

Langney Primary School



SCHOOL PAY POLICY



*At the **forefront of education**, our vision is to provide opportunity and excellence in all branches of learning.*

*By creating a flagship school that is a '**Centre of Excellence**' in scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered.*

*At Langney Primary School our vision is to uphold the balance between **EXCELLENCE** (standards) and the **ENJOYMENT** of learning*

(Vision Statement April 2014).

Approved By	Full Governing Body
Approval Date:	9 November 2017

Policy Reviewer	Mrs. J.G. Prentice
Job Title of Reviewer	Executive Headteacher
Frequency of Review	Annually
Model Policy	ESCC



Pay policy for Schools 2017/18

Date: 1 September 2017

Document summary

Every school is required to have a pay policy which sets out how teachers' pay is determined. This model pay policy can be adapted by schools to meet their local requirements.

Contents

Introduction	Error! Bookmark not defined.
Performance pay	5
Main pay range for teachers	7
Upper pay range for teachers	8
Leading practitioners.....	10
Unqualified pay range for teachers	11
Part time and supply teachers	13
Allowances and other payments for classroom teachers.....	13
Leadership pay	16
Equality impact assessment	20
Appendix A – School staffing structure for 2017/18	21
Appendix B – Model Framework for Support Staff Pay Policy	22
Appendix C – Model Terms of Reference for School Pay Committee	25
Appendix D – Model Application Form - Application for the Upper pay Range	25
Appendix E – Managing Appeals against Pay Determination	29
Appendix F – Leadership pay range – 2017/18	31
Appendix G - Career Stage Expectations.....	32
Appendix H - Defining Good and Outstanding Performance.....	34

About this document:

<p>Enquiries: HR Advisory Team Author: Personnel and Training Telephone: 01273 481300 Email: janet.bowen@eastsussex.gov.uk</p> <p>Download this document From the resources section of the Services to Schools Webshop:</p>	<p>Version number: 01</p> <p>Related information:</p> <p>Supplementary guidance on teachers' pay and the model pay policy 2017/18</p> <p>School Teachers' Pay and Conditions Document (STPCD) September 2017</p> <p>Implementing your school's approach to pay – DfE guidance September 2017</p> <p>The Equality Act 2010 and schools – DfE-May 2014</p> <p>Appraisal Policy</p> <p>Download these documents From the resources section of the Services to Schools Webshop</p>
<p>Accessibility help</p> <p>Zoom in or out by holding down the CTRL key and turning the mouse wheel.</p> <p>CTRL and click on the table of contents to navigate.</p> <p>Press CTRL and Home key to return to the top of the document</p> <p>Press Alt-left arrow to return to your previous location.</p> <p>References shown in blue text are available on the Webshop.</p> <p>References shown in underlined blue text are hyperlinks to other parts of this document.</p>	

Pay Policy for Determining Teachers' Pay 2017-18

The Governing board of Langney Primary School adopted this policy on **9th November 2017**.

1. Introduction

- 1.1. This policy should be read alongside the following documents: [Supplementary guidance on teachers' pay and the model pay policy 2017/18](#) produced by East Sussex County Council ([Supplementary guidance document](#) henceforth), [School Teachers' Pay and Conditions Document](#) (STPCD) September 2017, [Implementing your school's approach to pay](#) – DfE guidance September 2017 and the [East Sussex Appraisal Policy](#).
- 1.2. This policy sets out a framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the STPCD and has been consulted on with the recognised trade unions on behalf of staff.
- 1.3. Please note that if a Governing board decides to use an alternative version of the pay ranges to those recommended by the Local Authority as set out in this model policy, there will be a requirement for the Governing board to ensure that a local consultation process takes place with staff and regional representatives of the recognised trade unions. Advice on this process should be sought from your dedicated HR Advisor.
- 1.4. In addition to the policy, schools must stay within the legal framework set out in the STPCD and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection); a court or tribunal may take any failure to do so into account in any proceedings.
- 1.5. All teachers are paid in accordance with the statutory provisions of the STPCD, as updated from time to time.
- 1.6. All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability. In adopting this pay policy the aim is to:
 - maximise the quality of teaching and learning at the school
 - support the recruitment and retention of a high quality teacher workforce
 - enable the school to recognise and reward teachers appropriately for their contribution to the school
 - help to ensure that decisions on pay are managed in a fair, just & transparent way.
- 1.7. The pay policy sets out the procedures that apply when any teacher seeks a review of any decision made by the head teacher or Governing board that affects their pay. The pay hearings and appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures.
- 1.8. This policy will be reviewed annually or at such time that changes are made to the STPCD, in particular those affecting areas of discretion to be exercised by the Governing board.
- 1.9. In relation to the 2017/18 national pay award, the Governing board has taken the decision to:

- retain the nominal reference points for each of the teacher and leadership pay ranges;
- apply a 2 % uplift to the minima and maxima of the main pay range for teachers (6 point and extended 11 point) and a 1% uplift to each of the remaining nominal reference points on the main pay range and a 1 % uplift on the nominal reference points on each of the other national pay ranges e.g. the upper pay range, the unqualified teacher pay range (6 and 11 point), the leading practitioner range and leadership pay range from 1 September 2017. In the case of the leadership pay range, this will not apply where the circumstances set out in para 29.6 of this policy apply unless the Governing board has chosen to exercise its discretion to pay a higher salary in accordance with paragraph 9 of Section 2 of the STPCD;
- apply a 1% uplift to each of the TLR and SEN allowances.

1.10. Teachers may receive a further increase in their pay based on the outcome of their performance management review for 2016/17. These decisions will be made before 31 October 2017 and any pay award will be back dated to 1 September 2017.

1.11. A copy of the school structure plan is shown in [Appendix A](#).

1.12. This policy does not apply to support staff; however the framework for support staff is attached at [Appendix B](#).

2. Governing board's responsibility for pay

2.1. Pay decisions at this school are made in accordance with arrangements agreed by the Governing board.

Following appraisals pay recommendations are presented to the Head of School. If agreed, the Head of School shares the pay recommendations to governor members on the Pay Committee for approval.

The Executive Headteacher will quality assure the Head of School's final decisions before presenting to the Governing Board.

2.2. The party or parties responsible for pay decisions will be referred to as the Governing board throughout the policy.

2.3. Please refer to [Appendix C](#) for details of Model Terms of Reference for School Pay Committee.

2.4. Please also refer to section 2 of the [Supplementary guidance document](#) available on Webshop.

3. Teacher pay reviews

3.1. The Governing board will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

- 3.2. Any pay decision will be backdated to 1 September of the relevant year, except where a teacher takes up a new post, makes a successful application to the upper pay range or is subject to any other change of salary in accordance with the STPCD in which case this may occur on a date other than that for the annual salary determination.
- 3.3. Where a pay determination leads or may lead to the start of a period of safeguarding, governors will give the required notification as soon as possible and no later than one month after the date of the determination.

4. Basic pay determination on appointment

- 4.1. The Governing board will determine the teacher pay range/s for a vacancy prior to advertising it giving regard to:
 - the particular requirements of the post
 - any specialist knowledge, skills or experience required to undertake the specific duties of the role
 - market conditions
 - the wider school context
- 4.2. As part of the selection process, the Governing board will determine the starting salary within that range/s to be offered to the successful candidate, giving regard to the relevant skills and experience of the candidate.

5. Pay portability

- 5.1. The Governing board will give consideration to the principle of pay portability in making pay determinations for all new appointments.
- 5.2. The Governing board will request that the current or predecessor school confirms in writing that the teacher would have received a recommendation for pay progression at the end of the appraisal cycle had the teacher not changed schools as part of the pre-employment checking process that is sought prior to confirming the offer of employment and starting salary.
- 5.3. The Governing board will ensure that the principles of equality of opportunity will apply in all pay determination for new entrants to the school and will ensure that salary determinations are monitored to ensure that decisions in respect of starting salary/pay portability are not discriminatory.

