



**RAINE’S FOUNDATION SCHOOL**

A Voluntary Aided Church of England School

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“Achieving Excellence by Unlocking Potential”

**TEACHERS’ PAY POLICY**

**Change History**

Date	What changed	Committee Date Approved
21 September 2016	Full review	18 October 2016
Derivation Revision Policy		

*Dear Colleagues*

***2016-2017 School Teachers' Pay Policy***

*Please find attached the draft of Raine's Foundation School teachers' Pay Policy for the 2016-2017 academic year.*

*The only change compared to last year's policy is that the rates of pay incorporate the 1% pay rise award*

*As was the case last year as a maintained school we cannot award an automatic 1% pay rise but Paragraph 7.5 of the policy sets out how classroom teachers who are not able to move up an increment can access the 1% pay rise and how those classroom teachers failing to move up an increment can still access the pay rise if a minimum level of performance is achieved.*

## **1. INTRODUCTION**

- 1.1 This policy sets out the framework of Raine's Foundation School for making decisions on teachers' pay. It has been developed in consultation with staff and unions and updated to take into account the latest **Ofsted School Inspection Handbook** and the School Teachers' Pay and Conditions Document 2016 ("**STPCD 2016**") issued on 10 August 2016 and the suggestions of the NUT and NASUWT.
- 1.2 In this policy "School Leader" means a person employed on the Leadership Pay Range" and does not include School Business Manager or Bursar.
- 1.3 In preparing this policy we have considered the extracts from Ofsted documentation at **Appendix 2**.
- 1.4 We will have regard to the Guidance attached to **STPCD 2016**.
- 1.5 As we are a maintained school, this policy is subordinate to **STPCD 2016**.
- 1.6 This policy is to be reviewed annually and updated with any increases in pay and allowances or changes to terms and conditions.

## **2. OUR OVERRIDING PURPOSE**

- 2.1 Our aim is for all teaching in all lessons by all teachers to be good or outstanding to ensure the best possible education for all our pupils. This policy supports that aim by:
- (a) supporting the recruitment and retention of a high quality teacher workforce;
  - (b) recognising and rewarding teachers appropriately for their contribution to the School; and
  - (c) ensuring that decisions on pay are managed in a fair, just and transparent way focusing on the central importance of high quality teaching and learning, improving standards and making a positive impact on pupil progress and outcomes.
- 2.2 This policy refers to the **Teachers' Standards**. By way of a reminder, **Part I** of the Standards requires a teacher to:
- (a) set high expectations which inspire, motivate and challenge pupils;
  - (b) promote good progress and outcomes by pupils;
  - (c) demonstrate good subject and curriculum knowledge;
  - (d) plan and teach well structured lessons;
  - (e) adapt teaching to respond to the strengths and needs of all pupils;
  - (f) make accurate and productive use of assessment;
  - (g) manage behaviour effectively to ensure a good and safe learning environment; and
  - (h) fulfil wider professional responsibilities.

2.3 **Part II** of the Standards requires a teacher to:

- (a) demonstrate consistently high standards of personal and professional conduct;
- (b) uphold public trust in the profession and maintaining high standards of ethics and behaviour, within and outside school, by:
  - (i) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
  - (ii) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
  - (iii) showing tolerance of and respect for the rights of others;
  - (iv) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
  - (v) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- (c) have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality; and
- (d) have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### 3. DELEGATION OF POWERS FOR PAY DECISIONS

3.1 Decisions relating to pay awards shall be made in accordance with the chart below.

<i>Role</i>	<i>Recommender</i>	<i>Decision Maker/ Reviewer</i>	<i>Appeal</i>
Headteacher	Leadership Appraisal Group	Leadership Appraisal Group	Pay Appeal Panel
Other Leadership Team Members	Headteacher	Leadership Appraisal Group	Pay Appeal Panel
Upper Pay Range (including decision to join Upper Pay Range)	School Leader	Headteacher	Pay Appeal Panel
Leading Practitioners	School Leader	Headteacher	Pay Appeal Panel

TLR Holders	School Leader	Headteacher	Pay Appeal Panel
Other teaching staff	School Leader or a TLR Holder	Headteacher	Pay Appeal Panel

