



PAY POLICY FOR TEACHING STAFF 2016

Original document	Pay and Personnel Committee	06/10/2016	Version 1
Amended			

I STATEMENT OF INTENT

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the National School Teachers' Pay and Conditions Document ("the Document").

ODST intends to follow the recommendations in that document but may, when the document is updated, consider whether it continues to be appropriate to follow such national policy if that policy no longer seems appropriate to, or achieves ODST's objective.

Please note: The starting point for developing this policy was the Oxfordshire County Council model policy (which was developed from the model published by the DfE) and which had been drawn up following consultation with all the recognised Trade Unions and Associations. ODST intends that any future changes to this policy will be subject to consultation with its schools / academies, their staff and recognised Trade Unions and Associations before adoption.

II INTRODUCTION

This policy has been developed taking into account the decisions that relevant bodies have to make. It covers pay arrangements for all teachers, including headteachers. The policy has been written in the context of schools and academies but the same principles would apply to centrally employed or unattached teachers. In line with DfE policy all pay progression from September 2014 for teaching staff in ODST schools should be linked to performance. The Appraisal process is the means by which performance will be assessed.

III SCOPE

- Governing Body
- **Teaching Staff**
- **Headteacher**
- Support staff
- All Staff
- Pupils
- Contractors/ Service Providers

IV RELEVANT LEGISLATION

- Education Act 2011
- Employment Rights Act 1996
- Employment Relations Act 1999, Employment Act 2002
- Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- Equalities Act 2010/2012.

V RELATED POLICIES

- Appraisal Policy
- Capability Policy

VI DATE OF REVIEW

The policy will be reviewed by the Board to take account of national policy development and feedback from ODST staff and academies. It will be updated where appropriate during 2017.

VII GENERAL PRINCIPLES

Definitions

The term “relevant body” has been used throughout this policy. In ODST the relevant body is the Board of Trustees of ODST.

Unless indicated otherwise, all references to “teacher” include the headteacher.

“Pay Committee” means the committee or other structure established by the local governing body of each school or academy whose terms of reference cover pay issues, or the full local governing body itself, where no such committee has been established.

Consistency of Treatment and Fairness

The relevant body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation, i.e. Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012.

All ODST schools will adopt this policy to ensure consistency and fairness across all schools in the Trust.

Delegation

The relevant body may choose to delegate some of all of its functions to local governing bodies.

Monitoring and Evaluation

The relevant body will monitor the operation and effectiveness of the ODST pay policy. Headteachers and local governing bodies will periodically be asked to report to the relevant body the details of the operation of pay and appraisal policy in their respective school. This may include Pay Committees at a local level preparing an annual written report on the operation of the pay policy, including trends in progression across specific groups of teachers to support the assessment of its effect and ODST's continued compliance with equalities legislation.

Advice and guidance on any aspect of this policy can be obtained from ODST by telephoning Mark Jones, HR Manager, on (01865) 208278 or emailing mark.jones@oxford.anglican.org.

VIII DETERMINING TEACHERS' PAY

In September 2013 the relevant body of The Oxford Diocesan Schools Trust decided to adopt the OCC model pay policy for teachers and in doing so agreed to adopt the pay rates set out in the School Teachers Pay and Conditions Document for England and Wales. Pay rates outlined in this policy have been updated to reflect those within the School Teachers Pay and Conditions Document 2016 for England and Wales. ODST also commit to ensure that London weightings- or otherwise locally agreed contractual supplements- will be paid to those who are eligible.

Please note that the application of the 2016 pay award is in line with the 2016 School Teachers' Pay and Conditions Document in which the recommendations in the STRB's 26th Report on the 2016-17 pay award have been applied. This is separate to pay progression, i.e. movement up a pay range, which must be linked to performance and is captured more fully within the appraisal process for teachers.

In the model Pay Policy an uplift of 1% has been applied to all pay values, including allowances.

The pay award should be implemented for all teachers with effect from 1 September 2016.

ODST Policy on Determining Teachers' Pay

Aims and Objectives

1. This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document ("the Document"). In adopting this pay policy the aim is to:
 - maximise the quality of teaching and learning within each ODST school;
 - support the recruitment and retention of a high quality teacher workforce;
 - enable each ODST school to recognise and reward teachers appropriately for their contribution to their school;
 - ensure that decisions on pay are managed in a fair, objective and transparent way.
2. Pay decisions at ODST schools are made on behalf of the relevant body which has delegated certain responsibilities and decision making powers to the Pay Committees of the local governing bodies as set out in Appendix A. The relevant body is responsible for the establishment and review of the pay policy. Local governing bodies have full authority to take appropriate pay decisions on behalf of the relevant body in accordance with this policy. The headteacher is responsible for advising the Pay Committee on its decisions.

Pay reviews

3. Local governing bodies acting on behalf of the relevant body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year (31 December for headteachers), and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
4. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
5. Where a pay determination leads or may lead to the start of a period of safeguarding, the required notification will be given promptly and no later than one month after the date of determination.
6. All pay decisions will be made on objective criteria so that there is no discriminatory effect on any teacher or group of teachers with a particular protected characteristic under the Equality Act 2010.

