



Pay Policy 2016 - 2017



| Date of issue: September 2016 | September 2017 |
|---|----------------|
| <p>Status: This Model Pay Policy is effective from September 2016. A process of consultation with the relevant trade unions has been undertaken. This policy is the recommended policy for adoption by the Governing Bodies of Community and Voluntary Controlled schools. Voluntary aided or foundation schools may also choose to adopt it Advice and support on this policy is available from the school's HR service. It was adopted by the Broadwaters Federated Governing Body on 13.10.16 on behalf of The Brook Special Primary School.</p> | |

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1. Introduction

- 1.1 This pay policy seeks to ensure that all staff are fairly and equitably rewarded for their contribution to the school. This policy is intended to be a whole school policy, however it predominately relates to setting a framework for making decisions on teachers' pay.
- 1.2 This policy has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document 2016 (STPCD). This policy should be read and implemented in accordance with the STPCD.
- 1.3 Changes in the pay of support staff in community schools will be determined in accordance with the Council's decisions as recommended to governing bodies. The Council will consult with recognised trade unions prior to making any changes to this policy.
- 1.4 The pay policy will work in conjunction with the school's teacher appraisal policy with regard to pay decisions (which are linked to individual performance), and the appraisal policy should be read in conjunction with this policy.
- 1.5 The policy will be reviewed annually by the governing board and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the 'relevant board' (which, for community schools, is the governing board).

2. Principles

- 2.1 The governing board is committed to the operation of an appraisal process for teachers and support staff, with the objective of supporting the progress of pupils and the maximising professional development of all staff.
- 2.2 In this school all staff can expect to receive regular, constructive feedback on their performance. In addition, all staff will be given an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. For teachers, decisions regarding pay progression will be made annually with reference to the most recent appraisal report.
- 2.3 The governing board will ensure that its processes are open, transparent and fair. All decisions made in line with this policy will be reasonable and justified.

3. Roles and Responsibilities

- 3.1 The governing board will:

- Maintain and improve the quality of education offered by the school by adopting a pay policy which supports the school's overall aims and priorities (as set out in the school development plan).
- Balance the competing demands made on the school's limited budget so that all needs are addressed as effectively as possible.
- Manage its pay policy in a fair, reasonable and open manner and consult with staff and trades union representatives within the school when any change or review of the policy is undertaken.
- Act with integrity, confidentiality, objectivity and honesty in the best interests of the school.
- Keep its policy in line with the government's initiatives around workforce reform.
- Support the Council's policy to pay employees an hourly rate no lower than the London Living Wage as announced by the Mayor of London. Contractors are encouraged to commit to paying the London Living Wage to staff they employ to provide services to the school.
- In relation specifically to leadership pay:
 - Consider annually whether or not to increase the salary of members of the leadership group;
 - Set the appropriate levels of pay for the different roles;
 - Assure themselves that appropriate arrangements for linking appraisal to pay are in place and can be applied consistently, and that pay decisions can be reasonable and justified;
 - Approve salaries and the award of performance pay in line with the school's pay policy; and
 - Identify and consider budgetary implications of pay decisions and consider these in the school's spending plan.
- Establish a pay committee, comprising of at least three governors. All governors will be eligible for membership of the pay committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest cannot be called into question in terms of any form of bias to one individual or another on the basis of prior, existing or expected future relationships, professional or personal. Decisions of the pay committee will be placed in the confidential section of the governing board's agenda.

3.2 The Pay Committee will:

- Ratify pay decisions for individual teachers as required by the pay policy, taking into account the recommendations contained within appraisal documentation.
- Review the implementation of the policy annually including assessment of the impact of the policy on progression trends to ensure compliance with equalities legislation, consulting with the headteacher, staff and trade union representatives; and submitting findings to the governing board for approval.
- Be responsible for organising teacher pay appeals.

3.3 The headteacher will:

- Submit any updated pay policy to the governing board for approval.
- Ensure that the school's Senior Leadership Team (SLT) are briefed as appropriate on the application of the governing board's approach to linking performance appraisal to pay progression and ensure consistency of approach in the application of this policy.
- Have the final say on all recommendations in relations to pay progression or otherwise.
- Submit pay recommendations to the governing board and ensure the governing board has sufficient information upon which to make pay decisions;
- Ensure that teachers are informed about decisions reached and that records are kept of recommendations and decisions made.

