

THE PRIORY SCHOOL

Pay Policy (staff) 2018-2019

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1. Policy & Purpose

The overall aim of the pay policy is to ensure that all teaching and support staff are valued and receive recognition for their work and contribution to school life.

The purpose of the policy is to:

- a) Enable the Governing Body to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and school policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- b) Maintain and improve the quality of education provided for pupils in the school by having a whole school pay policy that supports the school improvement plan and reflects the agreed aims of the school.
- c) Support the equitable and objective determination of appropriate pay for staff under the school's appraisal policy.
- d) Provide for a staffing structure that will enable the school to achieve its aims and objectives under the school improvement plan.

The Governing Body is committed to:

- e) Reviewing the pay policy annually against the targets set under the school improvement plan, the confines of the agreed budget and the Governing Body's spending priorities.
- f) Working within framework documents referred to in staff contracts, specifically:
 - a) **For teachers:** The School Teachers' Pay and Conditions Document and statutory regulations affecting the employment and conduct of teaching staff.
 - b) **For support staff:** Surrey Pay.
- g) Consulting staff members and local representatives of recognised trade unions as part of the annual review of this Pay Policy and ensuring that members of school staff have ready access to the up-to-date version.
- h) Complying with equalities legislation, specifically the following (as amended): the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

2. The Pay Committee: Terms of Reference

- a) The Governing Body will annually appoint, from its members, a Pay Committee with the delegated powers described in the following terms of reference.
- b) The Pay Committee will consist of three governors who are not members of staff at the school, and the head teacher in an advisory capacity.
- c) No member of the governing body shall be eligible for membership of this committee (pay) if they have a conflict of interest or any doubt about his/her ability to act impartially.

The Pay Committee will have fully delegated powers to:

- d) Implement the Pay Policy with reference to staffing and financial budget plans. If the Committee feels it to be appropriate, any matter may be passed to the full Governing Body for ratification.
- e) Achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations.
- f) Apply the criteria of the Pay Policy in determining the pay of each member of staff in the annual review.
- g) Recommend to governors the annual budget needed for the payment of staff.

The Committee shall be required to:

- h) Minute all decisions taken and submit their minutes to be noted by the full Governing Body.
- i) Keep abreast of relevant developments and advise the Governing Body when the Pay Policy needs to be revised.

3. Determining Salary for New Appointments

3.1 Classroom Teachers (All Teachers Other than Leadership Group)

The Governing Body will determine the pay range for a vacancy prior to advertising. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the School Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), the Governing Body may take into account a range of factors, including, but not limited to:

- The nature of the post
- The level of qualifications, knowledge, skills and experience required
- The wider school context at the time of the application.

TO DETERMINE STARTING SALARIES:

In determining the specific starting salary for a successful applicant, the selection panel will take into account the applicant's relevant career history, previous salary, skills and qualifications based on the evidence collected through the selection process, including references.

The selection panel may, at its discretion, recognise a teacher's upper pay range status, as awarded by another school, without requiring the teacher to reapply separately through the school's procedure. This is provided there is scope within the established pay range for the post to award a starting salary on the upper pay range and on the condition that there is sufficient evidence collected through the selection process that the teacher meets the relevant criteria (see 5.2).

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

In determining the salary range for a post in which the primary purpose is modelling and leading improvement of teaching skills ('leading practitioners'), an individual post range within the overall pay range for leading practitioners will be determined, having regard to the challenge and demands of the post as well as internal pay relativities.

Additional allowances may be awarded to new appointments where the Governing Body deems this to be appropriate (see Section 6). Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in 6.2 has been met.

3.2 Leadership Group

The salary range for all staff paid on the leadership spine will be determined by reference to the provisions of the STPCD and will include consideration of any broader responsibilities that attach to the role.

Head Teacher

The Governing Body will determine a pay range for the head teacher by reference to the school group size and taking into account all permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations, ensuring that there is appropriate scope in the range to allow for performance related progression over time. The school is currently a Group 6 School. The Governing Body will only re-determine the head teacher's ISR in the circumstances specified in the School Teachers' Pay and Conditions Document.