Performance pay

6. Performance based pay progression

- 6.1. All teachers will 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.
- 6.2. The arrangements for teacher appraisals are set out in the school's appraisal policy.
- 6.3. The Governing board will determine annually the remuneration of a teacher with effect from 1 September and in accordance with para 3.1 of Section 2 of the STPCD.

- 6.3.1. A recommendation on pay will be made in writing as part of the teacher's appraisal report, and the Governing board will have regard to this in making their decision regarding pay progression. Pay decisions will be clearly attributable to the performance of the teacher in question.
- 6.3.2. In the case of Newly Qualified Teachers (NQTs) Pay decisions will be based on the outcome of the statutory induction process. Under normal circumstances, where an NQT has met the standards of the statutory period of induction, pay progression should be awarded.
- 6.3.3. Continued good performance as defined by the school's pay policy means that there is an expectation that all teachers will progress to the top of their respective pay range.
- 6.3.4. During the appraisal cycle, teachers are entitled to receive regular constructive feedback on their performance at review meetings during the academic year, , as well as during the appraisal meeting at the beginning and the end of the appraisal cycle.
- 6.3.5. Where a teacher is not performing well, the process to be followed is set out in the Model Appraisal Policy for Schools, Guidance for Teacher and Headteacher Appraisal and the Model Capability Policy as well as Implementing Your School's Approach to Pay, September 2017. Where a teacher is not recommended for pay progression, they will be provided with written reasons as to the outcome of the review and the reasons why progression was not recommended. The recommendation for "no progression" should not come as surprise to a teacher at the appraisal meeting. The potential consequences of the under-performance of a teacher should be highlighted to the teacher by their line manager throughout the regular supervision process within the appraisal cycle of the relevant academic year. A 'no progression' determination can be made without recourse to the capability procedure. Should a decision be made not to award progression, a professional dialogue, support and training will then be provided within the appraisal process to help the teacher to meet the level of performance necessary to obtain pay progression in the future. Or, if appropriate, a period of structured support could be implemented in line with the school's appraisal policy.
- 6.4. To be fair and transparent, assessments of performance will be based on evidence. The evidence we will use will include self-assessment, work scrutiny, tracking pupil progress, learning walks and lesson observations.
- 6.5. In this school we will ensure fairness by using the school's Career Stages and Defining Good vs. Outstanding Performance documents.
- 6.6. In this school, judgements of performance will be made against impact measures of each appraisal objective and Teacher Standards being judged as no less than good.
- 6.7. At the end of the appraisal process, an Appraiser should confirm their recommendation on pay determination to the Appraisee in writing. For further information on the process please refer to paragraph 13 of the Appraisal Policy, Pay Progression Linked to Performance. Appendix E of the school's Model Pay Policy sets out the informal approach that should be followed by the Appraiser, Appraisee and/or Headteacher where there is a decision on "no progression" prior to progressing to a formal representation to the Pay Committee.

- 6.8. Final decisions about whether to accept a pay recommendation will be made by the Pay Committee of the Governing board, having regard to the appraisal report and taking into account advice from the senior leadership team.
- 6.9. The Governing board will ensure that appropriate funding is allocated for pay progression at all levels.
- 6.10. Appendix E to this policy contains detailed information regarding the appeal process for pay determination.
- 6.11. Please also refer to the [Supplementary guidance document](#) for further information.

Main pay range for teachers

7. Main pay range teachers

- 7.1. A teacher on the main pay range will be paid such salary on the reference points set within the minimum and maximum of the main pay range below as the Governing board determines (subject to para 1.8/1.9 of this policy) :

Main Pay Range for Teachers 2017/18	
Minimum Reference Point 1	£22,917
Reference Point 2	£24,486
Reference Point 3	£26,454
Reference Point 4	£28,490
Reference Point 5	£30,735
Reference Point 6a	£33,164
Maximum Reference Point 6b	£33,824

- 7.2. As a teacher progresses up the main pay range there will be an expectation that increasingly challenging but realistic appraisal objectives will be set at an appropriate level to reflect the experience and ability of the teacher using the principles of SMART target setting (specific, measurable, achievable, realistic and timely).
- 7.3. The rate of pay progression will be differentiated according to an individual teacher's performance. In this school judgements of performance will be made against the extent to which a teacher has met their individual objectives and the relevant teaching standards. A teacher will be eligible for pay progression if their performance has been assessed as "good" and will be made in accordance with the performance measures:
- ✓ all appraisal objectives have been met;
 - ✓ all Teacher Standards are judged as no less than good.
 - ✓ performance has met the criteria within the 'good' section of the school's 'Defining Good vs Outstanding Performance' document ([Appendix H](#)).
- 7.4. If the evidence collated shows that a teacher has excelled over the duration of the academic year being assessed, the Governing board will consider awarding enhanced pay progression . In such cases teaching and learning should be consistently **outstanding or exceptional**. Decision will be made for accelerated pay if the teacher:

- ✓ has exceeded their appraisal objectives;
- ✓ the majority of teacher standards are graded outstanding.
- ✓ performance has met the 'outstanding' criteria within the 'Defining Good vs Outstanding Performance' document ([Appendix H](#)).

- 7.5. There is however no obligation to increase an individual's pay unless it is warranted by performance. For instance a teacher may be performing satisfactorily, meeting most of their objectives (but not all) and with much of their teaching (but not all) assessed as good. In such circumstances this school may consider that such a level of performance will result in a "no pay progression" determination following the conclusion of the appraisal cycle. This determination should not come as a surprise to a teacher as this school ensures that regular constructive feedback is provided to all teachers on their performance throughout the year.
- 7.6. The nominal reference point 6 b on the main pay range has been retained and uplifted by 2 % from 1st September 2017. Where a teacher is paid on nominal reference point 6 a, and he/she is not accessing the Upper Pay Range, if their performance during the appraisal cycle has met the requirements of the school's pay policy for pay progression, then in accordance with paragraph 19 (e) of the STPCD he/she will be entitled to progress to nominal reference point 6 b. Please refer to paragraph 1.5 in the [Supplementary guidance document](#) for further information.
- 7.7. Please also refer to section 6 of the [Supplementary guidance document](#) for further information.

Upper pay range for teachers

8. Upper pay range teachers

- 8.1. A teacher on the upper pay range will be paid such salary on the reference points set within the minimum and maximum of the main pay range below as the Governing board determines:

Upper Pay Range for Teachers 2017/18	
Minimum Reference Point 1	£35,927
Reference Point 2	£36,591
Reference Point 3	£37,258
Reference Point 4	£37,944
Maximum Reference Point 5	£38,633

- 8.2. There will be increasing expectation as a teacher progresses up the upper pay range and appraisal objectives will become more challenging to reflect such progression.
- 8.3. In order to progress by one reference point annually, teachers will need to have met their objectives and continue to meet the criteria set out in paragraph 15.2 of the STPCD 2017: they are highly competent in all elements of the relevant standards and that their achievements and contribution to the school are substantial and sustained.
- 8.4. Partial achievement of objectives will only be considered in respect of pay progression in exceptional circumstances.

- 8.5. If the evidence collated shows that a teacher has excelled over the duration of the academic year being assessed, the Governing board will consider awarding enhanced pay progression in addition to the annual reference point as set out at 8.3 above. In such cases teaching and learning should be consistently **outstanding** as defined by Ofsted.
- 8.6. In exceptional cases, additional points up to the maximum of the upper pay range can be awarded.
- 8.7. Please also refer to section 6 of the [Supplementary guidance document](#) for further information.