Basic pay determination on appointment

7. The pay range for a vacancy will usually be determined at school level prior to advertising as will the starting salary within that range to be offered to the successful candidate. In certain situations, such as the appointment of a headteacher, officers of the Trust representing the relevant body may provide input into this process.

8. In making such determinations, a range of factors will be taken into account, including:
 - the nature of the post
 - the level of qualifications, skills and experience required
 - market conditions
 - the wider school context
9. There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.
10. When determining the starting pay for a classroom teacher who has previously worked in a local authority maintained school or academy in England and Wales, normally the teacher will be paid on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post. In circumstances where a different determination is made the reasons for the determination¹ will be recorded in writing, following discussion with the applicant with a view to reaching agreement on starting pay.
11. When determining the starting pay for a classroom teacher taking up their first appointment as a qualified teacher, the expectation is that the teacher will be paid on the minimum of the Main Pay Range.
12. Additional points for relevant experience may be considered locally on the following basis (the maximum number of additional points awarded will normally be two):
 - One point for each year of employment as a qualified teacher in higher or further education, including sixth form colleges or in independent schools in England and Wales or in the European Economic Area and Switzerland.
 - One point for each year of employment as a qualified teacher within state sector schools outside England and Wales.
 - One point for each three years' experience outside teaching which is considered to be of value to the performance of the teacher's duties, e.g. industrial or commercial training, work in an occupation relevant to the teacher's work at the school, and experience with children/young people.

Pay ranges for classroom teachers

13. The relevant body has established the following pay scales for teachers whose posts are paid on the Main Pay Range and the Upper Pay Range:

¹ Circumstances in which a different determination could be made might for example include a teacher who has only two years' experience as a qualified teacher and who has been paid by their previous school at the top of the Main Pay Range. A decision may then be made that they should be paid no more than other teachers with similar experience already employed at the school.

Main Pay Range

Point	Annual salary £
M1	22,467
M2	24,243
M3	26,192
M4	28,207
M5	30,430
M6	33,160

Upper Pay Range

Point	Annual salary £
U1	35,571
U2	36,889
U3	38,250

Pay range for Leading Practitioner posts

14. The primary purpose of Leading Practitioner posts is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.
15. Where it has been determined that Leading Practitioner teacher posts are required they must be identified in the school's staffing structure.
16. The relevant body has established the following pay scale for Leading Practitioner posts.

Point	Annual salary £
LP 1	38,984
LP 2	39,960
LP 3	40,958
LP 4	41,978
LP 5	43,023
LP 6	44,102
LP 7	45,290
LP 8	46,335
LP 9	47,492
LP 10	48,711
LP 11	49,976
LP 12	51,127

LP 13	52,405
LP 14	53,712
LP 15	55,049
LP 16	56,511
LP 17	57,810
LP 18	59,264

16. The individual post range for a Leading Practitioner post will consist of five consecutive points on the Leading Practitioner pay scale.
17. When determining the pay scales for Leading Practitioner posts, regard will be given to the challenge, demand and responsibilities of the post and will keep in mind the need to ensure pay equality between posts of equal weight and fairness in pay relativities. If more than one Leading Practitioner post is determined the individual post range for each post should be determined separately.
18. The policy of the relevant body is to appoint any new Leading Practitioner teacher at the bottom point of the individual post range.

Unqualified teachers

19. The relevant body has established the following pay scales for unqualified teachers:

Point	Annual salary £
UQ1	16,461
UQ2	18,376
UQ3	20,289
UQ4	22,204
UQ5	24,120
UQ6	26,034

20. There are different types of 'unqualified teacher' described in the Document:
 - trainees working towards qualified teacher status (QTS),
 - overseas trained teachers, and
 - instructors who are people with a particular skill, special qualifications and or experience.
21. Decisions on the starting pay of an unqualified teacher will be taken locally and may consider awarding one or more points above the minimum for relevant qualifications and experience on the following basis:
 - a. Qualifications: (maximum of 1 point)
 - One point for a recognised overseas teaching qualification.

- One point for a recognised post-16 teaching qualification².
 - One point for a recognised qualification relevant to their subject area.
- b. Experience:
- One point for each year of service as an overseas-trained teacher
 - One for each year of service teaching in further education, including sixth form colleges.
 - One point for each year of service teaching in higher education.
22. Consideration should be given on a case by case basis to the following:
- The award of one point on the unqualified teachers' scale for each period of three years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.
 - An unqualified teacher who becomes qualified must be moved to the main pay range for classroom teachers according to the rules set out in the Document.³
 - Where an unqualified teacher is enrolled on one of the salaried employment based routes into teaching they will be paid on the unqualified teachers' range.
23. It should be noted that were unqualified teachers are employed directly by a teacher training provider but work at an ODST school, the salary provided will be within the range advertised by the training provider.

Unqualified teachers' allowance

24. An allowance may be paid to an unqualified teacher who takes on a sustained additional responsibility which –
- is focused on teaching and learning; and
 - requires the exercise of a teacher's professional skills and judgment; or
 - where the individual has qualifications or experience which bring added value to the role being undertaken.
25. The value of the allowance will be determined by the post held in the school's structure and also the ability to recruit and retain in that post.
26. Unqualified teachers may not hold TLR payments or SEN allowances.

