



The Hub Alternative Provision Centre

POLICY ON SCHOOL TEACHERS' PAY 1 SEPTEMBER 2015 TO AUGUST 2016

BASIC PRINCIPLES

OPENING STATEMENT

This policy sets out the framework for making decisions on teachers' pay. All teachers employed at The Hub are paid in accordance with this policy which has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD). A copy of the latest version may be found in the school office.

The school has adopted the standards framework attached at Appendix 1 and the pay tables and pay reference points detailed in the STPCD, again attached for reference at Appendix 1.

The aim of this pay policy is to assist the Management Committee in managing pay and grading issues to:-

- assure the quality of teaching and learning at the school;
- support recruitment and retention and reward teachers appropriately;
- and ensure accountability, transparency, objectivity and equality of opportunity.

All pay-related decisions are made having regard to the school staffing structure and school improvement plan, whilst taking into consideration the constraints exercised by the annual budget allocation.

All pay related decisions are taken in compliance with the following:-

- Employment Relations Act 1999

- Equality Act 2010
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010

The implementation, review, operation and monitoring of this policy will be the responsibility of the Management Committee through its Pupil and Personnel Sub Committee, advised by the Headteacher.

It is intended that the school staffing budget will include an annual allocation to cover the total cost of existing and any additional planned salaries, pay increases and pay progression, including any likely performance progression as determined by this policy.

Teachers and unions have been consulted on this policy. Changes to this policy or appendices will be communicated to all staff in a manner designed to draw their attention to the changes. The policy will be reviewed annually or as otherwise required.

PAY REVIEWS

The Management Committee will ensure that every teacher's salary is reviewed annually with effect from 1 September and give them a written statement, at the earliest opportunity and in any event not later than one month after the determination.

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.

TEACHERS PAID A SAFEGUARDING SUM

Where a pay determination leads or may lead to the start of a period of safeguarding, the Management Committee will comply with the relevant provisions of the STPCD and give the required notification as soon as possible and no later than one month after the date of the determination.

PAY DETERMINATION ON APPOINTMENT

The Management Committee will determine the pay range for a vacancy prior to advertising it and on appointment it will determine the starting salary within that range to be offered to the successful candidate, having regard to the standards framework and pay reference tables and points adopted and referenced at appendix 1.

In making such determinations, the Management Committee may take into account the nature of the post, the level of qualifications, skills and experience required, market conditions and the wider school context.

RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

The Management Committee may make such payments or provide such 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.

Where the Management Committee is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the relevant body must conduct a regular formal review of all such awards. The relevant body should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

The Management Committee will determine whether an annual allowance will be paid with monthly salary or as a lump sum at the end of a fixed period.

Where a teacher is given an incentive or benefit in accordance with the STPCD, written notification given at the time of the award should state:

- whether the award is for recruitment or retention;
- the nature of the award (cash sums, travel or housing costs etc)
- when/how it will be paid (as applicable);
- unless it is a 'one-off' award, the start date and the expected duration of the incentive; and
- the basis for any uplifts which will be applied (as applicable).

PAY PROGRESSION BASED ON PERFORMANCE

All teachers 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. The arrangements for teacher appraisal are set out in the school's Appraisal policy.

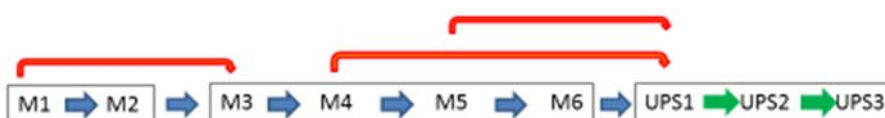
Accelerated Progression

At this school it will be possible for teachers to accelerate up the pay scale as follows:

- Any M1 teacher who can provide evidence that their practice already conforms to M3 to M6 expectations can apply to go onto M3 as from Sept. 2015.

- Any M4 and M5 teacher who can provide evidence that their practice already conforms to UPS expectations and has done for two consecutive years can apply to go onto UPS as from Sept. 2015.
- There is no accelerated pay progression on UPS or for Lead Practitioners. Progression will be considered after a 2 year period, in order to demonstrate a substantial and sustained contribution.