4. Equality

4.1 Decisions relating to pay must always be applied fairly and in accordance with employment legislation and the school's Equality and Diversity in Employment Policy.

5. Support staff pay

5.1 The governing board will apply the national (the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service - Green Book) and locally agreed conditions of service.

5.2 The Greater London Provincial Council (GLPC) job evaluation methodology for support staff should be used as a method of reviewing grades when duties change, jobs are created or the governing board reviews salaries for support staff. Grading structures and allowances will reflect those set out in the Equal Pay & Conditions Review – 'Single Status' Agreement (2008).

5.3 Where an employee was previously employed under Local Government service conditions of service immediately prior to his/her taking up a post at the school the employee will be paid a salary at the equivalent spinal point where this is within the overall grade of the post.

5.4 Support staff can appeal a job evaluation grading if their grade goes down or they can request a review of their grade evaluation by their HR provider if the job is evaluated at the same grade as previously, or a lower than the expected grade. Advice from the school's HR service will be sought on the specifics of the appeal process.

5.5 For additional time limited tasks, an honorarium may be paid. Where honoraria are proposed a record should be kept of the additional work undertaken by the individual and any advice sought from the school's HR

service on the appropriate size of the size of the honoraria. Where honoraria are being considered consideration should be given to ensuring all staff have equal access to the opportunity. Honoraria shall be reviewed regularly and will not be used as a substitute for updating structures and job descriptions where the change is likely to be permanent.

5.6 Where a post's hourly rate falls beneath the London Living Wage rate, a supplement shall be paid to the Employee to bring them up to this level. In line with the Haringey agreement increases in the London Living Wage rate shall be effective from the date of the announcement from the Mayor's Office.

6. Teachers' pay

All teachers employed at the school are paid in accordance with the statutory provisions of the STPCD, as updated. A copy of the STPCD 2016 may be viewed online at www.gov.uk.

6.1 Pay Reviews and Progression

6.1.1. The governing board (through the pay committee) will ensure that every teacher's salary is reviewed with effect from (and any decisions backdated to) 1 September each year and no later than 31 October (31 December for headteachers). Where a teacher is on long term absence at the relevant time consideration will be given to adjusting the timing on a case-by-case basis. By 31 October, the governing board will provide the teacher with an individual written statement setting out their salary and any allowances to which they are entitled (or, as soon as the Pay Committee has met to allow for those applications to Upper Pay Scale).

6.1.2 Pay reviews for all teachers, including the headteacher, will be conducted in line with the STPCD, and will be based on performance as recorded through staff appraisal. Pay progression is not automatic for teachers. Every appraisal report will contain a pay recommendation (see the teacher appraisal policy). Final decisions about whether or not to accept pay recommendations will be made by the governing board (through the pay committee where appropriate), having regard to evidence provided as part of the performance appraisal review and process. All pay decisions (i.e. no movement, one point or two points) will be clearly attributable to the performance of the teacher. The governing board /pay committee must be able to justify its decision.

6.1.3 For eligible teachers to move up the teachers' pay range, all teachers, including the headteacher will need to have successfully completed their appraisal. The evidence used will be only that available through the performance appraisal process as outlined in the teacher appraisal policy.

6.1.4 Decisions not to progress up the pay spine will only be made in circumstances where concerns about standards of performance have already been raised as part of the appraisal process.

6.1.5 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that leads to a change in the basis for calculating an individual's pay. A written statement will be provided after any review and where applicable will give information about the basis on which a decision was made.

6.2 Absence or partial completion of objectives

6.2.1 Where a teacher has been absent for some or all of the appraisal cycle, for example, as a result of long-term sickness absence or maternity leave, the assessment in relation to pay progression will be based on performance during any period of attendance and/or prior performance. In exceptional circumstances, for example where objectives have not been fully met due to factors entirely outside the control of the appraisee, the appraiser may apply discretion in recommending pay progression where good progress towards objectives has been made.