Leadership group pay

27. The determination of leadership group pay introduced in the 2014 Document should only be applied to individuals appointed to a leadership post on or after 1st September 2014 or those whose responsibilities have significantly changed on or after that date.

² Since 1 April 2012, further education teachers who are holders of QTLS AND MEMBERS OF THE Society for Education and Training are recognised as qualified teachers in schools.

³ STPCD 2016 Section 2, Part 3, Paragraph 18

28. Schools may choose to review the pay of all of their leadership posts under the arrangements introduced in the 2014 document if they determine that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2014 or with pay arrangements for those whose responsibilities have significantly changed on or after that date.
29. Posts paid on the Leadership Pay Range must be identified in the school's staffing structure.
30. The following pay scale is applicable to teachers whose posts are paid on the Leadership Pay Range:

Point	Annual salary £
L 1	38,984
L 2	39,960
L 3	40,958
L 4	41,978
L 5	43,023
L 6	44,102
L 7	45,290
L 8	46,335
L 9	47,492
L 10	48,711
L 11	49,976
L 12	51,127
L 13	52,405
L 14	53,712
L 15	55,049
L 16	56,511
L 17	57,810
L 18*	58,677 / 59,264
L 19	60,733
L 20	62,240
L 21*	63,147 / 63,779
L 22	65,363

Point	Annual salary £
L 23	66,982
L 24*	67,963 / 68,643
L 25	70,349
L 26	72,089
L 27*	73,144 / 73,876
L 28	75,708
L 29	77,583
L 30	79,514
L 31*	80,671 / 81,478
L 32	83,503
L 33	85,579
L 34	87,694
L 35*	88,984 / 89,874
L 36	92,099
L 37	94,389
L 38	96,724
L 39*	98,100 / 99,081
L 40	101,554
L 41	104,091
L 42	106,699
L 43*	108,283

* The 2015 pay award did not include an increase to the maximum point within each of the eight headteacher groups, i.e. L 18, L 21, L 24, L 27, L 31, L 35, L 39 and L 43. In the table above where two values are given for these points, the higher value may only be used where the point is included in

the individual seven point headteacher range for the school and is not the maximum value of the headteacher group for the school.

Headteachers' pay

31. The local governing body, in liaison and agreement with officers of the Trust representing the relevant body, will determine the pay range for the headteacher when they propose to make a new appointment or if there has been a significant change in the responsibilities of the headteacher, or at any time if they consider it necessary to review the range to retain a headteacher.

New Headteacher

31. A range of seven pay points for the headteacher will be chosen from the range of points available for the headteacher group of the school. The headteacher group will be determined in accordance with the Document⁴.

Headteacher Group	Annual salary range £	Range of points
1	44,102 - 58,677	L6 – L18
2	46,335 - 63,147	L8 – L21
3	49,976 - 67,963	L11 – L24
4	53,712 - 73,144	L14 – L27
5	59,264 - 80, 671	L18 – L31
6	63,779 - 88,984	L21 – L35
7	68,643 - 98,100	L24 – L39
8	75,708 - 108,283	L28 – L43

32. When determining the salary of a new headteacher, account must be taken of all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations, including any recruitment or retention issues. In the case of a new appointment, consideration may be given to adjusting the pay range to take account of how closely their preferred candidate meets the requirements of the post. A new headteacher will normally be placed at one of the first four points of the headteacher's pay range to ensure that there is appropriate scope within the range to allow for performance related progress over time.
33. In setting the headteacher's pay range regard must be given to the highest point on the range for a deputy or assistant head and the salary of the highest paid classroom teacher⁵, to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability.

⁴ STPCD 2016 Section2, Paragraphs 5-9

⁵ The highest paid classroom teacher at the school is a notional calculation based on the value of UPR 1 and the total value of the highest TLR and/or SEN allowance awarded at the school.

34. The headteacher's pay range should only be reviewed if it is necessary to take account of a change to the size or group of the school, or if there is a significant change to the responsibilities of the post or if a review is necessary to maintain consistency with pay arrangements for new appointments to the leadership team. The pay committee should formally record the school's headteacher pay range and the reasoning for their decision. Account of the salary of the serving headteacher should not be taken should they re-determine the headteacher's pay range. Any such decision would also require the agreement of officers of the Trust representing the relevant body.
35. Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range (where determined on or after 1 September 2014) may exceed the maximum where the local governing body in liaison with relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. In any such cases the maximum of the headteacher's pay range must not exceed the maximum of the headteacher group by more than 25% unless in exceptional circumstances and where supported by a business case⁶.
36. Additional discretionary payments may be made on occasion to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the local governing body, in liaison with officers of the Trust representing the relevant body, must not have previously taken such reason or circumstance into account when determining the headteacher's pay range. The total sum of payments made to a headteacher in any school year must 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 unless in wholly exceptional circumstances and where supported by a business case⁷.