9. Accessing the upper pay range

- 9.1. Any qualified teacher may apply to be paid on the upper pay range at least once a year. Applications should include the results of the teacher's previous two consecutive appraisal periods under the Appraisal Regulations 2012, including any recommendations on pay. The assessment process will be evidence based to ensure it is transparent and robust. Teachers should ensure they build an evidence base to support their application. 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(s). This school will not be bound by any pay decision made by another school.
- 9.2. Teachers may submit one application annually. The closing date for applications is **30 September 2017**; however, exceptions will be made in particular circumstances, for example, those teachers on maternity or sick leave.
- 9.3. Applications will be assessed by the Head of School. The assessor will make a recommendation to the Governing board.
- 9.4. Please see [Appendix D](#) for the application form to access the Upper Pay Range.
- 9.5. An application from a qualified teacher will be successful where the Governing board is satisfied that:
- a) the teacher is highly competent in all elements of the relevant standards; and
 - b) the teacher's achievements and contribution to the school are substantial and sustained.
- 9.6. For the purposes of this pay policy:
- 'highly competent' means the teacher's performance is assessed as having excellent 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.
 - '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);
 - 'sustained' means the teacher must have had two successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions above). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

- 9.7. Please also refer to section 8 of the [Supplementary guidance document](#) for further information.
- 9.8. If the Governing board decides not to allow a teacher to progress to the upper pay range, the teacher may appeal that decision.
- 9.9. Please see [Appendix E](#) for details of Teacher pay hearings and appeals.

Leading practitioners

10. Leading practitioners

- 10.1. The Governing board will take account of the relevant paragraphs of the STPCD 2017 when determining the role of a leading practitioner in this school. Additional duties will be set out within the job description and will include:
- A leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement.
 - The improvement of teaching within school and within the wider school community which impact significantly on pupil progress.
 - Improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as English, Mathematics, Special Educational Needs or Computing.
- 10.2. When determining the pay range for a leading practitioner the Governing board will take into account the responsibilities and impact of the post and be mindful of pay equality.
- 10.3. The Governing board will determine an individual post range within the overall range set out below. Different posts at this school may be paid on different individual post ranges within the overall pay range.
- The starting point on the Leading Practitioner Scale will be the one closest to their current salary figure (not being under).

Leading Practitioner Pay Range 2017/18	
Minimum Reference Point 1	£39,37
Reference Point 2	£40,360
Reference Point 3	£41,368
Reference Point 4	£42,398
Reference Point 5	£43,453
Reference Point 6	£44,543
Reference Point 7	£45,743
Reference Point 8	£46,798
Reference Point 9	£47,967
Reference Point 10	£49,198
Reference Point 11	£50,476
Reference Point 12	£51,638
Reference Point 13	£52,929
Reference Point 14	£54,249
Reference Point 15	£55,599
Reference Point 16	£57,076
Reference Point 17	£58,389
Maximum Reference Point 18	£59,857

Unqualified pay range for teachers

11. Unqualified teachers

11.1. An unqualified teacher will be paid such salary on the reference points set within the minimum and maximum of the unqualified pay range below as the Governing board determines:

Pay Range for Unqualified Teachers 2017/18	
Minimum Reference Point 1	£16,626
Reference Point 2	£18,560
Reference Point 3	£20,492
Reference Point 4	£22,426
Reference Point 5	£24,362
Maximum Reference Point 6	£26,295

11.2. There will be increasing expectation as a teacher progresses up the unqualified pay range and appraisal objectives will become more challenging to reflect such progression.

- 11.3. In order to progress by one reference point annually, unqualified teachers will need to have met their objectives. Teaching and learning should be consistently good as defined by Ofsted.
- 11.4. Partial achievement of objectives will only be considered in respect of pay progression in exceptional circumstances.
- 11.5. In exceptional cases, additional points up to the maximum of the unqualified teacher pay range may be awarded.
- 11.6. In accordance with paragraph 22.1 of the STPCD 2017, the Governing board will consider paying an additional allowance to an unqualified teacher if the teacher has either:
- 11.6.1. a sustained additional responsibility which is focused on teaching and learning, and requires the exercise of a teacher's professional skills and judgement; or
 - 11.6.2. relevant qualifications or experience which bring added value to the role they are undertaking.
- 11.7. Please also refer to sections 6 and 10 of the [Supplementary guidance document](#) for further information.

12. An unqualified teacher who becomes qualified

- 12.1. On obtaining QTS, an unqualified teacher must be transferred to a salary within the main pay range. Where the teacher continues to be employed by the same school within which they were employed before they obtained QTS, the teacher will be paid a salary which is the same as or higher than their salary as an unqualified teacher.
- 12.2. An unqualified teacher who obtains qualified teacher status retrospectively will be paid a lump sum representing the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the unqualified teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

13. Qualified Teacher Learning & Skills Status (QTLS)

- 13.1. Since 1 April 2012, teachers and trainers within the further education sector who have been awarded QTLS by the Society for Education and Training (SET) formerly the Institute for Learning (IfL) and are members of SET are recognised as qualified teachers in schools. This will allow them to be appointed to permanent posts in maintained schools to teach any age range that the schools deems appropriate based on their qualifications and experience and they will be paid on the qualified teachers' pay range (main or upper).
- 13.2. A QTLS teacher is not required to undertake statutory induction. Schools have the flexibility to choose the standards against which they wish to assess the performance of QTLS holders. QTLS teachers, unlike other teachers, don't have to be assessed against the Teachers' Standards.

- 13.3. They will continue to be recognised as qualified school teachers providing they remain a member of SET. Members of SET who have QTLS status will appear on the QTLS register. Those whose membership lapses for any reason will be removed from the QTLS register and will not be entitled to hold a position working in a school as a qualified teacher. Membership must be renewed annually by the teacher. The membership year operates from 31 March to 1st April. Further information is available from the [SET website](#).
- 13.4. The employing school is responsible for ensuring on an annual basis that any teacher employed and paid on the same terms and conditions of employment as a teacher with QTS on the basis of the award of the QTLS qualification and membership is still a member of SET by checking the SET Professional Register, and for written confirmation from the teacher that they have complied with these requirements.

Part time and supply teachers

14. Part time teachers

- 14.1. 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 Governing board 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.
- 14.2. The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the pro rata principle.

15. Short notice / supply teachers

- 15.1. Teachers employed on a day-to-day or other short notice basis are 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.
- 15.2. Further information on the working hours of short notice and supply teachers is contained in the policy [Teachers' Working Time/1265 Hours](#).

Allowances and other payments for classroom teachers

16. Teaching and learning responsibility (TLR) payments

- 16.1. The Governing board may award a TLR1 or a TLR2 to a classroom teacher on a permanent basis for undertaking a sustained or additional responsibility for the purpose of ensuring the continue delivery of high quality teaching and learning for which the teacher is responsible. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder. Unqualified teachers may not be awarded TLRs.
- 16.2. A TLR3 may be awarded on a fixed-term basis to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The duration of the fixed term will be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher it will **not** be paid on a pro-rata basis. When the TLR3 ceases there will be no entitlement to safeguarding.

16.3. Having decided to award a TLR, the Governing board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and:

For TLR 1, 2 & 3:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;

For TLR 1 & 2:

- d) involves leading, developing and enhancing the teaching practice of other staff; and
- e) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;

For TLR 1 only:

- f) involves line management responsibility for a significant number of people

16.4. Although a teacher cannot hold a TLR1 and TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

16.5. The annual value of a TLR 1 must be no less than £7,698 and no greater than £13,027.

16.6. The values of the TLR1s in the current staffing structure are set out below:

- none

16.7. The annual value of a TLR2 must be no less than £2,666 and no greater than £6,515

16.8. The values of the TLR2s in the current staffing structure are set out below:

- £2,666 to the holder of Phase Achievement Leaders (EYFS, KS1, LKS2, UKS2).

16.9. The annual value of a TLR3 will be no less than £528 and no greater than £2,629.

16.10. The values of any fixed term TLR3s for 2017/18 are set out below:

- £1000 to the holder of Thrive Practitioner.