6.3 Headteacher Pay

6.3.1 Determining the Headteacher group and pay range

The governing board will assign the school to a headteacher group as set out in the STPCD by reference to the school's total unit score, calculated in accordance with the STPCD before determining the headteacher's pay range for the post. This determination includes STPCD advice on headteacher pay if the headteacher is appointed as headteacher of more than one school. In any determination or redetermination of leadership pay, the pay range for the headteacher will start no lower than the minimum of the relevant headteacher group and the pay range for any deputy or assistant head.

On Appointment:

When determining the headteacher pay range, the governing board will take into account:

- all the permanent responsibilities of the role, including any permanent responsibility as the headteacher of more than one school;
- any challenges that are specific to the role;
- all the other relevant considerations, for example, any recruitment and retention difficulties, the requirements for a fixed-term appointment or candidate specifications, including how well the appointee meets the requirements of the post; and
- how much room is appropriate for progression for the individual.

The governing board may also determine to use its discretion to set the leadership pay range up to 25% above the headteacher group. In exceptional circumstances that are supported by a robust business case, the governing board may agree to award above the 25% limit. In both such circumstances the governing board must seek external independent advice (e.g. from the LA) before a decision is made.

When determining the headteacher pay range to advertise, the governing board will consider whether or not it would pay above the advertised pay range for an exceptional candidate. If the governing board considers that it would, this information will be clearly stated in the advertisement and/or recruitment pack. The governing board will record its reasons for the determination of the head pay range and salary on appointment.

Where the headteacher pay range has been determined prior to 1 September 2011 and is above the calculated group size, it will remain in place for so long as that headteacher pay range applies and until a new determination is made. A new determination must be made should the headteacher post become vacant.

Where the governing board has, prior to 1 September 2011, made a decision to increase the individual school range beyond the maximum of the leadership pay range this will remain in place and the governing board will continue to determine the value of each point above the highest point for so long as that headteacher pay range applies.

The governing board will ensure that the process of determining the remuneration of the headteacher is fair and transparent. There will be a proper record made of the reasoning behind the determination of the headteacher pay range and the ratification of decisions made in this respect.

The school group range for the academic year 2016-17 is: group 5 per annum. The headteacher pay range for the academic year 2016-2017

| Reference point | Value |
|-----------------|---------|
| L25 | £78,103 |
| L26 | £79,852 |
| L27 | £81,646 |
| L28 | £83,490 |
| L29 | £85,377 |
| L30 | £87,315 |
| L31 | £89,293 |

6.3.2 Headteacher pay progression

See 6.1 for further details.

One point progression will be awarded where there has been a sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. The governing board may consider awarding two-point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one point progression.

The pay committee may re-determine the serving headteachers' pay range, in accordance with the provisions of the STPCD, as at 1 September or at any time if they consider it is necessary and justified.

6.3.3 Temporary payments to the headteacher

An additional temporary payment (of up to 25% of annual salary) in accordance with the provisions of the STPCD will only be considered for additional responsibilities that are undertaken on a clearly temporary or irregular basis, and which have not already been taken into account when determining the headteacher pay range, for example, any temporary responsibility for additional schools. All recruitment and retention considerations must be taken into account when setting the headteacher's pay range.

The pay committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on temporary payments, as set out in the STPCD. However, before agreeing to do so, it will seek the agreement of the governing board, which in turn will seek external independent advice before providing such agreement.

6.3.4 Overall limits on Headteacher pay

Ordinarily, the pay committee will ensure that the total sum of salary and any other payments made to the headteacher in any school year does not exceed 25% above the maximum of the headteacher group, excepting any additional payments made for residential duties that are a requirement of the post or payment in respect of relocation benefits which relate solely to the personal circumstances of the headteacher.

In wholly exceptional circumstances, the governing board will consider using its discretion to exceed the normal limits on temporary payments and the sum of total salary, as set out in the STPCD. However, before agreeing to do so, the governing board will seek advice from the Council before providing such agreement.

6.4 Deputy/Assistant headteachers

6.4.1 Determining the Deputy / Assistant headteacher pay range

Posts will meet the basic criterion of "leadership responsibilities across the whole school" to be paid on the leadership pay ranges. The professional duties of deputy and assistant headteachers are set out within the STPCD 2016.

The governing board will determine a five point pay range for deputy and assistant headteachers on 1 September each year or at any other time of year in the following circumstances:

- When it proposes to make new appointments, or
- Where there is a significant change in circumstances and / or the responsibilities of serving deputy or assistant headteachers.