Head of more than one school

37. Where the headteacher is appointed as a headteacher of more than one school on a permanent basis, officers of the Trust representing the relevant body in liaison with the local governing body of the headteacher's original school must calculate the headteacher group by the application of the total unit score of all the schools for which the headteacher is responsible⁸.
38. If the headteacher is appointed as a temporary acting headteacher of one or more additional schools there is a clear expectation that the collaboration will be time-limited and subject to regular review; the maximum duration should be no more than two years. In these circumstances, if it is decided to make a temporary payment to a headteacher, the total sum of additional payments made in any school year must not exceed 25 per cent of the amount that corresponds to that headteacher's point on the leadership group pay spine⁹.

⁶ In such circumstances the relevant body must seek external independent advice. STPCD 2016 Section 2, Part 2, paragraph 9.

⁷ See footnote 6 above.

⁸ STPCD 2016 Section 2, Paragraph 6.6 (7.9 for Special schools)

⁹ Detailed guidance in STPCD 2016 Section 2, Part 2, Paragraph 10 and Section 3, Paragraphs 16 - 23

39. In any such circumstances officers of the Trust representing the relevant body, in liaison with local governing bodies, will establish clarity around how the arrangements will work in practice and how they will be brought to an end.

Pay range for Deputy Headteachers and Assistant Headteachers

40. Local governing bodies, in liaison with officers of the Trust representing the relevant body, should determine the pay range for deputy and assistant headteachers when proposing to make new appointments, or where there is a significant change in the responsibilities of serving deputy or assistant headteachers. When determining an appropriate pay range, account will be taken all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations, including any recruitment or retention issues.
41. The pay range should only be reviewed if there is a significant change to the responsibilities of the post or if a review is necessary to maintain consistency with pay arrangements for new appointments to the leadership team.
42. A range of five pay points for deputy and assistant headteachers will be determined. Ranges for deputy and assistant headteachers should be set between the bottom of the headteacher's range and the highest paid classroom teacher¹⁰. A new deputy or assistant headteacher will normally be placed at one of the first three points of the pay range to ensure that there is appropriate scope within the range to allow for performance related progress over time.

Pay progression based on performance

43. All decisions about pay progression for teachers, i.e. movement up the appropriate pay range, must be linked to performance.
44. Teachers in ODST schools can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.
45. The arrangements for teacher and headteacher appraisal are set out in the ODST Appraisal Policy.
46. Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
47. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

¹⁰ The highest paid classroom teacher at the school is a notional calculation based on the value of UPR 1 and the total value of the highest TLR and/or SEN allowance awarded at the school.

48. Assessment of performance for teachers in ODST schools will be made through the appraisal process and will include assessment of performance against the Teachers' Standards (and/or other relevant standards) and appraisal objectives. Teachers will be eligible for standard pay progression if they are assessed as meeting the Teachers' Standards (and/or other relevant standards) and their appraisal objectives.
49. The evidence to be used for assessment will be made clear to all teachers at the start of the appraisal cycle and may include e.g. self-assessment, pupil progress data, lesson observations, feedback on pupils' learning.
50. To be fair and transparent, assessments of performance will be properly rooted in evidence. The application of the Appraisal Policy, the Pay Policy and of pay decisions will be monitored and schools should ensure that appraisal objectives and assessments are consistent. Arrangements for quality assurance and moderation are set out in the Appraisal Policy.
51. Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee of the local governing body, having regard to the appraisal report and taking into account advice from the headteacher.
52. The local governing body will ensure that appropriate funding is allocated for pay progression at all levels.
53. All teachers can expect progression to the top of their pay range as a result of successful appraisal reviews.

Classroom teachers

54. A classroom teacher who is assessed as meeting the Teachers' Standards (and/or other relevant standards) and their appraisal objectives will receive standard progression to the next point on the appropriate pay range. For teachers on the Upper Pay Range, standard progression will be made on the basis of two successful, consecutive appraisal reviews.
55. A teacher who is assessed as exceeding the Teachers' Standards (and/or other relevant standards) and their appraisal objectives may receive enhanced progression as set out in the table below.
56. A teacher whose performance does not meet the Teachers' Standards (and/or other relevant standards) and / or their appraisal objectives may be considered not to be eligible for pay progression. While it is possible for a 'no progression' determination to be made without recourse to the capability procedure, there is an expectation that concerns about a teacher's performance will have been made clear in writing through the appraisal process¹¹ and that these have not been sufficiently addressed through support provided by the school.

¹¹ See ODST model Appraisal Policy for Teachers and Headteachers, paragraph 14.
ODST Pay Policy 2016

Leadership teachers

57. Those on the leadership pay range play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates pupils and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.
58. To achieve progression teachers on the leadership pay range are required to demonstrate sustained high quality performance with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against the Teachers' Standards (and/or other relevant standards) and appraisal objectives before any performance points will be awarded.
59. Annual pay progression within the range for these posts is not automatic. Where it is considered, progression may consist of either one or two points.

Pay Progression

Pay range	Standard progression	Enhanced progression
Main	1 point	2 points
Upper	1 point after two successful reviews	
Leading practitioner	1 point	2 points
Leadership	1 point	2 points
Unqualified	1 point	2 points

Movement to the upper pay range

Applications and Evidence

60. Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.
61. Applications may be made once a year. Where teachers wish to be assessed, they should notify the headteacher in writing using the application form (as at Appendix C).
62. An application can be made at any point in the current academic year for payment on the upper pay range to be made from the following September. An application can be made up to 31 October for consideration on the basis of performance in the previous two years and, if successful, payment on the upper pay range will be backdated to 1 September.