The Governing Body may determine that additional payments be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined and which have not previously been taken into account when determining salary. Any such payments will be subject to the overall restrictions on head teacher's pay set out within the STPCD.

Deputy Head Teacher and Assistant Head Teacher

The salary range for a deputy head teacher and assistant head teacher shall be determined by reference to the STPCD, taking into account how the role fits within the wider leadership structure of the school, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations.

The maximum of the pay range will not exceed the maximum of the head teacher group for the school.

The Governing Body will only re-determine the pay range of a deputy or assistant head teacher in the circumstances specified in the STPCD.

Additional allowances may be awarded to members of the leadership group where the Governing Body deems this to be appropriate (see Section 6).

3.3 Support Staff

The appointment of support staff shall be in accordance with provisions set out in the School Staffing (England) Regulations 2009 (as amended) and shall have regard to the DfE document 'Guidance on Managing Staff Employment in Schools'.

The salary gradings for posts shall be based on the job description and on a system of job evaluation as adopted by the Governing Body to cover all support staff having regard to advice provided by the LA. In determining matters of pay and grading, the Governing Body will have particular regard to the provisions set out in the DfE's guidance.

For support staff newly appointed on the Surrey Pay spine, appointment will normally be made on the minimum of the salary range for the relevant grade. However the appointment can be made on a salary above the minimum of the range where the Governing Body wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.

Where an employee is promoted or re-graded onto a higher salary he/she must be placed on a salary within the new grade which is at least 2.5% higher than his/her previous salary position. This will often be the minimum of the new salary range. Whilst this is the general position, occasionally other assimilation arrangements will have been agreed or may be more appropriate.

4. Pay Reviews and Progression

4.1 All Teachers (Including Leadership Group)

All teaching staff, including those on the leadership scale, will be provided with a salary statement to take effect from 1 September each year. This statement will contain details of the annual salary plus any allowances or safeguarded sums due to the teacher. This will be provided after pay decisions have been ratified by the Governing Body.

All eligible teaching staff will have their pay reviewed annually. The Governing Body will complete annual pay reviews for all eligible teachers, other than the head teacher, by 31st October. The head teacher's annual pay review will be completed by 31st December. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated. Reviews may also 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.

All teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. All teachers are expected to engage fully with this process. The current arrangements for teacher appraisal are set out in the school's appraisal policy which should be read in conjunction with this pay policy.

Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances.

4.2 Determining Pay Progression (Classroom Teachers)

'Classroom teachers', for the purposes of this paragraph, includes all teachers other than the leadership group.

All decisions regarding pay progression will be made with reference to teachers' appraisal reports and the pay recommendations contained within them. In the case of newly qualified teachers (NQTs), pay decisions will be made by means of the statutory induction process.

The school's scheme for determining pay progression for classroom teachers is contained within Appendix 1. This scheme will be applied to pay determinations made with effect from 1st September 2014, resulting from evidence collected during the previous appraisal cycle. The scheme will be subject to review at the end of the 2017/18 appraisal cycle once pay determinations have been ratified. In the event that the Governing Body determines that amendments to the scheme are required, these will be inserted into this pay policy during the Autumn Term 2017 and will be made available to all teachers to inform the 2018/19 appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

4.3 Determining Pay Progression (Leadership Group)

Salary determinations effective from 1 September 2014 shall be made in accordance with the provisions of the STPCD 2013. Thereafter, all decisions regarding performance related pay progression will be made in accordance with the school's scheme for determining pay progression for the leadership group, the provisional version of which is available within Appendix 2. This scheme will be applied to pay determinations made with effect from 1st September 2015.

4.4 Determining Pay Progression (Support Staff)

Arrangements for pay progression are determined by Surrey County Council subject to negotiations with the recognised trade unions and with effect from 1st April each year. Details of pay progression arrangements determined each year will be notified to you separately.

Pay progression may be withheld when an employee has performed unsatisfactorily. This will take place only within the context of the Governing Body's disciplinary/capability procedure.

Increments may be withheld when an employee has performed unsatisfactorily. This will take place only within the context of the Governing Body's disciplinary/capability procedure.