16.11. Please also refer to section 13 of the [Supplementary guidance document](#) for further information.

17. Special educational needs (SEN) allowance

17.1. The Governing board will award a SEN allowance to a classroom teacher who meets the following criteria:

- holds any SEN post that requires a mandatory SEN qualification (this does not include the SENCO qualification)
- teaches in a special school;
- teaches pupils in a designated special class(es) or units in a school or in the case of an unattached teacher, in an Local Authority unit or service
- teaches in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, or, in the case of an unattached teacher, in a Local Authority unit or service, where the post:

- i. involves a substantial element of working directly with children with special educational needs; and
- ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
- iii. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

17.2. The value of a SEN allowance is a spot rate between £2103 - £4156 per annum.

17.3. SEN allowances may be held at the same time as TLRs.

17.4. Please also refer to section 14 of the [Supplementary guidance document](#) for further information.

18. One-to-one tuition payments

18.1. Payment for 1-2-1 tuition will be at a rate of £26.34 per hour.

18.2. Please also refer to section 15 of the [Supplementary guidance document](#) for further information.

19. Continuing professional development (CPD) outside of the school day:

19.1. The Governing board has determined that teachers who undertake voluntary continuing professional development (CPD) outside the school day will not be entitled to an additional payment.

20. Initial teacher training (ITT) activities payments

20.1. The Governing board has determined that teachers who undertake voluntary school-based initial teacher training activities will not be entitled to an additional payment.

21. Out of school hours learning activities

21.1. The Governing board has determined that teachers who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will not be entitled to a payment.

22. Provision of Services to other Schools (PSOS)

22.1. Any PSOS services provided by a teacher (other than a Headteacher) will be formally authorised by governors and where the work extends over more than a 12 month period, the arrangements will be formally reviewed annually. Arrangements for ending such work will also be agreed by governors.

22.2. Any expenses incurred by the teacher as a result of taking on additional work will be reimbursed by the school. If reimbursement is agreed it is recommended that governors use the mechanism of a TLR 3 payment to cover the temporary reimbursement.

22.3. Please note that safeguarding does not apply to PSOS arrangements for teachers, or Headteachers.

22.4. Please also refer to section 22 of the [Supplementary guidance document](#) for further information.

23. Acting Up

23.1. Please also refer to section 22 of the [Supplementary guidance document](#) for further information. Where a teacher is assigned and carries out duties of a Headteacher, Deputy or Assistant Headteacher but has not been appointed as an Acting Headteacher, Deputy or Assistant Headteacher, the Governing board must, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance must be paid in accordance with the provisions set out within the relevant section of the provisions set out at paragraphs 23.2 – 23.6 of the STPCD 2017.

24. Additional responsibilities and activities due to the provision of services

24.1. The Governing board may increase the remuneration of other teachers who as a result of the headteacher's additional role are taking on additional responsibilities and activities for a temporary period.

24.2. Any adjustment to pay is temporary and safeguarding provisions **will not** apply.

25. Recruitment and retention incentives and benefits

25.1. Recruitment and retention incentives and benefits may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons, and should be in line with the school pay policy.

25.2. There are currently no pay recruitment awards.

25.3. For members of the leadership team of this school appointed prior to September 2014, where appropriate, the Governing board will review any existing recruitment and retention incentives or benefits awarded to the Headteacher, Deputy or Assistant Headteacher and may continue to make such payments until such time as the respective leadership pay range is reviewed under the 2014, STPCD.

25.4. Please also refer to section 19 of the [Supplementary guidance document](#) for further information.

26. Teachers Paid a Safeguarding Sum

26.1. Safeguarding arrangements apply according to the provisions of the STPCD 2017.

26.2. Please also refer to section 21 of the [Supplementary guidance document](#) for further information.

27. Honorarium payments

27.1. The STPCD does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

Leadership pay

28. Leadership group pay

28.1. The national leadership pay framework changed from September 2014 – the existing leadership pay spine was replaced with a minimum and maximum pay range.

- 28.2. The new provisions only automatically apply to new appointments made on or after 1 September 2014. Since September 2015 **there has been no need to re-assess the pay or allowances of existing school leaders**. The pay of those in post will only need to be reviewed when there are significant changes to responsibilities. It will be for the Governing board to determine the context in which any change should be regarded as 'significant' in accordance with the school's particular circumstances.
- 28.3. The Governing board will ensure the process of determining the pay of the leadership group is fair and transparent. All decisions on leadership pay will be clearly recorded for audit purposes.
- 28.4. When determining the leadership pay range, the Governing board must take into account all the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (such as recruitment difficulties).
- 28.5. The Governing board must ensure that there is appropriate scope within the range to allow for performance related progression over time.
- 28.6. Following the publication of the STPCD 2015, for headteachers who were already paid at the maximum of their relevant headteacher pay group range, or who moved to the top of a pay range following a pay determination, calculated in accordance with Section 2, paragraph 6 -, governing bodies were unable to apply any annual pay award uplift. Accordingly, additional nominal reference points were created to enable this as follows: L18*, L21*, L24*, L27*, L31*, L35*, L39* and L43 on the Leadership Pay Range. This meant that for 2015/16 there were two values for each of these nominal reference points on the leadership pay spine.
- 28.7. From 1st September 2016, **all** values of the nominal reference points on the leadership pay spine have been uplifted by 1 % (including the "*" values). Where a Headteacher is paid on either of the nominal reference points L18*, L21*, L24*, L27*, L31*, L35*, or L39*, these values continue to apply unless the Governing board chooses to exercise its discretion to pay a higher salary in accordance with paragraph 9 of Section 2 of the STPCD. From 1st September 2017, all scale points the leadership pay spine for East Sussex have been uplifted by 1 %, including the * values.
- 28.8. The pay range for the Headteacher should not normally exceed the maximum of the headteacher group. However, the Governing board may determine that there are specific circumstances to warrant a higher salary and may award an additional payment **up to** 25% above the maximum for the headteacher group. It should be wholly exceptional for the maximum of the pay range to be more than an additional 25 % higher than the maximum of the Headteacher pay group. If it is considered that there are exceptional circumstances that warrant an extension beyond that limit, the Governing board should prepare a business case and seek external independent advice from an appropriate person or body who can consider whether it is justifiable to exceed the limit in a particular case. In addition, the Governing board should liaise with the Assistant Director of Education and ISEND before decisions are made. There should be a clear audit trail of advice obtained and a full and accurate record of all decisions made and the reasoning behind them.
- 28.9. The maximum of any Deputy or Assistant Headteacher pay range must not exceed the maximum of the headteacher group for the school and should only overlap the headteacher's pay in exceptional circumstances.
- 28.10. Please see [Appendix F](#) – leadership pay range, showing nominal reference points.

28.11. Please also refer to section 22 of the [Supplementary guidance document](#) for further information.

29. Temporary payments to headteachers

29.1. The Governing board may determine that an additional payment, up to a maximum of 25% of the annual salary, is awarded if the Headteacher takes on additional temporary responsibilities e.g. taking on additional temporary leadership responsibilities for another school(s).

29.2. Any adjustment to pay is temporary and safeguarding provisions will not apply.

29.3. In wholly exceptional circumstances where the Governing board determines that a discretionary payment **in excess** of 25% is appropriate should be awarded to the Headteacher, the Governing board will seek external independent advice and liaise with the Assistant Director (Education and ISEND) before agreeing and awarding any such payment.

29.4. Please also refer to section 26 of the [Supplementary guidance document](#) for further information.

30. Pay progression for the leadership group

30.1. The Governing board must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination. The Governing board will take account of Section 2 of the STPCD 2017 together with the DfE guidance document [Implementing your school's approach to pay](#) September 2017.

30.2. The Governing board will determine the new salary within the relevant pay range if performance related pay progression is to be awarded.