63. If a teacher is simultaneously employed at another school(s), they must submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or schools. ODST schools will not be bound by any pay decision made by another school.

The assessment

64. An application from a qualified teacher will be successful where the local governing body is satisfied that:
- the teacher is highly competent in all elements of the Teachers' Standards (and/or other relevant standards); and
 - the teacher's achievements and contribution to the school are substantial and sustained.
65. For the purposes of this pay policy, the local governing body will be satisfied that the teacher has met the expectations for progression to the upper pay range where the Upper Pay Range Criteria (see Appendix D) have been satisfied as evidenced by two successful and consecutive performance management/appraisal reviews.
66. In making a decision, the headteacher will have regard to the two most recent performance management/appraisal reviews.

Processes and procedures

67. The assessment will be made by the headteacher within 10 working days of the receipt of the application or the conclusion of the appraisal process, whichever is later. If successful, the headteacher will make a recommendation to the Pay Committee of the school that the applicant will move to the upper pay range. He/she will be placed on point 1 of that pay scale.
68. If an application is unsuccessful, feedback will be provided by the headteacher as soon as possible and at least within 10 working days of the decision; feedback will cover the reasons for the decision and the appeal arrangements available to the teacher. Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's arrangements for pay appeals.

Teachers on maternity or long-term sick leave

69. A year for the purposes of pay progression or providing evidence to support an application for movement to the Upper Pay Range is as defined in the Document¹² and permits certain periods of absence to be counted towards the period of a year. In particular, a teacher who is absent from work due to maternity leave or pregnancy can count her absence towards the period of a year. Appraisal objectives should be revised in advance to take account of the period when the teacher will be absent.
70. For a teacher who has an extended period of sickness absence the agreed appraisal objectives may be revised when the teacher returns to work or the length and impact of the absence on the

¹² STPCD 2016, Section 2, Annex 3.
ODST Pay Policy 2016

teacher's ability to achieve his/her objectives will be taken into account in the assessment at the end of the appraisal cycle.

71. In either case, where the teacher cannot provide evidence to support an application for movement to the Upper Pay Range from the two years immediately preceding their application they may submit evidence from a longer period, normally, the two years immediately prior to the start of their absence.

Part-time teachers

72. Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. They should be provided with a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.¹³
73. Part-time teachers must be paid the pro rata percentage of the appropriate full-time equivalent salary.¹⁴ The same percentage must be applied to any allowances awarded to a part-time teacher.
74. Any additional hours worked by agreement from time to time will be paid at the same rate.

Short notice/supply teachers

75. Teachers employed directly on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.
76. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract.
77. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach.
78. Rates for supply teachers employed directly by the school should be established through the normal process of assessing their appropriate point on the main or upper pay range unless the teacher has agreed a different rate in advance.
79. For a teacher to be paid on the upper pay scale they are required to contribute a significant, substantial and sustained contribution to the wider school¹⁵ so it is unlikely that a school would seek to pay a supply teacher beyond point M6.

¹³ STPCD 2016, Section 3, Paragraphs 39 - 44

¹⁴ STPCD 2016, Section 3, Paragraphs 40

¹⁵ STPCD 2016 Section 3, Paragraph 30

Discretionary allowances and payments

Teaching and Learning Responsibility Payments (TLRs)

80. A TLR 2 or TLR 1 is awarded to a classroom teacher who holds a permanent TLR post identified in the school's staffing structure which requires the teacher to undertake a sustained additional responsibility for which he/she is accountable.
81. A TLR 3 may be awarded to a classroom teacher for a specific time-limited school improvement project or one-off externally driven responsibility. The headteacher acting on behalf of the local governing body must ensure that the reason for the award of a TLR 3 and its duration is established at the outset, in writing. Recruitment to a TLR 3 will normally be through an open recruitment process.
82. With the exception of sub paragraphs (c) and (e) below which do not have to apply to the award of a TLR 3, before awarding any TLR, the local governing body must be satisfied that the teacher's duties 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;
 - 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.
83. In addition, before awarding a TLR 1, the local governing body must be satisfied that the significant responsibility referred to in the previous paragraph includes line management responsibility for a significant number of people.
84. The annual value of a TLR 2 must be no less than £2,640 and no greater than £6,450. The annual value of a TLR 1 must be no less than £7,622 and no greater than £12,898.
85. The annual value of a TLR 3 must be no less than £523 and no greater than £2,603. Payment of a TLR 3 must be made monthly. TLR 3s are not subject to safeguarding.
86. The following values for TLR payments have been established by the relevant body.

TLR 2	£
2 (1)	2,640
2 (2)	4,397
2 (3a) or (3b)	6,154 or 6,450
TLR 1	
1 (1)	7,622

1 (2)	9,378
1 (3)	11,137
1 (4)	12,898
TLR 3	
Minimum	523
Maximum	2,603

87. A TLR payment is integral to a post in the school's staffing structure and therefore may not be shared unless two or more people job share that post. A teacher may not be awarded more than one TLR1 or TLR2 concurrently however a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.
88. A TLR1 or TLR2 awarded to part-time teachers must be paid pro-rata at the same proportion as the teacher's part-time contract. The pro-rata principle does not apply to a TLR3 awarded to a part-time teacher.

