

## Pay Policy

| Date     | Review Date | Endorsed by         | Approved by    | Link Governor      |
|----------|-------------|---------------------|----------------|--------------------|
| Dec 2015 | Dec 2016    | Resources Committee | Governing Body | Cordelia Shakleton |

### Introduction

This policy sets out the framework for making pay decisions for all employees of this School. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and the Green Book and Local Authority pay spine (for support staff).

This policy does not form part of the terms and conditions of employees' employment with the School and is not intended to have contractual effect. The School reserves the right to amend or vary this policy at any time and will inform employees when the policy is updated.

The primary aims of this policy are to:

- Support the recruitment and retention of a high quality workforce;
- Enable the School to recognise and reward employees appropriately for their contribution to the School; and
- Ensure that decisions on pay are managed in a fair and transparent way.

Pay decisions are made by the Governing Body. The Governing Body has the Pay Committee to administer this policy in line with the Committee's terms of reference set out at **Appendix B**

### Confidentiality

All information regarding the pay of individual employees, whether verbal or written, must be treated as strictly confidential and not communicated to anyone who is not directly involved in the process. Breach of confidentiality may be treated as a disciplinary matter.

### Equal Opportunities

This policy will be applied fairly and consistently to all employees regardless of gender, gender reassignment, race, religion or belief, ethnicity, national origin, age, marital status or civil partnership, disability, sexual orientation, pregnancy or maternity, part-time or fixed-term status.

### Review and monitoring

The School will review this policy on an annual basis [and will monitor outcomes in order to assess the effectiveness of this policy in rewarding good performance and to ensure the School's continued compliance with equalities legislation.

### Teachers' Pay: Initial Determination

The School will determine the likely pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. In making such determinations, the School may take into account a range of factors, including but not limited to:

- The nature of the post;
- The level of qualifications, skills and experience required;

- The pay of current employees doing the same or a similar job; and
- Market conditions and the wider School context.

There is no expectation that an employee should be paid the same salary that they received in a different school or academy.

### **Unqualified Teachers**

The School will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teachers' pay scale. The School may pay an additional unqualified teachers' allowance if it considers that the basic salary is not adequate, having regard to the unqualified teacher's responsibilities, qualifications and experience. Such an allowance may be awarded where the teacher has:

- Taken on 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 undertaken.

### **Leadership Pay**

The Headteacher and any Deputy Headteachers and Assistant Headteachers in the School will each be assigned a pay scale which falls within the Leadership Group Pay Range set out in the current STPCD.

The Headteacher's pay scale will be set by the Governing Body in accordance with the appropriate headteacher group in the STPCD. The pay scales for Deputy and Assistant Headteachers will be set by the Governing Body after taking into account the provisions of the STPCD and the Headteacher's pay scale.

All members of the Leadership Group must demonstrate sustained high quality of performance with particular regard to leadership, management and pupil progress at the School. There will be no automatic pay progression for teachers in the Leadership Group: progression (if any) up the pay scale will depend on performance in relation to agreed objectives.

Teachers on the Leadership Group Pay Range are not subject to the provisions of the STPCD regarding directed time and may be required to work for more than 195 days and 1265 hours per year in order to fulfil the responsibilities of their position.

### **Supply Teachers**

Teachers employed on a day-to-day or other short notice basis will be paid based on a reference salary on the Main Pay Range in the STPCD. Pay will be calculated on a daily basis using the assumption that a full working year consists of 195 days, and periods of employment for less than a day will be calculated on a pro-rata basis.

### **Teaching and Learning Responsibility payments (TLRs)**

Teaching and Learning Responsibility payments (TLRs) will be awarded to posts identified in the School's staffing structure (**Appendix E**) in accordance with the STPCD. In order to qualify for a TLR payment the teacher's duties must include a significant responsibility that is not required of all classroom teachers which:

- Is focused on teaching and learning;
- Requires the exercise of a teacher's professional skills and judgement;
- Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;

- Has an impact on the educational progress of other than the teacher assigned classes or groups of pupils; and
- Involves leading, developing, and enhancing the teaching practice of other staff.

In order to qualify for a TLR1 payment, the significant responsibility defined above must include line management responsibility for a significant number of people; otherwise a TLR2 payment will be appropriate. A teacher cannot hold a TLR1 and a TLR2 concurrently, but a teacher who receives either a TLR1 or a TLR2 may also hold a concurrent TLR3. A TLR can be based on a job description that includes several different areas of significant responsibility. TLR3 payments are awarded on a fixed term basis for clearly time-limited school improvement projects or external responsibilities.