30.3. Decisions will be properly rooted in evidence and will be clearly linked to the performance of the individual. The Governing board will have regard to the most recent appraisal and a recommendation on pay must be contained within the appraisal document.

30.4. Sustained high quality performance should give the individual an expectation of progression up their pay range.

30.5. Please also refer to section 24 of the [Supplementary guidance document](#) for further information.

31. Headteacher appointed as a temporary Headteacher of one or more additional schools.

31.1. The Local Authority will advise governors on the pay of a Headteacher who is appointed as temporary Acting Headteacher or as the Executive Headteacher of one or more additional schools, to ensure the pay for the role is appropriate and affordable.

31.2. Set out below is a preferred framework which will form the basis of pay considerations when a Headteacher undertakes a temporary Executive Headteacher role.

31.3. The Governing board will liaise with the Local Authority and the Governing board of the school(s) to which the Headteacher is to be appointed to agree an appropriate salary. The terms of the partnership arrangement between the schools will be set out in writing.

31.4. The combined pupil units of all the schools will be calculated and used as the starting point to the relevant school group pay range.

31.5. In addition, the Governing board will also consider the specific context and challenges of the school(s) to which the headteacher is to be appointed. This may include:

- Particular social or economic issues;
- Number of pupil premium pupils;
- Recruitment or retention difficulties;
- The Ofsted category;
- Capacity within the existing senior leadership team;
- Known staffing concerns.

31.6. The Governing board will consider the overall context and will award additional salary in line with the current Local Authority recommendations:

Context	Additional salary
One additional school that is judged to be good or better	Up to 7% of current salary
One additional school that requires improvement	Up to 10% of current salary
One additional larger school that is in special measures	Up to 15% of current salary
Two or more additional schools that are judged to be good or better	Up to 10% of current salary
Two or more additional schools that require improvement	Up to 15% of current salary
Two or more additional larger schools in special measures	Up to 20% of current salary

31.7. Any additional payment will not exceed the 25% limit, including all other allowances currently in payment. If the Governing board is considering exceeding the 25 % limit, then paragraph 29.8 and 30.3 will apply.

31.8. Please also refer to section 25 of the [Supplementary guidance document](#) for further information.

32. Provision of services to other schools (PSOS)

(This does not apply to provision of services to a school where the Headteacher has been appointed on a temporary or permanent basis).

32.1. Any PSOS services provided by a Headteacher will be formally authorised by governors and where the work extends over more than a 12 month period, the arrangements will be formally reviewed annually. Arrangements for ending such work will also be agreed by governors.

32.2. Any expenses incurred by the Headteacher as a result of taking on additional work will be reimbursed by the school.

32.3. Please also refer to sections 25 and 26 of the [Supplementary guidance document](#) for further information.

33. Extended Services

- 33.1. Any income derived from external sources for the work of a school's staff (including the Headteacher) accrues to the school in the first instance. The Governing board has the discretion to take this into account when setting the headteacher's salary. Any salary uplift should be proportionate to the level of responsibility and accountability being undertaken.
- 33.2. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.
- 33.3. Please also refer to section 27 of the [Supplementary guidance document](#) for further information.

34. Payments to headteachers for Ofsted inspector work

- 34.1. The Governing board must agree in advance if the Headteacher is to undertake external work as an Ofsted Inspector. The payment for the headteacher's services must be made directly to the school.
- 34.2. In exceptional cases, and if governors consider that the Ofsted inspection work undertaken by their Headteacher brings benefits to the school, they may make a payment to the Headteacher under the heading of Provision of Services to Other Schools (PSOS). This will be discussed and agreed prior to any work being undertaken.
- 34.3. Please also refer to sections 28 and 29 of the [Supplementary guidance document](#) for further information.

35. Discretionary payments to headteachers

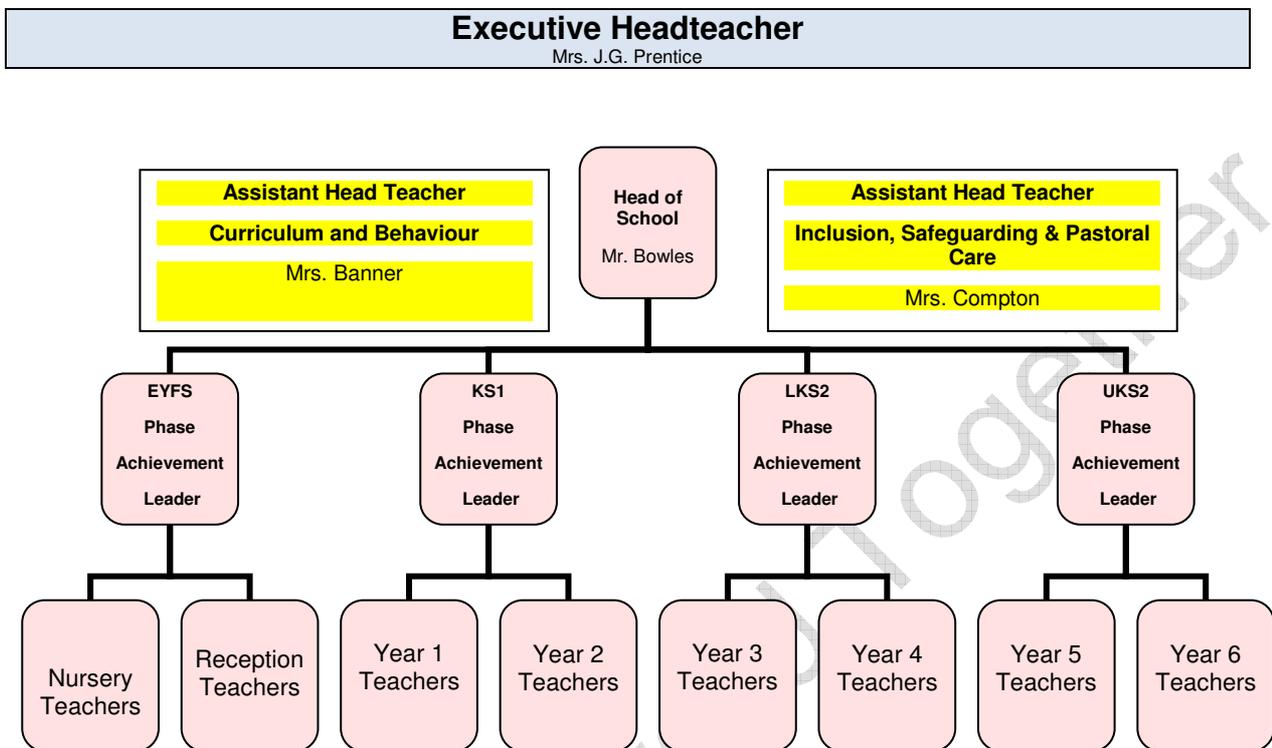
- 35.1. There is no longer any provision in the STPCD to allow the Governing board to award discretionary payments to headteachers.
- 35.2. There is still scope, in specific circumstances for headteachers to receive up to 25% of their salary as remuneration for temporary additional duties and responsibilities.

Equality impact assessment

36. Monitoring the impact of the policy

- 36.1. The Governing board will monitor the outcomes and impact of this policy on a regular basis (annually), including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.
- 36.2. For example, by monitoring trends, the Governing board may find over time that teachers who work part-time do not progress up the relevant pay range as quickly as full-time staff.
- 36.3. The Governing board may be requested to comply with the public sector equality duty under the Equality Act 2010. This is in respect of the requirement to publish anonymised records on the distribution of the teaching workforce at difference levels, and whether they are full or part time to recognised trade unions representatives. Please refer to paragraph 32 in the [Supplementary guidance document](#) and pages 34 – 38 of [Implementing your school's approach to pay](#) for further information.