Special Educational Needs (SEN) allowances

89. A SEN allowance is payable to a classroom teacher:
- in any SEN post that requires a mandatory SEN qualification;
 - in a special school;
 - who teaches pupils in one or more designated special classes or units in a school;
 - in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post -
 - involves a substantial element of working directly with children with special educational needs;
 - requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - 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 within the school.
90. Where a SEN allowance is to be paid, the local governing body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors-
- whether any mandatory qualifications are required for the post;
 - the qualifications or expertise of the teacher relevant to the post; and
 - the relative demands of the post.
91. The annual value of a SEN allowance must be no less than £2,085 and no greater than £4,116. The amount of any such allowance and the reason for the award should be documented to the teacher concerned.
92. SEN allowances may be held at the same time as TLRs. However, the local governing body should ensure that holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff. The local governing body should also consider

whether, if teachers have responsibilities that meet the criteria for the award of a TLR payment, it would be more appropriate to award a TLR payment.

Other additional payments

93. Other additional payments may be made to a teacher other than a headteacher in respect of:
- continuing professional development undertaken outside the school day;
 - activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
 - participation in out-of-school hours learning activities agreed between the teacher and the headteacher;
 - 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;
 - continuing professional development.
94. Teachers who undertake voluntary continuing professional development outside the school day may be entitled to an additional payment if this is agreed in advance. This may be determined as a daily or hourly rate calculated with reference to the teacher's actual pay or where appropriate at a higher level to reflect the responsibility and size of the commitment. A higher rate may be determined by multiplying the daily or hourly rate by a factor, e.g. x1.5, x2 or by determining a flat rate payment.

Initial teacher training activities

95. Teachers who undertake school-based initial teacher training (ITT) activities as part of the ordinary conduct of the school may be entitled to a payment if this is agreed in advance. This may be determined as a daily or hourly rate calculated with reference to the teacher's actual pay or where appropriate at a higher level to reflect the responsibility and size of the commitment. A higher rate may be determined by multiplying the daily or hourly rate by a factor, e.g. x1.5, x2 or by determining a flat rate payment.
96. Activities that might attract a payment include supervising and observing teaching practice; giving feedback to trainee teachers on their performance and acting as a professional mentor; running seminars or tutorials on aspects of the course and formally assessing students' competence.
97. Other aspects of ITT activities cannot be regarded as part of the ordinary conduct of the school. Such activities include the additional requirements of School Centred ITT (SCITT), where schools take the lead in providing ITT courses. They may include planning and preparing materials for an ITT course, and taking responsibility for the well-being and tuition of ITT students.
98. Teachers who undertake ITT activities which are not seen as part of the ordinary running of the school will be issued with separate contracts of employment which are not on teachers' terms

and conditions, to cover those areas of work that are not part of their substantive teaching job or contract of employment.

Out-of-school learning activities

99. Teachers who agree to provide learning activities outside of the normal school hours may be entitled to a payment if this is agreed in advance. This may be determined as a daily or hourly rate calculated with reference to the teacher's actual pay or where appropriate at a higher level to reflect the responsibility and size of the commitment. A higher rate may be determined by multiplying the daily or hourly rate by a factor, e.g. x1.5, x2 or by determining a flat rate payment. Payments to classroom teachers should only be made in respect of activities undertaken outside of directed time.
100. Activities that may attract payment include breakfast clubs, homework clubs; summer schools, outdoor activities and clubs linked to the curriculum and one to one tuition taking place outside the school day where the activities require the exercise of the teacher's professional skills or judgement.
101. With the remodelling of the school workforce and the need to ensure downward pressure on teachers' working hours many schools are using support staff and other adults to undertake these activities.

Provision of services

102. The local governing body, in agreement with officers of the Trust representing the relevant body, has discretion to make payments to a headteacher who provides an external service to one or more additional schools, for example as a National Leader of Education (NLE) and also to any of the school's teachers whose post acquires additional responsibility as a result of the headteacher's activities. Payments are not automatic. Detailed guidance on the operating principles and requirements which apply to the provision of services to other schools is set out in the Document¹⁶. A decision to make such payments should be recorded in Appendix B.

Recruitment and retention incentives and benefits

103. A local governing body may make such payments or provide other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. It must make clear at the outset, in writing, the expected duration of any recruitment or retention benefits and the review date after which they may be withdrawn.

¹⁶ STPCD 2016 Section 3, Paragraphs 65 - 68
ODST Pay Policy 2016

104. The local governing body will review the level of payment / benefits annually. Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.
105. Headteachers, deputy headteachers and assistant headteachers may not be awarded recruitment or retention payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to leadership group posts must be taken into account when determining the salary range for the post.
106. Where a recruitment or retention benefit is paid under a previous Document (i.e. 2013 or earlier), subject to review, it may continue to be paid at its current value until such time as the respective pay range is determined under the Document.
107. If the local governing body decides that it may make recruitment and / or retention payments, Appendix B should be completed to explain the criteria by which the relevant body will determine the nature and level of any such payment.