5. Movement to the Upper Pay Range

5.1 Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in accordance 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.

Applications should be made by date set in each academic year.

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

All applications will include the results of recent appraisals, including any recommendation on pay. The evidence should usually cover at least the previous two year period. Employees who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use earlier appraisal evidence in support of their application and/or a statement and summary of evidence as outlined below.

In the event that information from appraisals is not applicable or available, a statement and summary of evidence, designed to demonstrate that the applicant has met the assessment criteria, should be presented instead.

Applications should be made using the form available on request from the **School Business Manager**.

5.2 Assessment

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

- a) The teacher is highly competent in all elements of the Teachers' Standards; and
- b) The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy,

- "highly competent in all elements of the Teachers' Standards" means:
 - that the teacher's practice is secure, well-informed and consistently good or outstanding;
 - that the teacher is able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.
- "substantial and sustained" achievements and contribution means:
 - That the teacher contributes at a strategic level to policy initiatives;
 - That the teacher makes a distinctive contribution to the raising of pupil standards;
 - That the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
 - That the teacher contributes more broadly to the life of the school;
 - That such contribution has been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive appraisal reports demonstrating the required standard has been met.

The initial assessment will be made by the senior leadership team who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours commitment.

The senior leadership team will consult with the teacher's performance manager as appropriate when considering the evidence before advising the headteacher who will make the final judgement.

5.3 Notification and Feedback

After completing the assessment, the headteacher will notify the Governing Body of his/her recommendation. Once the Governing Body has determined the final decision, the headteacher will then provide written feedback to the teacher as promptly as possible, but in any event by no later than 31st October in each academic year.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the school's pay appeals procedure (see Section 8).

5.4 Pay Progression for Successful Applicants

Successful applicants will be moved onto the upper pay range from the 1st September. It is the school's policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range.

6 Allowances & Other Payments (Teaching Staff)

6.1 Teaching and Learning Responsibility Payments (TLR's)

TLR1s and TLR2s

TLR1s and TLR2s are awarded to the holders of the posts indicated in the school's staffing structure, which is attached to this Pay Policy. The current values of the TLR1s and TLR2s awarded are also indicated on the staffing structure. TLRs are awarded where the Governing Body is satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD. For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.

The annual value of a TLR1 from September 2018 to August 2019 must be between £7,853 and £13,288 (FTE).

The annual value of a TLR2 from September 2018 to August 2019 must be between £2,721 and £6,646 (FTE)

TLR1 and TLR2 allowances in payment which are above the range minimum will not be uplifted by cost-of-living increases.

In setting the values of TLR1s and TLR2s the Governing Body will have regard to the relative weight of different TLR posts, taking into account the range of responsibilities entailed, the level of accountability, the number of people for whom the individual has line management responsibilities and any other factors the Governing Body deems to be relevant. Where posts are deemed to be of equal weight they will be allocated the same value.

TLR3s

The Governing Body may award a fixed-term TLR (a TLR3) to a classroom teacher who has been given a time-limited school improvement project or one-off externally-driven responsibilities. To award a TLR3, the Governing Body must be satisfied that the significant responsibility is one not required of all classroom teachers and which is focussed on teaching and learning, requires the exercise of a teacher's professional skills and judgement and has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

The annual value of a TLR3 for September 2018 to August 2019 must be between £540 and £2,683 (FTE).

The duration of the fixed term will be established at the outset and payment will be made monthly during this period. Pay safeguarding will not apply at the end of the fixed period.

TLR3 allowances in payment which are above the range minimum will not be uplifted by cost-of-living increases.

6.2 Recruitment and Retention Allowances

The Governing Body will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Governing Body anticipates or encounters recruitment and/or retention difficulties. In determining whether a post will be eligible for a recruitment and retention allowance the Governing Body will take into account the following factors:

- Whether the post is in a nationally recognised shortage subject area;
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
- Whether previous recruitment to posts of a similar nature has proven difficult;
- Whether there has been a high rate of staff turnover;
- Any other relevant circumstance that the Governing Body believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the Governing Body will determine:

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value;
- When/how it will be paid*;
- The start date and expected duration of the award (unless it is a one-off award);
- The review date after which the award may be withdrawn;
- The basis for any uplift that may be applied.