The governing board will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

- Teachers will start no lower than the minimum of the leadership scale;
- The pay committee will determine a pay range which must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations, including recruitment and retention factors;
- Ensure that salary on appointment is such that there is scope for future performance related pay progression.

In making any decision to exercise its discretion in this respect, the governing board will ensure that to action such an increase will offer the school value for money in the services it is able to provide in relation to the costs incurred and will require evidence to support any such case. The governing board will record the rationale for leadership pay determinations and the reasons for any redetermination of pay.

When determining the deputy/assistant head pay range to advertise, the governing board will consider whether or not it would pay above the advertised pay range for an exceptional candidate. If the governing board considers that it would, this information will be clearly stated in the advertisement and/or recruitment pack. The pay committee will record its reasons for the determination of the deputy/assistant head pay range and salary on appointment.

The governing board has determined that two deputy headteacher posts and no assistant headteacher posts are to be included in the school's staffing structure. Where there is more than one deputy headteacher or more than one assistant headteacher, the governing board have the discretion to determine different pay ranges for each post.

The governing board has determined a pay range for deputy and assistant headteachers in accordance the provisions of the STPCD 2016 with due regard to pay rates for other teaching posts and the headteacher.

The pay range for deputy headteachers for the academic year 2016-2017 is as follows:

| Reference point | Value |
|-----------------|---------|
| L12 | £58,790 |
| L13 | £60,074 |
| L14 | £61,386 |
| L15 | £62,725 |
| L16 | £66,968 |
| L17 | £68,443 |

The pay range for assistant headteachers for the academic year 2016-2017 is as follows: the Brook has no assistant headteachers

6.4.2 Deputy / Assistant headteacher pay progression

See 6.1 for further details.

One point progression will be awarded where there has been a sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. The governing board may consider awarding two-point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one point progression.

OTHER CLASS ROOM TEACHERS

6.5 Leading practitioners

6.5.1 Determining the Leading Practitioner pay range

The governing board has determined that no leading practitioner posts are to be included in the school's staffing structure. These posts have the primary purpose of modelling and leading improvement of teaching skills. Additional duties will be set out in the job description of the leading practitioner. Successful candidates will demonstrate excellence in teaching and will be able to contribute to leading the improvement of teaching skills.

Where there is more than one leading practitioner post, the governing board have the discretion to determine different pay ranges for each post. The governing board will be able to justify its decision.

The pay range for each leading practitioner post for the academic year 2016-2017 is as follows: the Brook has no leading practitioners.

A Leading Practitioner is not eligible for a teaching and learning responsibility payment or a special educational needs allowance.

6.5.2 Progression on the Leading practitioner pay range

See 6.1 for further details.

The governing board will consider awarding one pay point on the individual range for the post having regard to evidence provided as part of the Performance Appraisal review, the appraisal report, the relevant teachers' standards and taking into account advice from senior leaders. The governing board may consider awarding two-point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one point progression.

6.6 Classroom teachers

6.6.1 Pay on appointment

Although governing boards are no longer required to match a teachers' existing salary on either the main, upper or the unqualified pay scales, governors will ensure that the existing pay point of teachers applying for posts in the school is matched where the salary reflects an appropriate reference point in this policy. In exceptional circumstances the governing board reserves the right to consider offering a higher alternative salary level. Advice will be sought from school's HR service before any such decision is taken.

6.6.2 Upper Pay Range

Qualified teachers who have applied for and been assessed by this school as meeting the standards for payment on the Upper Pay Range will be paid in accordance with the school's upper pay range. The criteria and process to progress to the Upper Pay range can be found in Appendix B and C.

| Reference Point | Value |
|-----------------|---------|
| U1 | £43,184 |
| U2 | £45,308 |
| U3 | £46,829 |

Any points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another post in this school.

Progression on the Upper Pay Range

See 6.1, and appendix 1 and 2 for further details.

All decisions regarding pay progression will be made annually with reference to the most recent appraisal report. UPR teachers will be eligible to progress to the next point on the school's upper pay range where their appraisal outcome confirms that their performance over at least two academic years in this school has been highly competent in all elements of the Teachers standards and that their achievements

and contribution to the school are substantial and sustained. Pay progression will be judged as evidenced by Performance Appraisal outcomes.