Residential duties

108. Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

Honoraria

109. The relevant body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher. There is no provision within the School Teachers' Pay and Conditions Document for the payment of any bonuses or honoraria in any circumstances. Any such award to a teacher for their teaching work would be unlawful.

Safeguarded payments and allowances

110. Safeguarding arrangements will apply according to the provisions of the Document¹⁷.
111. Safeguarding applied on or after 1 January 2006 is for a period not exceeding three years and may end sooner in the circumstances set out in the Document. General safeguarding applied on or before 31 December 2005 is not subject to the three year limit.

Pay increases arising from changes to the document

112. All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

¹⁷ STPCD 2016 Section 2, Part 5, Paragraphs 30 - 38
ODST Pay Policy 2016

Pay appeals

113. The arrangements for considering appeals are as described below; this is also shown in diagrammatic form in Appendix E.
114. Teachers may seek a review of any determination in relation to their pay or any other decision taken by the relevant body (or a committee or individual acting with delegated authority) that affects their pay.
115. The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination; that the person or committee by whom the decision was made:
- incorrectly applied any provision of the Document or the school's Pay Policy;
 - failed to have proper regard for statutory guidance;
 - failed to take proper account of relevant evidence;
 - took account of irrelevant or inaccurate evidence;
 - was biased; or
 - otherwise unlawfully discriminated against the teacher.
116. The order of proceedings is as follows:
- The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made;
 - If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the headteacher or decision-maker within ten working days of the notification of the decision;
 - Where an informal discussion is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal process;
 - The teacher should set down in writing the grounds for questioning the pay decision and send it to the Pay Committee, within ten working days of the notification of the decision being questioned or of the outcome of the informal discussion referred to above;
 - The Pay Committee should arrange a meeting to consider the teacher's concerns and give the teacher an opportunity to make representations in person. The teacher is entitled to be accompanied by a union representative or work colleague. Following the meeting the teacher should be informed in writing within three working days of the outcome of the review and his/her right to appeal;
 - If the teacher wishes to appeal he/she should provide written notification of the grounds for his/her appeal within ten working days of notification of the outcome of the review;
 - Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person and is entitled to be accompanied by a union representative or work colleague. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision;
 - Where an appeal is made by a Headteacher, the panel will consist of governors and an ODST nominated panel member.

117. Appendix E details the procedure for the hearing of the appeal.

Monitoring the impact of the policy

118. The Pay Committee of a school should prepare an annual written report on the operation of the pay policy, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation. The relevant body will monitor the outcomes and impact of this policy on a regular basis.

Appendix A

Remit for the Pay Committee of the school

The Pay Committee, where established, will comprise at least three members of the local governing body. All local governing body members, including those employed at the school, 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 is no greater than that of the generality of employees at the school.

Establishment of the policy

The relevant body is responsible for establishing the policy, communicating it to member schools of ODST and reviewing it on an annual basis.

Monitoring and review of the policy

The Pay Committee of a member school is responsible for preparing a report including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Application of the policy

The headteacher is responsible for:

- ensuring that pay recommendations for the deputy and assistant headteacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher;
- submitting reports of these decisions to the relevant body; and
- ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.
- The LGB is responsible for establishing an Appeals Committee to take decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

The relevant body is responsible for

- taking decisions regarding the pay of the head teacher following consideration of the recommendations of the governors and others responsible for the headteacher's performance review;

Appendix B

Summary of decisions in relation to specific pay provisions.

_____ School

In this School / Academy the relevant body is **the Oxford Diocesan Schools Trust**.

The Pay Committee of the school/ academy should review these provisions and record their decisions annually. Any award(s) should be communicated to the member of staff in writing.

Teachers

Payments to the Headteacher for provision of services

The rules around payments are explained in paragraph 102 of the Pay Policy.

The relevant body accepts that individual schools within ODST may have specific needs which merit a flexible approach to discretionary payments.

In the xxx School/ Academy...

[insert here the criteria by which the the nature and level of such payments are determined and the value of any discretionary payments attached to the Headteacher and the time for which the payment is made i.e. this could be temporary or permanent depending upon circumstances]

Teachers - Recruitment and Retention Payments

The rules around payments are explained in paragraphs 103-107 of the Pay Policy

In the xxx School/ Academy, the local governing body will pay recruitment awards to [] of **[£ amount]** for a **[number year / months]** in the following circumstances.

The relevant body will pay retention awards to [] of **[£ amount]** for a **[number year / months]**. This may be extended in “exceptional circumstances” for specific expertise.

[specify clearly here the basis on which such incentives may be paid e.g. to those in shortage subjects as defined by the school/ academy; or after one/two advertisements have failed to produce a suitable candidate for appointment]

Appendix C – Upper pay range application form

Notes for applicants:

The process for applying to be paid on the upper pay range is set out in the School / Academy's Pay Policy Eligibility

In order to be assessed you will need to hold Qualified Teacher Status on the date of your request. Any qualified teacher may apply to be paid on the upper pay range. It is your responsibility to decide whether or not you wish to apply to be paid on the upper pay range.