(*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods.)

Recruitment and retention allowances cannot be paid to the leadership group except where they relate to a reimbursement of reasonably incurred housing or relocation costs. Any other recruitment and retention considerations will be taken into account when determining the leadership pay range.

The Governing Body will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

6.3 Special Educational Needs Allowances

A SEN allowance of between £2,149 and £4,242 (FTE) per annum for September 2018 to August 2019 will be paid to a teacher:

- In any SEN post that requires a mandatory SEN qualification; and/or
- Who teaches pupils in one or more designated special classes or units within the school; or
- In a non-designated setting, analogous to a designated special class or unit, where the post:
 - o Involves a substantial element of working directly with children with special educational needs;
 - o Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and

- o 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.

The spot value of any SEN allowance within the range outlined above, to be paid in accordance with the eligibility criteria above, will be determined as follows:

It is for individual schools to determine the nature and level of challenge of the roles undertaken by its teachers working with pupils with SEN, compared and related to that of other teachers in the school, and to establish appropriate spot rates for the provision of SEN allowances which take into account the requirement for mandatory qualifications, the experience/qualifications of the teacher relevant to the post, and the relative demands of the post. Individual schools have the discretion to determine their own spot rate values. Further guidance on the changes to SEN allowances is available within the personnel area of the Babcock 4S website under 'Pay and Conditions'.

SEN allowances in payment which are above the range minimum will not be uplifted by cost-of-living increases.

6.4 Payments for Out of School Hours Learning Activities

The Governing Body will make payments to any member of the teaching staff who participates in approved out of school hours learning activities. Such payments will only be applicable in respect of those activities undertaken outside the 1265 hours of directed time for full-time teachers (or the appropriate proportion of the 1265 hours of directed time for part-time teachers). This includes the rate of pay for undertaking one-to-one tuition outside of the normal school day.

6.5 Payment for Initial Teacher Training Activities

The Governing Body has decided not to exercise its discretion to make payments to teachers with regard to the provision of initial teacher training as part of the ordinary conduct of the school.

6.6 Payments for CPD Activities

The Governing Body has decided not to exercise its discretion to make payments to teachers in relation to continuing professional development activities outside of the school day.

6.7 Provision of Services by the Head Teacher to Other Schools

The Governing Body has decided not to exercise its discretion to make payments to the head teacher and/or other teachers in relation to additional responsibilities or 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 Allowances for Unqualified Teachers

Unqualified teachers are not permitted to hold TLR or SEN allowances.

The Governing Body may, however, exercise its discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

- A sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or
- Qualifications or experience which bring added value to the role being undertaken.

7. Allowances & Other Payments (Support Staff)

The Governing Body reserves the right to approve payment of honoraria to support staff in recognition of work that goes beyond that normally expected of the post holder.

8. Pay Appeals

8.1 All Teachers (Including Leadership Group)

In the event of a teacher seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision-maker (usually either the head teacher or the Chair of the Pay Committee) within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher may put his/her concerns in writing to the Pay Committee within 10 working days of the original decision, or the outcome of the informal discussion. The Pay Committee should convene a hearing within 10 working days to consider the teacher's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired. The teacher should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

If the teacher wishes to appeal against the decision of the Pay Committee he/she should do so within 10 working days of the written notification of the Pay Committee's decision, setting out the grounds for appeal. Any appeal against the decision of the Pay Committee should be heard by a panel of governors who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the teacher at least 10 working days' notice of the date of the appeal.

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 a provision of the STPCD or this 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;
- Otherwise unlawfully discriminated against the teacher.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of his/her appeal then he/she must do so at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the head teacher, and they are appealing against the decision of the Pay Committee, it will be for the Chair of that committee to determine whether a representative of the committee and/or the head teacher should be present to defend their decision.

An agenda for hearing a pay appeal is included as an appendix to this policy.

The decision of the appeal committee should be notified in writing to the teacher within 10 working days of the appeal hearing. If the appeal is rejected then the appeal committee should explain the reasons for their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

8.2 Support Staff

Where a member of support staff is dissatisfied with any decision relating to his/her pay, this should be raised in accordance with the Governing Body's adopted grievance procedure.