Appendix A – School staffing structure for 2017/18



Appendix B – Model Framework for Support Staff Pay Policy

1. General

- 1.1. The Governing board recognises and values the contribution made to the school by support staff.
- 1.2. While it is a statutory requirement for schools to have an adopted pay policy in place, this statutory requirement does not extend to support staff. Although the framework outlined below for a support staff pay policy is entirely optional, schools are encouraged to develop a process for rewarding their support staff, ensuring the principles of fairness and equality are observed.
- 1.3. Salaries paid to support staff will comply with all national and local agreements on employees' pay and conditions of service which are derived from the National Joint Council for Local Government Services and underpinned by the NJC local government services' Job Evaluation Scheme. The County Council has local pay scales and has transferred the majority of staff groups in maintained schools to these scales in phases, therefore few posts remain on the former national (NJC) pay scales.
- 1.4. Guidance for schools on pay and benefits for support staff can be found on the East Sussex County Council website and Webshop:
<https://www.eastsussex.gov.uk/jobs/benefits/pay/>
<https://www.services2schools.co.uk/resources/personnel/>

2. Grading of Support Staff Posts

- 2.1. Governors will approve new posts and changes to job descriptions of school support staff and these are graded by Personnel and Training using the agreed job evaluation scheme. This is operated in partnership with the trade unions in line with the Single Status local collective agreements. Schools are encouraged to use the standard job descriptions on the resources section of Webshop as they ensure consistency in job design and grading of posts in schools. These job descriptions include those for Teaching Assistants, Technicians and Site Management staff. Job descriptions and person specifications for new or unique posts must be sent to Personnel & Training for evaluation using the agreed job evaluation scheme by email to job.evaluation@eastsussex.gov.uk
- 2.2. For further information please refer to Webshop
<https://www.services2schools.co.uk/resources/personnel/job-descriptions/job-evaluation>
- 2.3. Please note that the County Council has been working towards implementing single status on a phased basis. This has involved transferring posts from the 'old' NJC scales to single status by evaluating jobs in groups that are identified as undertaking similar roles. This process is almost complete. For further information please contact the Job Evaluation Team job.evaluation@eastsussex.gov.uk

3. Salary on Appointment

- 3.1. If a new employee was previously employed under the conditions of service of the NJC for Local Government Services immediately prior to appointment at the school, the starting pay should not be less than the previous salary, provided this is within the overall grade for the post. Otherwise, support staff will normally be placed on the first point of the grade for the post.
- 3.2. Previous experience or qualification (including continuous employment within Local Government) can be counted, and may result in the employee being placed on a higher point.

4. Incremental Progression

- 4.1. Subject to satisfactory performance, a member of support staff will move one point on their scale at 1st April each year. (NB: The first incremental date falls 6 months following appointment for staff appointed between 01 October and 31 March). Incremental progression will continue until the top of the scale is reached.

5. Withholding Incremental Progression

- 5.1. An increment for a member of support staff may exceptionally be withheld where the employee is subject to formal competency procedures. The Governing board may still opt to award the incremental point once the employee's performance has returned to satisfactory.

6. Pay recognition policies

- 6.1. Managers can reward staff with additional pay for outstanding performance or contributions over and above their normal duties. To do this you can use one of the schemes below, depending on individual circumstances.
- 6.2. Requests for pay recognition rewards must be authorised by an Assistant Director in accordance with the Scheme of Delegations.

7. Temporary additional responsibility - acting up

- 7.1. Reward for staff who are asked to take on the duties and responsibilities of a higher graded post - in whole or part - temporarily, for a continuous period of at least four weeks. See the [Pay Recognition Policy Suite](#).

8. Temporary additional duties - honorarium scheme *an honorarium is a percentage payment for a particular period of time e.g. 2.5% over a 6 month period.*

- 8.1. Reward for staff who are asked to take on substantial new duties and responsibilities for a temporary period, exceeding normal expectations of the post, where no other form of payment has been made. See the [Pay Recognition Policy Suite](#).

9. Special merit scheme *(A merit payment is a single set payment up to £1,000.)*

- 9.1. Reward for contributions to one-off projects, beyond that normally expected in the course of duties, or for absorbing a substantially increased workload, where other forms of payment have not been made. See the [Pay Recognition Policy Suite](#).

10. Accelerated increments

- 10.1. There is also an option to reward staff by granting up to two additional increments within a salary scale. You cannot exceed the maximum of the salary scale and the employee's performance must meet one or more of the following performance criteria:

- Consistent performance for at least six months of high quality work over and above that normally expected of the post holder.
- Consistent performance of work of the same quality over and above that normally expected of the post holder.
- Performance of work to such a high standard that little supervision is required in circumstances where there is usually a strong supervisory element.
- A permanent, measurable increase in responsibility which is insufficient to warrant regrading.

Moving Forward Together

Appendix C – Model Terms of Reference for School Pay Committee

The **School Pay Committee** of the governing body has delegated power to decide all pay matters, as set out in the Pay Committee Terms of Reference agreed by the Governing Body.

No decisions will be notified to staff until the full governing body has been notified.

1. Membership

- 1.1. The Chair of the Pay Committee will be elected by the governing body.
- 1.2. Where the Headteacher is not a member of the Pay Committee, they will be entitled to attend all meetings in an advisory capacity.
- 1.3. The Headteacher will leave the meeting when their own pay is being discussed.

2. Terms of reference

- 2.1. The committee will have full powers to make recommendations/decisions within the pay policy adopted by the governing body. The terms of reference are as follows:
 - To achieve the aims and objectives of the school pay policy;
 - To apply the criteria set by the policy, including linkages with the school appraisal policy, in determining the pay of each member of staff;
 - To observe all statutory and contractual obligations;
 - To ensure that the policy complies with the most recent [School Teachers' Pay & Conditions Document](#);
 - To ensure that all pay decisions have regard to the legislation outlined in ([Section 2](#) of this policy);
 - To recommend the annual pay budget, including pay progression at all levels. The governing body recognises that funding cannot be used as a criterion to decide performance pay progression;
 - To minute clearly the reasons for all recommendations / decisions and to report these to the full governing body;
 - To ensure that each member of staff receives, by 31st October each year, a written statement of the breakdown of pay as at 1st September;
 - To ensure that staff know the procedure for making an appeal against pay decisions;
 - To ensure that there are clear job descriptions for each post at the school, so that additional allowances can be awarded in a fair, equitable and consistent manner; and
 - To keep abreast of developments influencing pay considerations and to advise the governing body when the pay policy needs to be reviewed.

3. Pecuniary interest

- 3.1. No governor may participate in discussions leading to recommendations / decisions in which he / she has a pecuniary interest.

4. Procedure

- 4.1. The full governing body will receive the report of the Pay Committee in the confidential section of the agenda. Once decisions have been made, members of staff will be advised in writing.

Every teacher's salary must be reviewed annually, with effect from 1st September. A written statement of pay must be sent to each teacher by 31st October each year.

Moving Forward Together

Appendix D – Model Application Form - Application for the Upper pay Range

Name: **School:**.....

Application submitted to: **On (date);**

This form should be used in conjunction with the agreed pay policy of the school and the School Teachers Pay and Conditions Document.

Any qualified teacher can apply to be paid on the Upper Pay Range. One application may be submitted annually. The closing date for this school is **(insert date)**.

Please complete the form and return by the closing date to the Head teacher, including any written evidence to support your application. Examples of evidence that you may wish to include are **(school to insert appropriate examples)**:

- Classroom observations
- Internal tracking of pupil progress
- Evidence of supporting progress against the Teachers’ Standards using self-assessment
- Records of CPD and evidence of impact

An application to be paid on the upper pay range will be successful where the Governing board is satisfied that you meet the following assessment criteria as detailed within the Pay Policy:

- you are highly competent in all elements of the relevant standards
- your achievements and contribution to the school are substantial and sustained

If you wish to be considered to be paid on the upper pay range you will need to demonstrate to the Governing board how you meet the school’s definitions of ‘highly competent’, ‘substantial’ and ‘sustained’ which, along with the outcomes of your most recent appraisal, will form the basis of the school’s assessment criteria for access to the Upper Pay range.