Timing of application

An application can be made at any point in the current academic year for payment on the upper pay range to be made from the following September.

An application can be made up to 31 October for consideration on the basis of performance in the previous two years and, if successful, payment on the upper pay range will be backdated to 1 September.

Note: Only one application can be made in any academic year.

Process

You must enclose copies of your Appraisal Reports that relate to the 2 years immediately prior to the date on which you submit your request.

Sign and date the form and pass it to your headteacher by 31 October. You should keep a copy for your records.

Assessment

An application will be successful where the relevant body is satisfied that:

- a) the teacher is highly competent in all elements of the Teachers' Standards (and/or other relevant standards);
- b) the teacher's appraisal reports demonstrate that they have worked at the level of the upper pay scale for a sustained period during the two years preceding their application and
- c) the teacher's achievements and contribution to the school are substantial and sustained.

Assessment will be made by the headteacher within 10 working days of the receipt of the application or the conclusion of the appraisal process, whichever is later, a recommendation will be made to the Pay Committee of the relevant body and the outcome will be communicated to the teacher in writing.

The relevant body will be satisfied that the teacher has met the expectations for progression to the upper pay range where the Upper Pay Range Criteria have been satisfied as evidenced by two successful and consecutive performance management / appraisal reviews. The Upper Pay Range Criteria can be found in Appendix D.

If your application is unsuccessful you have a right of appeal. The appeal will be heard under the arrangements for pay appeals.

Notes for headteachers

Actions to be taken:

- Check that the teacher is eligible to be assessed.
- On the basis of the evidence contained in the appraisal reports confirm that the teacher meets the Teachers' Standards.
- If the Teachers' Standards are not met, assessment against the Upper Pay Range Criteria should not proceed. The headteacher must write to the teacher setting out the reasons for the judgement.
- If the Teachers' Standards are met assess whether the teacher meets the Upper Pay Range Criteria set out in Appendix D of the Pay Policy, having regard to the evidence contained in the appraisal reports.
- Make an overall judgement on whether the Upper Pay Range Criteria are met/not yet met.
- Complete the head teacher's statement (see Part 2) and provide a copy to the teacher within 10 working days of the decision.
- Inform the Pay Committee of the local governing body.
- If the application is successful and the Pay Committee accepts the headteacher's recommendation, notify the Payroll provider and the ODST HR Adviser so that the teacher should be paid on the upper pay range.
- If the application is unsuccessful, the teacher has a right of appeal. The appeal will be heard under the arrangements for pay appeals.

Part 1 - Upper pay range application

This form should be handled in confidence at all times

To be completed by the teacher		
Name:		
Please give details of previous employers if you are submitting appraisal reports from another school or academy		
Name and address of school / academy	Date(s) of employment	Name of headteacher
Declaration by the teacher: I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports covering the two year period prior to this request for assessment against the Teachers' Standards and the Upper Pay Range Criteria.		
Teacher's signature:	Date:	

Part 2 – Upper pay range application - Headteacher’s statement

Name of teacher:

Teachers’ Standards

Met	Not Met
To be successful, the teacher must first meet the Teachers’ Standards. Assessment against the Upper Pay Range Criteria may not proceed where the teacher does not meet the Teachers’ Standards. If the Teacher’s Standards are not met you should provide a detailed explanation below why they have not been met.	

Upper Pay Range Criteria

If, in your judgement, all the Upper Pay Range Criteria have not yet been met throughout the relevant period you should provide a detailed explanation below why they have not been met. Please indicate any further areas of professional development for the teacher.

Teachers’ Standards / Upper Pay Range Criteria not met – explanation	
<p>You have the right to appeal this decision. If you wish to appeal you must follow the procedure set out in the Pay Policy. Note: you must take action within 10 working days of the notification of this decision.</p>	
Headteacher’s signature:	Date:

Appendix D – Upper pay range progression criteria

Professional attributes

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

Professional knowledge and understanding

2.1 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.

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

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

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

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Professional skills

3.1 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.

3.2 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.

3.3 Promote collaboration and work effectively as a team member.

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

Appendix E – Pay Policy Appeal

Procedure

(a) Establish that the meeting is to hear a review or appeal against a decision taken under the Pay Policy.

All evidence submitted for consideration should have been circulated in advance. (Chair to check that all involved have been provided with identical evidence).

Conduct of the Appeal

(a) The Chair introduces those present.

(b) The Chair invites the employee to identify areas of appeal.

(c) The Chair invites the employer to ask questions of the employee.

(d) The Chair invites members of the panel to ask questions of the employee.

(e) The Chair invites the employer to respond to the case presented.

(f) The Chair invites the employee to ask questions of the employer.

(g) The Chair invites members of the panel to ask questions of the employer.

(h) The Chair invites the employee to summarise the case.

(i) The Chair invites the employer to summarise the case.

(j) Both parties withdraw while the panel considers the evidence.

Pay Policy Appeal Panel Considerations

The Appeal Panel considers the evidence, decides whether the case is proven and whether the decision made is appropriate and if it is not what decision applies.

Panel Decision

The Chair communicates the decision of the Appeal Panel. A copy of the decision letter is sent to ODST and all involved within three working days.

Pay Policy Appeal Process