A TLR payment is attached to a specific post in the School's staffing structure and therefore may only be held by two or more people if they are job-sharing that post. TLRs awarded to part-time teachers must be paid on a pro rata basis.

### **Special Educational Needs allowances**

The School will award a SEN allowance to a classroom teacher who would qualify for such an allowance under the relevant provisions of the STPCD. Where a SEN allowance is to be paid, the School will determine the value of the allowance, taking into account the structure of the School's SEN provision; the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post.

### **TEACHERS' PAY: ANNUAL REVIEWS AND PROGRESSION**

The School will ensure that every teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year. All teachers will be provided with an annual statement setting out their salary and any other financial benefits to which they are entitled.

Pay reviews may take place at other times of the year following changes in circumstances or job description that affect the basis for calculating an individual's pay. A written statement will be provided if pay is changed following such a review.

Where a pay decision leads to a period of pay safeguarding for a teacher, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination, in accordance with the STPCD.

### **Inflationary pay increases**

The STRB produces an annual report recommending whether the pay scales in the STPCD should be uplifted. In recent years a 1% increase has been recommended to the minima and maxima of each pay scale, but schools have total discretion as to whether to apply an increase to any intermediary points, while bearing in mind that pay increases for individual teachers must always be justified by good performance.

This School will consider the STRB recommendation and the new STPCD each year before deciding whether to uplift the teacher pay scales (current version provided in **Appendix C**). The minima of each pay range will always be uplifted in line with the STPCD, however other increases will be at the discretion of the Governing Body who will take into account affordability, overall school performance and market conditions.

### **Pay progression based on performance**

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 School's appraisal procedure contains further information about the appraisal process.

Subject to the School's appraisal procedure, teachers will be eligible for pay progression if [they meet all their objectives, are fully meeting the relevant standards and all their teaching is assessed as being at least good.] The rate of progression may be differentiated according to individual teacher performance. The appraisal report will indicate whether a teacher should be considered for pay progression.

Decisions regarding pay progression for each teacher will be made with reference to their appraisal report and the pay recommendation it contains. Newly qualified teachers will usually be appointed at the minima of the Main Pay Scale and recommended for pay progression if they successfully complete their induction year.

Where a teacher is absent due to long term sickness during the academic year or at the time of a salary review, pay and appraisal decisions will take into account individual circumstances and will be based on the employee's performance during relevant periods of attendance. Where a teacher is absent due to pregnancy or maternity or adoption or shared parental leave, decisions will be no less favourable than if the employee had not been absent due to such reasons.

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. The Governing Body will ensure that appropriate funding is allocated for performance based pay progression at all levels.

### **Progression to Upper Pay Range**

Any qualified teacher may apply to be paid on the Upper Pay Range and applications will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range. It is usual for teachers to consider applying for progression after approximately 5 years' teaching experience, by which time they are likely to be able to achieve and sustain the necessary level of competence and contribution. However, in exceptional cases teachers may feel ready at an earlier stage, whereas other teachers may decide not to apply for progression until later in their career.

Applications to be paid on the Upper Pay Range may be made once a year, in writing, to the Headteacher. Teachers are encouraged to discuss with their line manager or appraiser their intention to apply for progression at an early stage in the preceding academic year, for example when their performance objectives are being set, so that they can be supported to achieve the required standards and gather the necessary evidence to demonstrate their achievements and contribution.

An application to be paid on the Upper Pay Range should include the results of at least two recent appraisals together with a statement explaining how the applicant has met the assessment criteria and supporting evidence. An application will be successful where the Headteacher is satisfied that:

- The teacher is highly competent in all elements of the relevant standards (**Appendix F**) and
- The teacher's achievements and contribution to the School are substantial and sustained.

For the purposes of this pay policy:

- 'highly competent' means performance which is not only good but also good enough 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, in order to help them meet the relevant standards and develop their teaching practice;
- 'substantial' means of real importance, validity or value to the School; playing a critical role in the life of the school; providing a role model for teaching and learning; making a distinctive contribution to the raising of pupil standards; taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning; and
- 'sustained' means maintained continuously over two academic years.

The application will be assessed by the Headteacher following a meeting with the teacher to discuss their application. The Headteacher may also seek supporting evidence from the teacher's line manager

and the appropriate head of Key Stage. The decision will be communicated verbally and confirmed in writing within 5 working days.

If successful, the teacher will move to the Upper Pay Scale with effect from 1 September in the year following that in which the application is approved, unless the Headteacher agrees to an earlier effective date. The teacher will be placed on the minimum point of the Upper Pay Range.

