Met | | Not Met | |
| P5 | Met | | Not Met | | P10 | Met | | Not Met | |

Principal's Comments (Including advice on further professional development advised)

Signed: _____

Date: _____

Principal

Appendix 6b

REWARDING TEACHER PERFORMANCE

Name: _____

Curriculum Leader: _____

- I wish to be considered for movement up the 'Upper Pay Scale' using this completed summary sheet as evidence
- I wish to be considered for movement up the 'Upper Pay Scale' without completing this summary sheet

POST THRESHOLD DESCRIPTORS

The professional standards for post-threshold teachers are set out below.

(1) Professional Attributes

| Frameworks | | Met/ Improvement Needed | Sources of Supporting Evidence |
|------------|---|-------------------------------|--------------------------------------|
| P1. | Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. | | |

(2) Professional Knowledge and Understanding

| Teaching and Learning | | Met/ Improvement Needed | Sources of Supporting Evidence |
|-----------------------|--|-------------------------------|--------------------------------------|
| P2. | Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential. | | |

| Assessment and Monitoring | | Met/ Improvement Needed | Sources of Supporting Evidence |
|----------------------------------|---|--|---|
| P3. | Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications. | | |
| P4. | Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs. | | |

| Subjects and Curriculum | | Met/ Improvement Needed | Sources of Supporting Evidence |
|--------------------------------|---|--|---|
| P5. | Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them. | | |

| Health and Well-being | | Met/ Improvement Needed | Sources of Supporting Evidence |
|------------------------------|---|--|---|
| P6. | Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people. | | |

(3) Professional Skills

| Planning | | Met/ Improvement Needed | Sources of Supporting Evidence |
|-----------------|--|--|---|
| P7. | Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge. | | |

| Teaching | | Met/ Improvement Needed | Sources of Supporting Evidence |
|-----------------|---|--|---|
| P8. | Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally. | | |

| Team Working and Collaboration | | Met/ Improvement Needed | Sources of Supporting Evidence |
|---------------------------------------|---|--|---|
| P9. | Promote collaboration and work effectively as a team member. | | |
| P10. | Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. | | |