Pay Progression Diagram



Key:

Blue arrow = Normal pay progression
linked to ONE successful Appraisal cycle

Green arrow = Normal pay progression
linked to TWO successful Appraisal cycles

Red arrow = Accelerated pay progression
linked to TWO successful Appraisal cycles

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. On successful completion of the statutory induction period, the evidence from induction will inform the decisions on their pay progression calculated according to their progress against the framework and the pay tables and pay reference points attached at Appendix 1. It will be *possible* for a 'no progression' determination to be made without recourse to the capability procedure on the first formal appraisal. This will be at the discretion of the Headteacher.

Assessment of Performance

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure that appraisal is a supportive, developmental process designed to ensure that teachers have the skills and support they need to carry out their role effectively.

We will promote fairness by ensuring objectives and assessments are set using the Teacher Standards framework attached to this policy.

The evidence we will use will include self-assessment, tracking pupil progress, and lesson observations. It may also include peer review, the views of pupils and parents/carers.

Teachers' appraisal reports will contain pay recommendations.

Final decisions about whether or not to accept a pay recommendation will be made by the Management Committee, having regard to the appraisal report and taking into account advice from the head teacher/senior leadership team.

The Management Committee will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels. In this school, judgements of performance will be made against the Teacher Standards framework at Appendix 1 and the accompanying Expectations of Teachers at: M1 and M2; M3 to M6; UPS which have been developed through consultation with all staff and are also included in Appendix 1.

MOVEMENT TO UPPER PAY RANGE

Applications and Evidence

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 and attached standards framework. 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 may be made once a year by application form and in accordance with the eligibility criteria outlined on the application form attached at Appendix 2.

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

All applications should include the results of reviews or appraisals for teacher's two most recent appraisal reports, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).

Applications forms are attached at Appendix 2 and should be completed, with accompanying evidence for the relevant period and submitted to the appropriate line manager by the date indicated on the application form.

Assessment

An application from a qualified teacher will be successful where the Management Committee is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards relating to both M1 to M6 and UPS1 (See Appendix 1);

- (b) the teacher's achievements and contribution to the school are *substantial and sustained*.

For the purposes of this pay policy 'highly competent' means: the teacher's performance is assessed as having the necessary depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school.

For the purposes of this pay policy 'substantial' means: the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

For the purposes of this pay policy 'sustained' means: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (there may be exceptions where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria may be submitted in these circumstances). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence is contained within the attached framework and the school's Appraisal policy.

The assessment will be made by 31 October by the Headteacher. If successful, applicants will move to the upper pay range at the start of the academic year. If unsuccessful, feedback will be provided within 10 working days of the decision.

The Management Committee will make the final determination in accordance with the attached appeals procedure Appendix 3.

APPEALS

The Management Committee has an Appeals procedure in relation to pay as set out in Appendix 3 to this pay policy.

The arrangements for considering appeals are as follows:

A teacher may seek a review of any determination in relation to his/her pay or any other decision taken by the Management Committee (or a committee or individual acting with delegated authority) that affects his/her pay on the basis

that the person or committee by whom the decision was made incorrectly applied any provision of the STPCD and/ or school pay policy.

PAY RANGE FOR HEAD TEACHERS

The head teacher groups, and pay ranges in relation thereto, are as attached at Appendix 4.

When planning to appoint a new Headteacher, the Management Committee will review the school's Individual School Range (ISR) within the appropriate school group on the Pay Spine for the Leadership Group. Upon appointment, the Management Committee will determine a pay point within the seven point ISR for the Headteacher, in accordance with the provisions of the STPCD and ensuring appropriate differentials are maintained. The ISR must not overlap with any other leadership pay range.

A new Headteacher will normally be appointed to the first point on the ISR but may be appointed to any of the first four points on the ISR if circumstances make a higher point appropriate.

In the circumstances specified below the Management Committee may determine that additional payments should be made to the Headteacher, provided that the reasons have not previously been taken into account in determining the ISR:

- the school is a school causing concern;
- without such additional payment the relevant body considers that the school would have substantial difficulty filling the vacant Headteacher post;
- without such additional payment the relevant body considers the school would have substantial difficulty retaining the existing Headteacher;
- the Headteacher is appointed a temporary Headteacher in one or more additional schools.

Additional Payments may also be made to Headteachers for the following reasons:

Recruitment and Retention; Continuing Professional Development; Out of School Hours Learning Activity; Initial Teacher Training Activities; provision of services relating to the raising of educational standards in one or more additional schools (for which the Headteacher in question is not appointed as Headteacher on either an established or temporary basis at the additional schools).