Any points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another post in this school.

For new appointees the teacher's performance appraisal reports from previous schools can be considered by the Headteacher and/ governing board where it assists with pay progression decisions.

6.6.3 Main pay range

Qualified teachers who have not been assessed as meeting the criteria to access to upper pay range will be paid in accordance with the main pay range.

The Governing Board has adopted the following main pay range:

| Reference point | Value |
|-----------------|---------|
| M1 | £28,098 |
| M2 | £29,564 |
| M3 | £31,103 |
| M4 | £32,727 |
| M5 | £35,242 |
| M6 | £38,241 |

In determining where on the main pay range an individual teacher should be placed on appointment, the governing board will consider [add details, examples below]:

- Specialist skills and knowledge
- Specialist qualifications
- Number of year's teaching experience
- The teacher's current remuneration

Progression on the Main Pay Range

See 6.1 for further details.

The evidence used will be only that available through the performance management/appraisal process, and meeting the teacher's standards taking into account their role in the school. The governing board may consider awarding two-point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one point progression. Decisions not to progress up the pay spine will be made in circumstances where concerns about standards of performance have been raised in writing as part of the appraisal process.

The pay committee will be advised by the headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly

attributable to the performance of the teacher in question. The pay committee must be able to objectively justify its decisions.

6.6.4 Newly Qualified Teachers

Decisions on pay progression for newly qualified teachers subject to statutory induction arrangements will be taken by 31st October each year to take effect on and be backdated to 1st September of that year and will be based on a recommendation from the headteacher which takes account of the teacher's assessment under the induction arrangements and against the Teachers' Standards. Judgments will be properly rooted in evidence provided as part of the Induction process.

6.6.5 Unqualified Teachers Pay Range

An unqualified teacher is either a trainee working towards qualified teacher status, an overseas trained teacher who has not exceeded the four years they are allowed without obtaining qualified teacher status, or an instructor with a particular skill.

In determining where on the unqualified teacher range an individual teacher should be placed on appointment, the governing board will consider:

- Specialist skills and knowledge
- Specialist qualifications
- Previous teaching experience
- The teacher's current remuneration

The school's pay range for an unqualified teacher is:

| Reference Point | Value |
|-----------------|---------|
| U1 | £20,701 |
| U2 | £22,616 |
| U3 | £24,531 |
| U4 | £26,446 |
| U5 | £28,358 |
| U6 | £30,270 |

Progression on the Unqualified Pay Range

See 6.1 for further details.

Any pay points awarded to unqualified teachers are permanent, while the teacher remains in the same post or takes up a new one at this school.

Unqualified teachers are not eligible for teaching and learning or special educational needs allowances. The governing board will not under any circumstances determine a salary for an unqualified teacher outside of the unqualified teacher pay spine.

Unqualified Teachers' allowance

The governing board has the discretion to award an additional allowance to an unqualified teacher where it considers that, in the context of its staffing structure the teacher has taken on a sustained additional responsibility which is focussed on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or where the teacher holds qualifications or experience which bring added value to the role being undertaken.

The governing board will pay an unqualified teacher on one of the employment based routes into teaching on the classroom teacher/unqualified teacher pay scale. The governing board may choose which pay scale will be applied to such teachers and in what circumstances. It is recommended that a graduate teacher be paid as a qualified teacher and a registered teacher as an unqualified teacher.

6.7 Allowances for classroom teachers

6.7.1 Teaching and Learning Responsibility Payments

TLRs can only be awarded to posts held by qualified teachers paid on the main or upper payscale. They cannot be awarded to unqualified teachers, Leading Practitioners or members of the Leadership Group.

The pay committee may award a TLR to a classroom teacher in accordance with the STPCD.

TLR 1 or 2 payment will be made for undertaking a sustained additional responsibility in the schools staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

All job descriptions will be regularly reviewed and will make clear the responsibility or package of responsibilities for which a TLR is awarded.

The pay committee may award a fixed-term TLR3 of between £523 and £2,603 for identifiably time-limited school improvement projects, the duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3. No safeguarding will apply in relation to an award of a TLR3.