9. Access to Salary Records

Staff may have access to their salary records by giving reasonable notice during term time to the School Business Manager.

10. Policy Review

This policy will be reviewed following the publication of the School Teachers' Pay & Conditions Document 2018 or earlier if required.

APPENDIX 1

PAY PROGRESSION FOR CLASSROOM TEACHERS September 2018

This appendix explains how pay progression will be determined for classroom teachers with effect from 1st September 2014.

Pay Structure

The school recognises, and adheres to, the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD).

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the tables below. These salary figures reflect those applicable for the academic year 2018-2019.

Main Pay Range		£*
Minimum	1	24,859
	1.5	25,674
	2	26,734
	2.5	27,795
	3	28,854
	3.5	29,915
	4	30,974
	4.5	32,132
	5	33,097
	5.5	34,158
Maximum	6	36,157

Unqualified Teachers		£*
Minimum	1	18,3397
	2	20,3901
	3	22,891
	4	24,142
	5	25,753
	6	28,343
Maximum	6	28,343

Upper Pay Range		£*
Minimum	1	37,758
	1.5	38,165
	2	38,950
Maximum	2.5	39,734
	3	40,520

Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the school's Appraisal Policy. The appraisal report will include an overall performance rating for the purposes of determining pay progression. These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy. The performance ratings for pay decisions effective from 1st September 2018 are shown below:

Unsatisfactory (4)	Means that the teacher does not regularly meet the Teachers' Standards and performance regularly falls below that expected of a teacher at his/her career level. Teaching requires a significant improvement. The teacher's progress against targets and objectives is limited. The teacher requires extensive support and does not contribute to improving the efficiency and effectiveness of the wider school through his/her own work or participation with the work of others.
Developing (3)	Means that the teacher largely meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a teacher at his/her career level. Teaching may sometimes be good but overall requires improvement. The teacher has largely met his/her targets and objectives. The teacher sometimes contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.
Effective (2)	Means that the teacher consistently meets the Teachers' Standards and performance generally meets expectations of a teacher at his/her career level and may sometimes exceed expectations. Teaching is consistently good and may sometimes be outstanding and the teacher has met, or very largely met, his/her targets and objectives. The teacher contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.
Exceptional (1)	Means that the teacher consistently meets or exceeds the Teachers' Standards and performance regularly exceeds expectations of a teacher at his/her career level. Teaching is mostly or always outstanding and the teacher has met or exceeded his/her targets and objectives. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control. The teacher regularly contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

Performance ratings will be linked to a pay recommendation as follows:

Unsatisfactory (4)	No pay increase awarded
Developing (3)	
Effective (2)	One point on the relevant pay range awarded
Exceptional (1)	One and a half points on the relevant pay range awarded

All pay awards are subject to financial sustainability and available headroom within the applicable pay range.

Pay Recommendations

Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. No pay recommendation should be considered final until it has been ratified by the Governing Body. **Review**

The Governing Body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers will be notified of any changes which may affect their future pay progression. The Governing Body will consider its approach in the light of the school's budget and ensure that where possible appropriate funding is allocated for pay progression at all levels.

APPENDIX 2

PAY PROGRESSION FOR LEADERSHIP GROUP 2018

This appendix explains how pay progression will be determined for members of the leadership group with effect from 1st September 2017. It is currently provisional, pending a review of the equivalent scheme for classroom teachers which will take place after pay determinations effective from 1st September 2014 have been made.

Pay Structure

The school recognises, and adheres to, the minimum and maximum of the leadership pay range as outlined in the School Teachers' Pay and Conditions Document (STPCD), including the broad bands used as the basis for calculating head teachers' pay.

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum. These salary figures reflect those valid for the 2017/18 academic year and include a 1% uplift applicable from 1st September 2017 which will be applied to salaries in payment as well as new appointments.

Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers, including members of the leadership group, can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the school's Appraisal Policy. The appraisal report will include an overall performance rating for the purposes of determining pay progression.

These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy.