If unsuccessful, feedback will be provided by the Headteacher which includes an explanation of where the teacher was assessed to be falling short of the progression criteria. Any appeal against a decision not to move the teacher to the Upper Pay Scale will be heard under the Appeal arrangements set out in 0.

### **Progression on Upper Pay Range**

A teacher will need to show that they are continuing to meet the criteria for progression to the Upper Pay Range, as well as their performance objectives and the relevant standards, in order to achieve pay progression whilst on the Upper Pay Range. [Teachers on the Upper Pay Range will usually need to achieve two consecutive successful appraisals in order to achieve pay progression.]

### **Stepping down from Upper Pay Range**

A teacher may request to be moved down the pay scales (for example from the Upper Pay Scale to Main Pay Scale). This may be for personal reasons (such as to improve work/life balance, or to manage a health condition, or as part of a planned move towards retirement) or for professional reasons (for example if a teacher decides that he/she prefers classroom practice to leadership and management activities, or wishes to develop a new skill set such as SEN expertise). Such a request can be made to the Headteacher at any time and will be discussed with the teacher before a decision is made, based on individual circumstances and the needs of the School.

A teacher may also be offered downward movement on the pay scale as an alternative to formal capability action or during the course of capability action, in order to enable the teacher to focus on improving their classroom practice by removing additional responsibilities. This may be offered as either a temporary or permanent adjustment, and will not usually be considered until after the teacher has been offered support.

Where downward movement is requested or agreed by the teacher, pay safeguarding will not apply [but a reduced period of safeguarding may be considered at the discretion of the School].

### **SUPPORT STAFF PAY: INITIAL DETERMINATION**

All support staff at the School are paid at the appropriate grade on the same pay spine (**Appendix D**). The School's support staff includes employees performing the following roles:

- Classroom support staff such as teaching assistants
- Clerical, administrative, financial, bursars and business managers;
- Technical staff supporting IT;
- Pastoral staff including learning mentors;
- Site staff;
- Cleaning Staff;
- Lunchtime Supervisors (Play leaders/welfare staff)
- Catering Staff.

The School may also employ casual staff on an hourly paid basis where the requirement for certain types of work is not predictable: for example, bank staff covering support staff absences, exam invigilators, music or sports instructors. Hourly rates for casual staff will depend on the qualifications required for the post and will be uplifted to include an allowance for holiday pay.

The School has full discretion to determine the grades of newly appointed support staff and the point of entry onto the grade. However, the School must have regard to the responsibilities of the post and to the pay scales, terms and grading applicable for similar roles of work when deciding the grade for a post. The point of entry on the grade will usually be at the minimum point but the School may pay at a higher incremental point if this is justified by a new employee's skills or experience.

The School has discretion to temporarily re-grade staff who are covering for absent colleagues at a higher grade. Consideration can be given to the payment of an acting allowance once a member of the support staff has been covering the duties of an absent colleague for more than four weeks, and may be backdated to the start of the acting up period. If the relevant duties and responsibilities are being shared, then consideration may be given to paying an honorarium.

The Headteacher may consider payment of an honorarium in other situations, with the amount depending on the circumstances of each case. In general, this is likely to be considered when an employee performs duties beyond his/her normal role for a specific task or over an extended period or where the additional duties and responsibilities are exceptionally onerous and required by the Headteacher.

## **SUPPORT STAFF PAY: ANNUAL REVIEWS AND PROGRESSION**

### **Inflationary pay increases**

Increases to the pay spine are usually implemented by the Local Authority with effect from 1 April each year. These increases will be automatically adopted and applied by the School. It is currently anticipated that a 1% increase will be implemented annually between 2016 and 2020 in line with the Summer Budget 2015.

### **Pay progression** [not based on performance]

Support staff who are not already at the top of the relevant pay grade for their job role will be moved to the next point on or around 1 April each year. Pay progression may be withheld where an employee is subject to a formal capability process or has been suspended pending an investigation into potential gross misconduct or has resigned or been dismissed subject to a notice period.

This policy is to be read in conjunction with the following documents:

- Teachers' Standards – Guidance for school leaders, school staff and governing bodies – (DfE July 2011) – Guidance Document A;
- National Standards of Excellence for Headteachers – (DfE January 2015) – Guidance Document B
- School teachers' pay and conditions document 2015 and guidance on school teachers' pay and conditions – Guidance Document C

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the link governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

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**This policy was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Wednesday 9<sup>th</sup> December 2015.**