TLRs are awarded at the discretion of the governing board and will only be awarded if the governing board is satisfied that the duties of the post include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;

In addition to the above, the award of a TLR 1 or 2:

- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils, and;
- e) involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the governing board must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

| | |
|------------------------------|------------------------------------|
| TLR 1 | Range |
| 1a | £7,622 |
| 1b | £9,375 |
| 1c | £11,133 |
| 1d | £12,898 |
| TLR 2 | Range |
| 2a | £2,640 |
| 2b | £4,397 |
| 2c | £6,450 |
| TLR 3 | Range £523 - £2,603 |
| Temporary / Project specific | Amount agreed by GB based on range |

6.7.2 Special Educational Needs Allowance

An SEN allowance can only be awarded to posts held by qualified teachers paid on the main or upper pay scale. They cannot be awarded to unqualified teachers, Leading Practitioners or members of the Leadership Group. The role of SENCO, as a managerial responsibility, is not one that meets the criteria for a SEN allowance, but rather it is more appropriately rewarded by a TLR payment. If, in addition to their SENCO role, a teacher meets the criteria set out in the STPCD, then they should be eligible for both a TLR payment and a SEN allowance. However, they are distinct payments – one payable for additional responsibility, the other for the demands of the teaching role they are carrying out.

The governing board will award a Special Educational Needs (SEN) Allowance to a classroom teacher or SEN support teacher:

- a) in any SEN post that requires a mandatory SEN qualification (not including the mandatory SENCO qualification leading to the achievement of the National Award for Special Educational Needs Co-Ordination),
- b) in a special school – the Brook teachers all receive SEN 1 moving to SEN2 on gaining specific SEND qualifications
- c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service,
- d) in any non-designated setting (including any pupil referral unit) that is analogous to a designate special class or unit, where the post:
 - i. involves a substantial element of working directly with children with special educational needs,

- ii. requires the exercise of a teacher's professional skills and judgment 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 schools or unit within the school or, in the case of an unattached teacher, the unit or service.

The SEN allowance is determined as a spot value, taking into account the structure of the school's SEN provision and:

- a) whether any mandatory qualifications are required,
- b) the qualifications and expertise of the teacher relevant to the post, and
- c) the relative demands of the post.

The values of the SEN allowance to be awarded are set out below:

SEN 1 £2,085

SEN 2 £4,116

6.8 Additional allowances

6.8.1 Acting allowance for Teachers

Where a teacher is assigned and carries out duties of a headteacher, deputy headteacher, or assistant headteacher, but has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher, the governing board will, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an 'acting allowance' must be paid in accordance with the following provisions.

Where the governing board determines that an acting allowance will not be paid but the relevant duties continue, then the governing board may review this decision and make a further determination at a future date as to whether or not an acting allowance may be paid.

If paid, the acting allowance will be of such value as to ensure that the teacher receives remuneration of equivalent value to such point on the leadership pay spine as the governing board has determined applies to the headteacher, deputy headteacher or assistant headteacher (as set out in this policy).

For as long as an acting allowance is being paid, the teacher will be expected to undertake the professional responsibilities applicable to a headteacher, deputy headteacher or assistant headteacher and work to the relevant teachers' standards.

Where a member of staff covers the full duties of a higher graded role on a temporary basis, for example to cover a vacancy or in the absence of the substantive post holder (other than to cover for annual leave), for the period of at least 12 weeks, they may be paid an acting allowance equivalent to the grade of the post they are covering. Acting arrangements are time limited and will be subject to regular review.

Where an employee who is not a teacher is undertaking partial duties of a higher graded role, a special recognition agreement may instead be considered.

6.8.2 Additional Payments

The relevant board may make such payments as it sees fit to a teacher in respect of:

- a) Continuing professional development undertaken outside the school day;
- b) Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- c) Participation in out-of-school hours learning activity agreed formally between the teacher and the headteacher or governing board. Teachers will not be compelled to offer such an activity but, where they do, the governing board will expect a more formal commitment from the teacher and that the head teacher may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the school will offer a payment to the teacher equating to an appropriate value for example at a flat hourly rate. We had a great para here on this issue in the old policy.
- d) 4.13.1 The school acknowledge that some teachers supervise out of school activities i.e. sports club, drama and music productions, revision classes and other events purely on a voluntary basis. The school is extremely grateful to teachers who support pupils in this way. The school acknowledges that these activities are entirely voluntary and that teachers should not feel under any obligation (moral or contractual) to provide these services. The school also acknowledge that many other teachers support pupils in other ways.
- e)
- f) 4.13.2 There may be times where the governors feel that it is in the best interest of the school to provide certain out of school learning activities on a more formal basis. In these cases the school may offer a payment to a teacher who undertakes such activities. No teacher will be compelled to offer such an activity but, where they do, the governors will expect a more formal commitment from the teacher and that the head teacher may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the school will offer a payment to the teacher equating to an appropriate value [For example at a flat rate hourly rate].
- g)
- h) 4.13.3 In order to ensure effective work life balance and also value for money in the delivery of the services provided the governing body should consider carefully who is best placed to undertake these activities. It may not necessarily be a teacher and the use of support staff might be more appropriate. Activities should be offered to staff following a fair and transparent process.
- i) In order to ensure effective work life balance and also value for money in the delivery of the services provided the governing board should consider carefully who is best placed to undertake these activities. It may not necessarily be a teacher and the use of support staff might be more appropriate. Activities should be offered to staff following a fair and transparent process.
- j) Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

6.8.3 Recruitment and retention incentives and benefits

Payments will not be made under the 'recruitment and retention' criteria for additional work undertaken, for specific responsibilities or to supplement pay for other reasons other than, under paragraphs 27.1 and 27.2, for the re-imbusement of reasonably incurred housing or relocation costs. Nor will any recruitment and retention payment be made to a headteacher, deputy or assistant headteacher; as the governing board will take into account recruitment and/or retention difficulties in determining the relevant pay range.

In the case of retention, a recommendation to offer incentives or benefits would be made by the headteacher for teachers to the pay committee.

Governing boards are free to determine the value of any reward. In their determinations, the governing board should consider whether recruitment and retention incentives and benefits should be offered to new or existing teachers, and if so their nature, value, duration and the circumstances under which they may be paid.

Subject to paragraph 27.2 in the STPCD, governing boards may consider introducing a salary advance scheme for a rental deposit as an additional tool for supporting the recruitment and retention of teachers.

These should be set out in writing and if necessary include a review date. The governing board must make budget provision for such payments. The governing board will be able to justify its decision and have clearly defined criteria for making such decisions.

The Governing Board will conduct a formal regular assessment of such award.

6.9 Part-time teachers

Teachers employed on an ongoing basis at the school who work less than a full working week are deemed to be part time. The governing board will ensure that part time teachers are given a written statement detailing their working time obligations (within and beyond the school day) and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and by comparison to the school's timetabled teaching week for a full time teacher in an equivalent post.

Part time teachers will be paid a pro-rata percentage of the appropriate full time equivalent salary against the timetable week and the same percentages will be applied to any allowances awarded, other than a TLR3.

Further guidance is available from the council to assist schools with calculating part-time entitlement and pay.

6.10 Short notice/supply teachers

Teachers employed on a day to day or other short notice basis must be paid in accordance with the STPCD 2016 on a daily rate calculated by dividing the annual amount by 195.

Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual amount by 1,265 to give an hourly rate.

A short notice teacher who is employed by the school or another school in the authority throughout a period of 12 months (beginning August or September) will not be paid more in respect of that period than s/he would have if s/he had been in regular employment throughout the period.

6.11 Salary sacrifice

The governing board supports the following salary sacrifice arrangements: [details. e.g. Childcare vouchers, cycle scheme, etc.] Arrangements will be made to enable staff to participate in these schemes should they wish to do so.

6.12 Salary safeguarding

Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

7. Teacher Pay Appeals

7.1 Teachers may seek a review of any determination in relation to their pay or any other decision taken by the governing board (or a committee or individual acting with delegated authority) that affects their pay.

7.2 Appeals may be made on the grounds that the person or committee by whom the decision was made, for example:

- a) Has incorrectly applied any provision of the STPCD;
- b) Has failed to have proper regard for statutory guidance;
- c) Has failed to take proper account of relevant evidence;
- d) Was biased, and/or;
- e) Otherwise unlawfully discriminated against the teacher concerned.

This list is not exhaustive.