Schools to specify the information that applicants should provide in order to demonstrate how they meet the application criteria:

Progression to the UPR requires evidence that the applicant is a “highly competent teacher”. . Please outline below how you meet this criteria with reference to the Teacher Standards, the particular role that you are fulfilling and the context within which you are working (please expand the page if appropriate):

.....

.....

Progression to the UPR requires evidence that the applicant’s achievements and contribution to the school are substantial. Please outline below how your contribution has raised standards of teaching and learning not just in your own classroom but has made a significant wider contribution to school improvement which has had a clear impact on pupil progress across the school and on the effectiveness of colleagues (please expand the page as appropriate):

.....

Progression to the UPR requires evidence that the applicant’s achievements and contribution to the school have been sustained. You must be able to show that you have at least two consecutive successful appraisal reports in this school and have met your agreed objectives during this period. Please use the space below to show how your teaching experience has grown over a sustained period of time and is consistently good to outstanding (please expand the page as appropriate):

.....

Please ensure your application also includes the results of your most recent annual appraisal, including recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that you have met the assessment criteria). Please attach any other written evidence that you have collated to support your application.

A copy of the Teacher Standards is available, along with FAQs from the Department of Education website: <https://www.gov.uk/search?q=teacher+standards>

Appendix E – Managing Appeals against Pay Determination

Governing boards are recommended to refer to Implementing Your School's Approach to Pay – DfE guidance September 2016, pages 24 – 26 for further guidance on managing appeals against pay determination.

Pay Decision

- At the Appraisal meeting held between 1 September and 31 October, the Appraiser makes a recommendation on pay and writes this on the Appraisal Statement, a copy of which is given to the teacher.
- It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

Stage 1 – Informal discussion with the appraiser prior to confirmation of pay recommendation by Pay Committee

- If the teacher disagrees with the Appraiser's written recommendation, they should discuss this with the Appraiser on an informal basis. This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair. The opportunity to discuss a pay decision before it is made formally may also mitigate the need for the more formal stages two and three of the procedure.
- If following full exploration and discussion of the teacher's concerns, the outcome of the informal discussion is that the Appraiser has not changed his/her recommendation this should be noted on the Appraisal Form.
- The Appraisal Form will then be passed to the Headteacher for an assessment of the recommendation. The Headteacher will then pass the Appraisal Form to the Pay Committee (**insert** name of committee) for a decision on the pay recommendation.
- If, having had an informal discussion with the person making the recommendation, the teacher believes that an incorrect recommendation has been made; he/she may make representation to the Pay Committee prior to them making the initial pay determination.

Stage 2 - a formal representation to the Pay Committee making the pay determination

- The hearing will be chaired by the Chair of the Pay Committee, and will take place **prior** to the determination of the pay recommendation (this should be at the actual meeting of the Pay Committee, therefore time will need to be allowed on the agenda for such a hearing to take place). The teacher has the right to be accompanied at the hearing by a trade union representative or work colleague. The

Headteacher will be present to provide information on their assessment of the recommendation. A written decision will be given to the teacher following the hearing within 10 working days.

Stage 3 – a formal hearing with an appeals panel of governors

- If the teacher disagrees with the outcome of the hearing they should write to the Chair of the Pay Committee within 10 working days of receipt of the written outcome of the hearing.
- A Stage three appeal will then be arranged. A panel of governors not connected to the original pay decision will hear the appeal. The teacher has the right to be accompanied at the appeal hearing by a trade union representative or work colleague. The Chair of the Pay Committee will be in attendance to present their decision. The Headteacher will also be present to provide information on their assessment of the recommendation. The decision will be put in writing within 10 working days to the teacher. The decision of the Appeal Panel is final and there is no further right of appeal.

We would expect all decisions, discussions and hearings to take place within a reasonable period of time taking into account the availability of all parties and school term dates.

Moving Forward Together

Appendix F – Leadership pay range – 2017/18

Leadership pay range nominal reference points and Headteacher group ranges

L1	£39,374						
L2	£40,360						
L3	£41,368						
L4	£42,398						
L5	£43,454						
L6	£44,544						
L7	£45,743						
L8	£46,799						
L9	£47,967						
L10	£49,199						
L11	£50,476						
L12	£51,639						
L13	£52,930						
L14	£54,250						
L15	£55,600						
L16	£57,077						
L17	£58,389						
L18*	£59,264						
L18	£59,857						
L19	£61,341						
L20	£62,863						
L21*	£63,779						
L21	£64,417						
L22	£66,017						
L23	£67,652						
L24*	£68,643						
L24	£69,330						
L25	£71,053						
L26	£72,810						
L27*	£73,876						
L27	£74,615						
L28	£76,466						
L29	£78,359						
L30	£80,310						
L31*	£81,478						
L31	£82,293						
L32	£84,339						
L33	£86,435						
L34	£88,571						
L35*	£89,874						
L35	£90,773						
L36	£93,020						
L37	£95,333						
L38	£97,692						
L39*	£99,081						
L39	£100,072						
L40	£102,570						
L41	£105,132						
L42	£107,766						
L43	£109,366						

HT Group 1	
£44,544	-
£59,264	

HT Group 2	
£46,799	-
£63,779	

HT Group 3	
£50,476	-
£68,643	

HT Group 4	
£54,249	-
£73,876	

HT Group 5	
£59,857	-
£81,478	

HT Group 6	
£64,417	-
£89,874	

HT Group 7	
£69,330	-
£99,081	

HT Group 8	
£76,466	-
£109,366	

* These points and point 43 are the maximum salaries for the 8 Headteacher group ranges.

Appendix G – Career Stage Expectation – 2017/18



Career Stage Expectations

National Standards Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Purpose of Career Stage Expectations

At Langney Primary School we believe the Headteacher and other appraisers will assess qualified teachers against the Teacher Standards to a level that is consistent with what should be reasonably expected of a teacher in the relevant role and at the relevant stage of their career – whether an NQT, mid-career teacher, or one who is more experienced.

The purpose of this document is to make clear, to all involved in the process of appraisal, what reasonable expectations looks like and the success criteria that will be applied.

The School Pay Policy outlines that “there will be an increasing expectation as a teacher progresses up the main / upper pay ranges and appraisal objectives will become more challenging to reflect such progression.” The table below ensures expectations of MPS and UPS teachers are clear and transparent. Where a teacher falls short of expectations, this document will be used to support clear target setting.

Professional Area	Relevant Standards	Band 1 – Teacher (MPS 1-4)	Band 2 – Accomplished Teacher (MPS 5-6)	Band 3 – Expert Teacher (UPS & Leadership)
		MPS 1-2: With Support MPS 3-4: Independently	MPS 5-6: Starting to Support Others (e.g. ITT Students)	Significant Support of Others
Professional Practice	1.1(1); 1.2(2,3,5); 1.3(1,3); 1.4(1,2,3); 1.5(all); 1.6(1); 1.7(1,2,3); 1.8(3); 2.1(2,4); Preamble	The vast majority of lessons are good or better. Much teaching over time is good; some may require improvement Has high expectations for behaviour – some advice required on behaviour strategies	All lessons will be at least good with some evidence of outstanding practice. All teaching over time is good Has high expectations for behaviour. Has clear boundaries in class and around school	All lessons will be at least good with many outstanding. All teaching over time is good; some outstanding features. Evidence of sharing best practice to support other staff members. Has high expectations for behaviour; able to give advice to colleagues and contribute to school developments
Professional Outcomes	1.1(2); 1.2(1,2,3); 1.5(1); 1.6(3,4); Preamble	Almost all pupils achieve in line with school expectations	All pupils achieve in line with school expectations and some exceed them	Significant numbers of pupils exceed school expectations
Professional Relationships	1.1(1); 1.6(4); 1.7(4); 1.8(2,3,5); 2.1(1,3,4); Preamble	Positive professional relationships established with pupils, parents and colleagues	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges.
Professional Development	1.2(4,5); 1.3(1,2,4,5); 1.4(5); 1.5(2,3,4); 1.6(1); 1.8(4); 2.1(2); 2.3; Preamble	Develops professional practice in line with advice from more experienced colleagues. Able with support to identify key professional development needs	Takes a proactive role in identifying areas for professional development and accessing advice. Keeps up to date with changes and adapts practice accordingly	Proactively leads professional development of others in a way which leads to improved outcomes for pupils (e.g. INSET and Professional Development Meetings).
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for personal and professional conduct set out in the Teachers' Standards	Meets the standards for personal and professional conduct set out in the Teachers' Standards	Consistently meets the standards for personal and professional conduct set out in the Teachers' Standards