The total sum of additional payments made to a Headteacher in any school year must not exceed 25% of the amount of the Headteacher's point on the leadership group spine other than in wholly exceptional circumstances where the payments

have been approved by the full Management Committee after receiving external independent advice.

The Management Committee will agree performance objectives with the Headteacher, after receiving the advice of their external adviser, in accordance with the prevailing performance management legislation.

The Management Committee will review performance against objectives set for the preceding year, again receiving advice from their external adviser. The Headteacher must demonstrate sustained high quality of performance in order to be considered for a performance point(s) increase.

To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisals or reviews. Taking such performance into account, the Management Committee will determine whether no, one or two pay points are to be awarded for progression within the school's ISR. Progression within the ISR will be effective from 01 September each year.

Leadership Group progression will be taken fully into account. Annual pay progression within the range for this post is not automatic. Any progression will normally be by one point, but the Management Committee may consider movement by two points in exceptional circumstances.

Where a Headteacher is appointed to be responsible for more than one school, e.g. a federation with a single governing body, or a collaboration with separate governing bodies, the remuneration should be based on the calculation of the total number of pupil units across all schools, which will give a group size for the federation. The relevant body should then determine the Headteacher's seven point ISR and appropriate starting point in that range according to the STPCD.

SENIOR LEADERSHIP TEAM

Senior Leaders will normally be appointed to the first point on their pay range but may be appointed to any of the first three points of their pay range if circumstances make a higher point appropriate.

For this purpose the definition of the highest paid classroom teacher's salary is the sum of point one on the upper pay scale plus the value of any management, special needs and Teaching and Learning Responsibility.

The Management Committee will determine a pay range of five points from the Pay Spine for the Leadership Group. The individual pay ranges set will reflect the relative responsibilities and job weight of the roles concerned. Senior Leaders' ranges must be set in the gap between the salary of the highest paid classroom teacher and the bottom of the Headteacher's ISR.

The Management Committee will be advised by the Headteacher of performance against objectives agreed for the preceding year and must have regard to any recommendation on pay progression recorded in the teacher's

most recent planning and review statement. The Management Committee will take this into account when determining whether to award pay point progression (if any) of one or two points within the individual range.

Progression within the range will be based on evidence of sustained high quality of overall performance. To evaluate that there has been high quality performance, the performance review will need to assess that the Senior Leader has grown professionally by developing their leadership and teaching expertise, if relevant. Any increase in pay will be effective from 1st September each year.

LEADING PRACTITIONERS

The Management Committee will determine the pay of a Leading Practitioner post in accordance with the STPCD. Leading Practitioner Pay Range is attached at Appendix 1.

PART-TIME TEACHERS

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time.

The Management Committee will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

SHORT NOTICE/SUPPLY TEACHERS

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the framework for new appointments i.e. the job and grade is determined prior to recruitment.

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

UNQUALIFIED TEACHERS

The pay committee will pay any unqualified teacher in accordance with the STPCD. The Management Committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The Management Committee will consider whether it wishes to pay an additional allowance, in accordance with the STPCD.

Unqualified Teachers' Allowance

The Management Committee will pay an unqualified teachers' allowance to unqualified teachers when the Management Committee consider their basic

salary is not adequate having regard to their responsibilities, qualifications and experience.

TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRS)

The Management Committee may award a TLR to a classroom teacher in accordance with the STPCD.

TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors as set out in the STPCD.

The pay committee may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The Management Committee will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be, in accordance with the range stipulated in the STPCD, for a specified amount paid in monthly instalments.

No safeguarding will apply in relation to an award of a TLR3.

SPECIAL EDUCATIONAL NEEDS ALLOWANCES (SEN)

The Management Committee will award an SEN spot value allowance on a range as stipulated in the STPCD, to any classroom teacher who meets the criteria in the STPCD.

Where the allowance is payable the school will determine the spot value of the allowance for each relevant teacher taking into consideration the structure of the SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post;
- The qualifications and expertise of the teacher relevant to the post;
- The relative demands of the post.

PAYMENT FOR ACTIVITIES OUTSIDE NORMAL CONTRACTUAL DUTIES

Continuing Professional Development

Teachers (including the Headteacher) who undertake voluntary continuing professional development which fall outside a teacher's directed time will be entitled to an additional payment.