7.3 Further detail on the order of proceedings for a teacher pay appeal is included in appendix 3.

Appendix 1: Progression to the Upper Pay Range

It is the responsibility of teachers to decide whether they wish to apply to be paid on the Upper Pay Range. Determinations as to whether a teacher progresses to the upper pay range will be made in accordance with paragraph 15 of the STPCD 2016 and the process set out in this pay policy.

An application from a qualified teacher will be successful where the governing board is satisfied that the teacher has evidence of high performance in this school in the previous two years which shows that the teacher is highly competent in all elements of the teachers standards and that their achievements and contribution to the school are substantial and sustained and they are able to demonstrate that they have developed professionally in their teaching expertise.

In this school teachers will be eligible to apply for progression where the teacher has progressed to the top of the school's main pay range. All applications should include the results of the two most recent appraisals in this school. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Further evidence can be produced as appropriate at the discretion of the headteacher. For example, in cases where a teacher has been absent, through disability or maternity, they may cite written evidence from a three year period before the date of application in support of their application.

Process:

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

- Complete the school's UPR application form (Appendix 2). Submit the application form and any supporting evidence the teacher wants to present to the headteacher by the closing date.
- Notification of the name of the assessor of the application will be sent to the teacher within 5 working days;
- The assessor will assess the application, which will include a recommendation to the pay committee of the relevant board;
- The application, evidence and recommendation will be passed to the headteacher for moderation purposes, if the headteacher is not the assessor;
- The pay committee will make the final decision, advised by the headteacher;
- Teachers will receive written notification of the outcome of their application by 7th November 2016. Where the application is unsuccessful, the written notification

will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).

- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR backdated to 1 September of the year of application.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in this pay policy.

Assessment:

The teacher will be required to meet the criteria set out in paragraph 15 of the STPCD, namely that:

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

In this school, this means:

“highly competent”: the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and application of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

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

“sustained”: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see paragraph 5.1 of this policy). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the school's appraisal policy.

For further information, including information on supporting evidence, please refer to the teacher appraisal policy.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This will not be bound by any pay decisions made by another school.

Progression to the upper pay range is permanent, while the teacher remains in the same post or takes up another post in this school.

Appendix 3 – Teacher Pay Appeals look at carefully with governors.

Stage 1 – Representation Hearing

For the representation hearing and appeal hearing, the teacher may be accompanied by a colleague or trade union representative.

1. The teacher receives written confirmation of the pay determination and, where applicable, the basis on which the decision was made.
2. If the teacher wishes to discuss the decision, or make representations, he/she should do so in writing to the chair of the Pay Committee, within ten working days of the decision. The letter should outline the grounds of appeal.
3. The Pay Committee will arrange to meet the teacher to discuss the issues within 20 working days. The head teacher should also attend the meeting to clarify the grounds for the recommendation.
4. The Pay Committee will further consider the decision and will write to the teacher with the outcome.
5. Where the teacher continues to be dissatisfied, he/she may proceed to stage 2 of the process.

Stage 2 - Appeal Hearing

1. The teacher should set out in writing the grounds for appealing the pay decision and send it to the Chair of the Appeal Committee / head teacher / other designated person (as determined by the governing board) within ten school working days of receipt of the written outcome of the stage 1 decision (see above)
2. The Clerk to Governors will arrange for an appeal hearing to take place, normally within 20 school working days of the receipt of the written appeal notification.
3. The appeal should be heard by a panel of three eligible governors who were not involved in the original decision,

The procedure for formal appeal meetings will be:

- Chair introduces everyone and their role in the proceedings. Those required to attend:
 - Chair and other panel members
 - Employee and employee representative (if accompanying employee)
 - Any witnesses for the employee side
 - Pay Committee representative who will state the management case
 - Any witnesses for the management side
 - Clerk to the meeting
 - HR Adviser to give advice to the panel (if in attendance)
- The teacher will present their case including any evidence they wish to have considered and any witnesses to support their case
- Chair and/or panel members ask questions
- Pay Committee representative will state their case including the evidence on which the decision was based and any witnesses to support the case

- Chair and/or panel members ask questions of the management
- Both parties may make a closing statement if they wish
- The Appeal Committee will then consider all the evidence in private and reach a decision
- The Appeal Committee will write to the teacher outlining its decision and the reason/s for it
- The decision of the Appeal Committee is final