Appendix H – Defining Good and Outstanding Performance



Defining Good and Outstanding Performance

The School Pay Policy states that “in order for main pay scale teachers to progress by one reference point annually teachers will need to have met their objectives and shown they are fully competent in all elements of the Teachers’ Standards. Teaching and Learning should be consistently GOOD as defined by OfSTED.”

If a teacher (main or upper pay scale) has excelled over the duration of the academic year being assessed, enhanced pay progression may be considered and in such cases teaching and learning should be consistently OUTSTANDING as defined by OfSTED.

This document outlines the performance criteria considered for GOOD vs. OUTSTANDING. It will be used to support pay progression to reflect different levels of performance.

	GOOD	OUTSTANDING
National Teacher Standards	National standards are being met overall.	National standards are met overall and there is evidence of strength attributed to the many standards (outstanding judgements in Standards Tracker are backed up by secure evidence).
Appraisal Objectives	Appraisal objectives are met.	Appraisal objectives are exceeded.
Teaching Observed	Teaching overall is good. <ul style="list-style-type: none"> Lesson observations are judged good. Learning Walks are good. 	Teaching observed is outstanding. <ul style="list-style-type: none"> At least 75% of lesson observations are judged outstanding. Learning Walks are generally outstanding.
Pupil Progress	Pupil progress is at least good The majority of pupils achieve in line with progress expectations. The percentage of pupils making expected progress and exceeding is close to or above national figures. The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. Parkland Federation - Children make at least 6 points progress (Target Tracker).	Pupils make rapid and sustained progress and learn exceptionally well. Almost all pupils achieve in line with progress expectations and a significant number exceed them. The percentage of pupils making more than expected progress is at least in-line with national figures. Support is often given to other colleagues to ensure that all children are making most progress possible. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
Pupil Attainment	The majority of pupils meet their academic performance targets.	The majority of pupils exceed their academic performance targets.

	<p>The majority of pupil attainment in Reading, Writing, Mathematics is in-line with national averages (or the gap is closing quickly) within the teacher's control (e.g. mobility, attendance, SEN need).</p> <p>Pupils falling behind are identified at Pupil Progress Meetings and wave 1 and wave 2 interventions are immediately put in place.</p>	<p>The majority of pupil attainment is above national averages in Reading, Writing, and Mathematics within the teacher's control.</p> <p>Teachers independently identify and support any pupil who is falling behind, and enables almost all to catch up.</p>
Feedback and Marking	<p>Work scrutiny shows careful marking together with well-judged and thoughtful feedback that signposts the next steps in learning (improvement prompt).</p> <p>The school's Feedback and Marking Policy is consistently applied in all subjects.</p> <p>Pupil work scrutiny and evidence in lessons shows responses to teacher feedback.</p>	<p>Work scrutiny reveals exceptional quality in marking and feedback.</p> <p>Pupils use teacher feedback effectively for subsequent work.</p> <p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p> <p>The teacher is positively enforces the school's Feedback and Marking Policy and supports other teachers. Teacher and peer-marking is used as an exemplar by other teachers.</p>
Planning	<p>Planning non-negotiables are adhered.</p> <p>Planning is always good and appropriate to the group being taught.</p> <p>Statutory requirements are met and all subjects are planned as identified on the year group's curriculum map.</p>	<p>Planning non-negotiables are adhered.</p> <p>Teachers plan lessons very effectively, making maximum use of lesson time.</p> <p>Planning is exceptional and can be used as a model for training other staff.</p> <p>Subject content is introduced progressively and constantly demands more of pupils.</p> <p>Statutory requirements are planned and taught, as identified on the year group's curriculum map. Children's knowledge is outstanding as a result.</p> <p>Teacher challenges students, has high expectations and inspires pupils through his/her enthusiasm, positivity and exceptional planning.</p>
Teacher Subject Knowledge	<p>Teacher subject knowledge is secure in all areas.</p> <p>Teachers have secure knowledge of year group expectations for English, Mathematics and Science.</p>	<p>Teacher demonstrates deep knowledge and understanding of the subjects they teach and end of year expectations.</p> <p>Teachers use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content.</p> <p>Teachers identify pupils' common misconceptions and act to ensure they are corrected.</p>
Behaviour Management	<p>Rules and rewards are consistent with the school's Behaviour Policy.</p>	<p>The teacher has exceptional classroom management. They manage</p>

	The teacher actively supports behaviour in and around the school.	behaviour highly effectively with clear rules that are consistently enforced. The teacher actively supports behaviour in and around the school. The teacher is proactive in encouraging a positive ethos in and around the school by rewarding positive behaviours and challenging negative. The teacher supports colleagues with any behavioural needs.
Learning Environment	A conducive learning environment is maintained which promotes independent and enjoyment of learning. Children access resources independently. Teacher acts as a good role model by showing respect for resources.	Consistently demonstrates high standards in the learning environment, including communal areas. The teacher uses the learning environment to actively promote engagement of learning. Children access resources independently. Teacher acts as a good role model by showing respect for resources and challenges those who do not.
Expectations	A safe and stimulating environment for pupils is established, based on mutual respect. Teacher accepts that poverty is no excuse for underachievement. No excuses / accepts accountability.	Teacher is determined that pupils achieve well, regardless of barriers e.g. SEND, Disadvantaged learners. Pupils are encouraged to try hard and take pride in all aspects of their work. Teacher has high expectations of all pupils' attitudes to learning. Teacher has created a culture that enables pupils to excel. Teacher identifies individual pupil barriers and supports accordingly. No excuses / accepts accountability.
Relationships with Parents	Relationships with parents are positive.	Teacher actively works with parents. Teacher actively leads parental engagement activities.
Middle Leadership (Subject / Phase / Focus Based)	Deadlines are met. Requests are followed through.	Deadlines are consistently met. Teacher promotes their focus area whole-school and acts as a champion. Whole-school impact. Passion influences others.

		Teacher supports colleagues with areas for development.
Professional Conduct	<p>The teacher demonstrates consistently the positive attitudes, values and behaviour which are expected of both pupils and staff.</p> <p>Teacher consistently acts with honesty and integrity.</p> <p>Professional relationships, at all levels, are positive.</p> <p>Teacher works with parents in the best interests of their pupils.</p> <p>Teacher has proper and professional regard for policies and practices of the school in which they teach.</p> <p>The teacher makes a positive contribution to the wider life and ethos of the school.</p>	<p>Professional Conduct is always 'good,' as defined by the Teachers' Standards (see 'good' section of this document). In addition:</p> <ul style="list-style-type: none"> • Teacher behaves in a manner that helps to set the ethos of the whole school and ensure it is maintained by all staff and all pupils; including challenging when necessary. • The teacher is prepared to discuss issues with staff and pupils where the Vision and Values are not being observed. • The teacher does not allow observed unprofessional conduct to influence their own.

Moving Forward Together