Initial Teacher Training Activities

Teachers (including the Headteacher) who undertake voluntarily school-based initial teacher training activities which fall outside a teacher's directed time* will be entitled to a payment. Activities that will attract payment include teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school. Teachers will be given separate contracts of

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

Out-of-School Learning Activities

Consideration will be given to payment for involvement in out of school hours learning activities which fall outside a teacher's directed time. Examples of such activities may include homework clubs, summer schools and sporting activities. All such activities should require the exercise of a teacher's professional skills or judgement.

In each of the above three categories additional payment will usually be made at the teacher's normal hourly rate. The hours to be predetermined and authorised in advance of undertaking the duties/activities.

Payment for Work undertaken for other Institutions

Any services provided by the Headteacher (or other staff member) of one school to another school must be authorised formally by the Management Committee and where the work extends over more than a 12 month period, the agreement of the Management Committee must be formally reviewed annually, or sooner if appropriate. The Management Committee should also agree arrangements for terminating such work.

Arrangements for payment for external work, including personal remuneration and reimbursement of expenses incurred by the individual as a result of taking on additional work, must be clearly stated and formally incorporated into a protocol by the Management Committee (or the finance committee) and decisions duly minuted.

The Headteacher and Management Committee should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.

The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the Management Committee. The terms of such an agreement must be set out in a memorandum signed by the Chair of the Management Committee and the Headteacher and any other members of staff involved.

Any income derived from external sources for the work of a school's staff should accrue to the school. The Management Committee should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities, and if so, determine the appropriate amount.

Honoraria

The Management Committee will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

Approved by The Hub Management Committee – February 2016

Signed by Sheriden Hutchinson-Jones (Chair of The Hub Management Committee)

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Appendix 1

Draft Discretionary Reference Points*	
<i>England and Wales (excluding the London Area)</i>	
Reference point – Qualified	£
1 Minimum	21,588
2	23,295
3	25,168
4	27,104
5	29,240
6 Maximum	31,552
Reference point - Upper Pay range	£
UPS 1 Minimum	34,181
UPS 2	35,447
UPS 3 Maximum	36,756
Reference point	£
LP Minimum	37,461
LP Maximum	56,950
Reference point - Unqualified teachers	£
1	15,817
2	17,657

3	19,497
4	21,336
5	23,177
6	25,016

*Based on the draft rates in the April version of the STPCD

SUMMARY OF EXPECTATIONS (LINKED TO TEASCHER STANDARDS):

M1 TO M2 TEACHERS:

- Teaching and student progress is usually good, but not consistently so. As a result their practice is not yet of a standard to enable them to support others to develop their practice.
- Teachers show an increasingly secure grasp of attainment standards so that their assessment of student progress is increasingly reliable.
- They make a positive contribution to the wider life and ethos of the school by:
 - fulfilling their role as Form Tutor, although may still require support with some areas of this role;
 - implementing school policies effectively;
 - implementing relevant strategies on the school improvement plan;
 - carrying out duties effectively.

M3 TO M6 TEACHERS:

- Teaching and student progress is consistently good and may show outstanding features.
- Teachers are secure in their assessment judgements so that their assessment of student progress is consistently reliable.
- They make a positive contribution to the wider life and ethos of the school by:
 - fulfilling their role as Form Tutor *effectively*;
 - *contributing proactively* to the implementation of the school improvement plan;
 - implementing school policies effectively;
 - carrying out duties effectively;
 - *participating in extra-curricular activities/intervention (within directed time – see Pay policy)*.

UPS TEACHERS:

- Teaching and student progress is consistently good and often outstanding.
- Teachers support the professional development of colleagues through coaching and mentoring including contributing/leading CPD.
- They are secure in their assessment judgements so that they can support and moderate the judgements of less skilled teachers.

- They make a positive contribution to the wider life and ethos of the school by:
 - being an *exemplary* Form Tutor;
 - *leading* areas of the school improvement plan;
 - *making a sustained and effective contribution to the formulation and implementation of school policy.*
 - carrying out duties effectively;
 - participating in extra-curricular activities/intervention (within directed time – see Pay policy).

STUDENT PROGRESS:

Requires Improvement/Inadequate:

- ‘*The progress of the vast majority of students taught by the teacher is below national expectation for students with similar starting points.*’

Good:

- ‘*The progress of the vast majority of students taught by the teacher is broadly in line or slightly above national expectation for students with similar starting points.*’

Outstanding:

- ‘*The progress of the vast majority of students taught by the teacher is significantly better than national expectation for students with similar starting points.*’

N.B.