The performance ratings for pay decisions effective from 1st September 2017 are shown below:

Exceptional Performance (1): means that the school leader consistently meets or exceeds the Teachers' Standards (and, for head teachers, the National Standards for Head Teachers) and performance regularly exceeds expectations of a leader at his/her career level. Where the leader has a regular teaching commitment, the quality of teaching is mostly or always outstanding. The leader has met or exceeded his/her targets and objectives. As appropriate to his/her role, the school leader contributes exceptionally effectively to strategic planning, leading teaching and learning, the management of people and resources and working with the school community. The school leader has a very strong focus on continuous improvement and always challenges underperformance. Any

aspect of performance which does not consistently exceed expectations is due to events outside his/her control.

Effective Performance (2): means that the school leader consistently meets the Teachers' Standards (and, for head teachers, the National Standards for Head Teachers) and performance generally meets expectations of a leader at his/her career level and may sometimes exceed expectations. Where the leader has a regular teaching commitment, teaching is consistently good and may sometimes be outstanding and the leader has met, or very largely met, his/her targets and objectives. As appropriate to his/her role, the school leader contributes effectively to strategic planning, leading teaching and learning, the management of people and resources and working with the school community. The school leader strives for continuous improvement and challenges underperformance.

Developing Performance (3): means that the school leader largely meets the Teachers' Standards (and, for head teachers, the National Standards for Head Teachers) and that performance sometimes, but not always, meets expectations of a leader at his/her career level. Where the leader has a regular teaching commitment, teaching may sometimes be good but may require improvement overall. The leader has largely met his/her targets and objectives. As appropriate to his/her role, the school leader makes some positive contribution to strategic planning, leading teaching and learning, the management of people and resources and working with the school community. The school leader may not always have a focus on continuous improvement or on challenging underperformance.

Unsatisfactory Performance (4): means that the school leader does not regularly meet the Teachers' Standards (and, for head teachers, the National Standards for Head Teachers) and performance regularly falls below that expected of a leader at his/her career level. Where the leader has a regular teaching commitment, teaching may require significant improvement. The leader's progress against targets and objectives is limited. The leader requires extensive support and his/her contribution to strategic planning, leading teaching and learning, the management of people and resources and working with the school community, as appropriate to his/her role, is limited. The school leader does not focus on continuous improvement or challenging underperformance.

Performance ratings will be linked to a pay recommendation as follows:

Unsatisfactory (4)	No pay increase awarded
Developing (3)	
Effective (2)	One point on the leadership pay range awarded
Exceptional (1)	Two points on the leadership pay range awarded

All pay awards are subject to financial sustainability and available headroom within each individual's defined pay range.

Pay Recommendations

Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the headteacher (or the governors responsible for appraisal in respect of the headteacher). No pay recommendation should be considered final until it has been ratified by the Governing Body.

Review

The Governing Body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers, including members of

the leadership group, will be notified of any changes which may affect their future pay progression. The Governing Body will consider its approach in the light of the school's budget and ensure that where possible appropriate funding is allocated for pay progression at all levels.

APPENDIX 3
AGENDA FOR PAY APPEAL HEARING

(An appeal against a pay decision by a head teacher will need to be modified accordingly)

(SCHOOL)

(DATE)

(TIME)

1. Introduction of all those present.
2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence, and calling witnesses* if applicable.
3. The representative of the Pay Committee/head teacher to ask questions of the appellant and witnesses* if applicable.
4. The Appeal Committee to ask questions of the appellant and witnesses* if applicable.
5. The representative of the Pay Committee/head teacher to respond to the appellant's appeal, and calling witnesses* if applicable.
6. The appellant and/or his/her representative to ask questions of the representative of the Pay Committee/head teacher.
7. The Appeal Committee to ask questions of the representative of the Pay Committee/head teacher.
8. The appellant and/or his/her representative to summarise.
9. The representative of the Pay Committee/head teacher to summarise.

10. Hearing to be adjourned whilst all parties, except the Appeals Committee, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Appeals Committee has reached a decision this will be confirmed.

*Where witnesses are called it is usually advisable that they are called in one at a time. They should be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.

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