Progress will be considered against *national performance for students with similar starting points* NOT the student targets set by the school to raise attainment and achieve outstanding progress.

When looking at student under performance, exceptional circumstances beyond the teacher’s control will be taken into consideration e.g. low attendance of a student.

TEACHERS' STANDARDS: M1 to M6

PREAMBLE	Developing	Embedded	Exceeded
<ul style="list-style-type: none"> Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. 			
<ul style="list-style-type: none"> Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; 			
<ul style="list-style-type: none"> forge positive professional relationships; 			
<ul style="list-style-type: none"> and work with parents in the best interests of their pupils. 			

PART ONE: TEACHING			
1 A teacher must set high expectations which inspire, motivate and challenge pupils			
<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect 			
<ul style="list-style-type: none"> set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 			
<ul style="list-style-type: none"> demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 			
2 Promote good progress and outcomes by pupils			
<ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes 			
<ul style="list-style-type: none"> be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 			
<ul style="list-style-type: none"> guide pupils to reflect on the progress they have made and their emerging needs 			
<ul style="list-style-type: none"> demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 			
<ul style="list-style-type: none"> encourage pupils to take a responsible and conscientious attitude to their own work and study. 			
3 Demonstrate good subject and curriculum knowledge			
<ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings 			
<ul style="list-style-type: none"> demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 			
<ul style="list-style-type: none"> demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject 			
<ul style="list-style-type: none"> if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 			
<ul style="list-style-type: none"> if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 			
4 Plan and teach well structured lessons			
<ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time 			
<ul style="list-style-type: none"> promote a love of learning and children's intellectual curiosity 			
<ul style="list-style-type: none"> set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 			
<ul style="list-style-type: none"> reflect systematically on the effectiveness of lessons and approaches to teaching 			
<ul style="list-style-type: none"> contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 			
5 Adapt teaching to respond to the strengths and needs of all pupils			

<ul style="list-style-type: none"> ● know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 			
<ul style="list-style-type: none"> ● have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these 			
<ul style="list-style-type: none"> ● demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 			
<ul style="list-style-type: none"> ● have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 			

Continued.....	Developing	Embedded	Exceeded
6 Make accurate and productive use of assessment			
● know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements			
● make use of formative and summative assessment to secure pupils' progress			
● use relevant data to monitor progress, set targets, and plan subsequent lessons			
● give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.			
7 Manage behaviour effectively to ensure a good and safe learning environment			
● have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy			
● have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly			
● manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them			
● maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.			
8 Fulfil wider professional responsibilities			
● make a positive contribution to the wider life and ethos of the school			
● develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support			
● deploy support staff effectively			
● take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues			
● communicate effectively with parents with regard to pupils' achievements and well-being.			

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT			
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.			
● Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by			
a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position			
b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions			
c) showing tolerance of and respect for the rights of others			
d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs			
e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.			
● Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.			
● Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.			

TEACHER STANDARD: UPPER PAY SCALE (UPS 1 to 3)

Professional Attributes

Frameworks

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

Professional Knowledge and Understanding

Teaching and learning

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

Assessment and monitoring

- P3 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.
- P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum

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

Health and well-being

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

Professional Skills

Planning

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

Teaching

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

Team working and collaboration

- P9 Promote collaboration and work effectively as a team member.
- P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Pay Progression to and on the Upper Pay Range

Eligibility criteria:

In order to be assessed you will need to:

- Hold Qualified Teacher Status on the date of your request; and
- Be statutorily employed under the STPCD; and
- Highly competent in all elements of the relevant standards; and
- Demonstrates substantial and sustained achievement and contribution to the School (17.2 STPCD 2013)

Please enclose copies of your appraisal reports and/or planning and review statements that relate to the 2 years immediately prior to the date on which you submit your request/ your two most recent appraisal reports and/or planning and review statements.

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

- Complete the school's application form;
- Submit the application form and supporting evidence to the head teacher by the cut-off date of 31 October
- You will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the Management Committee through its Pupil and Personnel Committee;
- The application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the head teacher is not the assessor;
- The pay committee will make the final decision, advised by the head teacher;
- Teachers will receive written notification of the outcome of their application by 30th November. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPS on 1 September of the following year.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in the School's pay policy.

Appendix 2

I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management statements covering the two year period prior to this request for assessment against the post threshold standards.

Signed.....

Date.....

Part 2: Actions for the Headteacher

Please read the Schools Pay Policy before completing this form – check that the Teacher is eligible to be assessed.

- Before assessing whether the teacher meets the post-Threshold standards the head teacher must first be satisfied that the teacher meets the Teachers' Standards (England) or Practising Teacher Standards (Wales) having regard to the evidence cited in the application. If the Teachers' Standards or Practising Teacher Standards are not met, the request for assessment must be rejected at this point and the form returned to the teacher with written feedback.
- Make an overall judgement on whether the post-Threshold standards are met/not yet met
- Complete the 'Headteacher's statement'
- Sign, date and copy the form
- Promptly inform the Management Committee of this decision and notify the appropriate body that deals with payroll matters for the school.
- Inform the teacher of the outcome within 10 School days of informing the governing body/LA service of this decision.
- Notify the Teacher in writing of the outcome of the assessment where the standards have not yet been met
- Where the standards have been met provide the Teacher with verbal feedback

To be completed by the Headteacher:

Name of Teacher.....

School.....

Teachers' Standards met / note met (delete where applicable). Please record your overall judgements below. A copy should be provided to the Teacher concerned.

Appendix 2

.....
.....
.....
.....
.....
.....

Signature.....

Print name.....

Date.....

SCHOOL PAY POLICY - APPEALS PROCEDURE

An employee may seek a review of any determination in relation to his pay or any other decision taken by the Management Committee (or a committee or individual acting with delegated authority) that affects his/her pay.

That the person or committee by whom the decision was made:

- a) incorrectly applied any provision of the STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence or took account of irrelevant or inaccurate evidence;

1. Informal Stage

- 1.1 The employee receives written confirmation of the pay decision and where applicable the basis on which the decision was made.
- 1.2 If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within 10 school working days of the decision.
- 1.3 Where this is not possible or where the employee continues to be dissatisfied, he/she may appeal in accordance with the formal stage of the appeal process.

2. Formal Stage

- 2.1 If decisions taken at the informal formal stage do not resolve the problem the employee can submit an appeal, in writing, within 10 school working days of receipt of a written reply from the person who dealt with the informal formal stage
- 2.2 The employee should set out the facts of the grievance in writing (on the form provided at Appendix A) to Head teacher/Management Committee detailing:
 - the grounds for questioning the pay decision including any information/evidence they wish to be considered
 - details of any informal attempt(s) at resolution
 - the pay determination/resolution sought
- 2.3 The person or Management Committee Appeal Panel dealing with the appeal will convene a meeting and reply to the employee. The person/ Management Committee Appeal Panel should be a person or persons who were not involved in the original determination. The meeting will normally be convened within 20 working days of the receipt of the written appeal notification.
- 2.4 The employee will be given the opportunity to make representations in person, accompanied as above if they so wish. The person/

Appendix 3

Management Committee Appeal Panel may seek information from sources including a representative of the first committee, the Headteacher and the Local Authority. The decision of the person/ Management Committee 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.

- 2.5** This decision of the person/ Management Committee Appeal Panel will be final.

**PAY DETERMINATION
APPEAL FORM**

NAME OF EMPLOYEE:

TEL NO:

JOB TITLE:.....

NAME OF MANAGER:.....

Detail your grounds for questioning the pay decision including any information/evidence they wish to be considered

(Continue on a separate sheet if necessary)

DESCRIBE YOUR INFORMAL ATTEMPT(S) AT RESOLVING YOUR APPEAL. (Who has considered it? What was the result?) If not raised informally, explain why not.

DESCRIBE WHAT, IN YOUR VIEW, WOULD RESOLVE YOUR APPEAL TO YOUR SATISFACTION

Signed: Date

Draft Letter

Dear

Pay Determination - Appeal

I acknowledge receipt of your written appeal form.

*In accordance with the Schools Pay Policy and Procedure your appeal against your pay decision will be investigated and I will contact you again shortly to arrange a meeting to discuss your appeal.

*However, before I arrange a meeting I would like you to provide me with some further information as follows:

*In accordance with the School Pay Policy and Procedure your appeal will be investigated. In order to explore your appeal and any possible resolutions I would like you to attend a meeting with me at x time, x date in x place.

I will be chairing the meeting and you have the right to be accompanied by either a work colleague or trade union representative at the meeting. There may also be a minute taker in attendance.

*Please confirm your attendance at the meeting by x date by telephoning/ emailing x.

I attach a copy of the Pay Policy and Procedure for your information.

Yours sincerely

Head teacher/Chair of The Management Committee

*Use or delete as appropriate.

**Headteachers' Salary Assessment – in accordance with Part 2 of the
School Teachers' Pay and Conditions Document 2013***

First stage: determination of school group

Each school is assigned to a group based on a unit score calculated as follows:

Key Stage	Units per pupil
Preliminary, first or second key stage	7
Third key stage	9
Fourth key stage	11
Fifth key stage	13

Pupil numbers are based on the most recent School Census figures.

Each pupil with a statement of special educational needs, if in a special class consisting wholly or mainly of such pupils, should be counted as three units more. If not in a special class they should be counted as three points more only if the Governing Body determines. Pupils who attend for half a day count as half the units of a full-timer.

Unit totals and Head Teacher Groups

Total Unit Score	School Group
Up to 1000	1
1001 to 2200	2
2201 to 3500	3
3501 to 5000	4
5001 to 7500	5
7501 to 11000	6
11001 to 17000	7
17001 and over	8

Once a school is assigned to a group (examples in Appendix 1) the Governing Body should determine a seven point range (Individual Salary Range - ISR) within the pay range of the whole group (see below) ensuring that the minimum of the range is at least the next point higher on the leadership spine above the maximum of any deputy or assistant head at the school.

The relevant body must ensure that the maximum of the ISR (where determined on or after 1 September 2011) does not exceed the maximum of the head teacher group range. Subject to sub-paragraph 4.2 of the STPCD (2013), the relevant body may determine that additional payments be made to a head teacher, provided in each case that the relevant body has not previously taken such reason or circumstance into account when determining the ISR under an earlier Document. The total sum of payments made to a head teacher in any

school year must not exceed 25 per cent of the amount that corresponds to that head teacher's point on the leadership group pay spine.

Group	Range of Spine Points
1	6 - 18
2	8 - 21
3	11 - 24
4	14 - 27
5	18 - 31
6	21 - 35
7	24 - 39
8	28 - 43

For Current Leadership Pay Scale see Appendix 2

Special Schools

Calculation of the group for Special Schools takes into account both pupil and staffing numbers see Paragraph 9 of the STPCD (2013) or contact the HR Help desk for guidance (Tel: 01482 391221). Once the Group has been determined the seven point ISR is determined in the same way as ordinary schools

Commencing Salary for newly appointed Head teachers

A newly appointed Head Teacher can be paid on any of the first four points of the ISR for the school. If the successful candidate is already being paid more than the maximum starting salary then it would be possible to pay a recruitment allowance for a period of up to three years (amount to be determined by the Governing Body) or alternatively consideration could be given to awarding two performance points at the Head Teacher's next pay review.

Calculation of Group Examples

Secondary

Key Stage 3 - $427 \times 9 = 3843$

Key Stage 4 - $280 \times 11 = 3080$

Key Stage 5 - $133 \times 13 = 1729$

Unit Total = 8652

Using the above tables a unit total of 8652 indicates that the school is in Group 6 and that the range from which the seven point ISR should be selected is 21 to 35

Primary

Key Stage 1 - $70 \times 7 = 490$ Unit Total

490 unit total indicates that the school is Group 1 and that the range from which the seven point range should be selected is 6 to 18.

2012 Leadership Pay Scale

<i>Spine point</i>	<i>Annual Salary England and Wales (excluding the London Area)</i> £
L1	37,461
L2	38,400
L3	39,358
L4	40,339
L5	41,343
L6	42,379
L7	43,521
L8	44,525
L9	45,637
L10	46,808
L11	48,024
L12	49,130
L13	50,359
L14	51,614
L15	52,900
L16	54,305
L17	55,553
L18	56,950
L19	58,362
L20	59,809
L21	61,288
L22	62,811
L23	64,367
L24	65,963
L25	67,602

L26	69,275
L27	70,991
L28	72,752
L29	74,554
L30	76,409
L31	78,298
L32	80,244
L33	82,238
L34	84,271
L35	86,365
L36	88,504
L37	90,704
L38	92,948
L39	95,213
L40	97,590
L41	100,028
L42	102,534
L43	105,097

Based on the rates in the 2012 version of the STPCD – subject to change for 2013