- 3.2 The Headteacher may choose to involve members of the School's Leadership team in assessing evidence before making a decision or recommendation.
- 3.3 The Leadership Appraisal Group shall comprise three non-staff governors.
- 3.4 The Leadership Appraisal Group shall be supported by an External Adviser in relation to the setting of the Headteacher's objectives and appraising performance against those objectives, the Teachers' Standards and their job description. The Leadership Appraisal Group shall receive a report from the Headteacher on the objectives and appraisal of the other members of staff on the Leadership Pay Range.
- 3.5 The Leadership Appraisal Group shall report to the Governing Body (excluding staff governors and as a confidential item) the objectives set for the Headteacher for the coming year, the numbers of staff on the Leadership Pay Range who were appraised during the appraisal cycle, the number of such staff who were given an incremental pay rise, the total cost (including on costs) of the Leadership Pay Range for the Academic Year ended and the total anticipated cost for the current academic year on the basis of the pay rises approved.
- 3.6 The Pay Appeal Panel shall comprise three non-staff governors not previously involved in the matter.
- 3.7 If you are dissatisfied with a pay decision under this policy you may request a review by the decision maker which will involve a personal hearing held within 10 working days of the original decision and at which you may be accompanied by a Permitted Companion. Any hearing above shall follow the agenda at **Appendix 3.1**.
- 3.8 If you are dissatisfied with the pay decision after the review you may appeal within 5 working days of the review decision, in accordance with 3.1 above. An appeal hearing will be heard within 15 working days of the appeal. You may be accompanied by a Permitted Companion. The appeal decision is final. Any hearing above shall follow the agenda at **Appendix 3.2**.

#### 4. LEADERSHIP PAY RANGE

- 4.1 The Leadership Pay Range is set out in **Appendix 1**. Headteachers shall be on a seven point pay band within that Range and other School Leaders shall be on a five point pay band within that Range.
- 4.2 For Headteachers promoted to or at the top of the Pay Range for the ISR Group of the School, pay will be frozen at the 2014/15 value of the that point, as set out in the table at the bottom of **Appendix 1**.
- 4.3 Neither a new post on the Leadership Pay Range nor any vacant post on the Leadership Pay Range will be advertised without prior approval of the Governing Body who shall set the appropriate range for the relevant role by reference to **STPCD 2016**. These arrangements differ from those in place in previous years.

- 4.4 There is no right of appeal against the salary level to which a person is appointed.
- 4.5 Progression on the Leadership Pay Range will follow **Paragraph 11 STPCD 2016** and related guidance or advice which requires that there will be no progression unless there has been sustained high quality of performance judged against:
- (a) performance objectives;
  - (b) specific job descriptions; and
  - (c) the Teachers’ Standards.
- 4.6 No points’ progression will be awarded to any School Leader if during the appraisal period or before the pay review the School has been assessed by Ofsted as inadequate or requiring improvement.
- 4.7
- (a) School Leaders who are on L1 or Headteachers who are at the bottom of the Pay Range for the ISR Group and who do not meet the requirements to progress a point on their pay band shall nevertheless move to the 2016/17 value of their current pay point as permitted by the Clause ii of the section in **Part 1 STPCD 2016** headed “September 2016 pay award”.
  - (b) School Leaders who are not on the bottom of their pay band and who do not meet the requirements to progress a point on their pay band shall move to the 2016/17 value of their current pay point unless any of the following statements is true:
    - (i) the School Leader has at any time during the appraisal period or before the pay review been given a warning under our Disciplinary or Capability policies
    - (ii) During the appraisal period or before the pay review the School has been assessed by Ofsted as inadequate or requiring improvement.
- 4.8 **Paragraph 10 STPCD 2016** details the process for making payments to Headteachers for clearly temporary responsibilities or for duties additional to those for which their salary was determined. Such payments are capped at 25% of basic salary and must not when combined with salary or basic pay exceed the headteacher group determined under **Paragraphs 5-9 STPCD 2016**.
- 4.9 TLRs may not be paid to School Leaders.
- 4.10 The current pay bands for roles on the Leadership Pay Range are:

<b>Group</b>	<b>Range of Spine Points</b>
<b>1</b>	L6 – L9
<b>2</b>	L9 – L16
<b>3</b>	L16 - L21
<b>4</b>	L21 - L27
<b>5</b>	L27 - L34

6	L34 - L39
7	L39 – L44
8	L44 – L48

## 5. BASIC PAY DETERMINATION ON APPOINTMENT – CLASSROOM TEACHERS

- 5.1 Any vacant posts for classroom teachers will be advertised as being between the minimum of the Main Pay Range and the maximum of the Upper Pay Range.
- 5.2 On appointment, the Headteacher will determine the starting salary within those ranges to be offered to the successful candidate in conjunction with any Governor involved in the recruitment process.
- 5.3 In making such determinations, a range of factors may be considered including the following:
- (a) the current salary earned by the candidate;
  - (b) the requirements of the post;
  - (c) any specialist knowledge required for the post;
  - (d) the experience required to undertake the specific duties of the post;
  - (e) the wider school context;
  - (f) the local labour market for teachers of particular subjects;
  - (g) the candidate's academic qualifications;
  - (h) the candidate's experience of teaching; and
  - (i) any verified evidence of the candidate's responsibility for improvement in pupil progress achievement or attainment or in modelling school improvement.
- 5.4 There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school but the School anticipates it will be an unusual occurrence to pay less than the candidate was previously earning.
- 5.5 There is no right of appeal against the salary level to which a person is appointed.
- 5.6 Teachers employed on an ongoing basis who work less than a full working week are deemed to be part-time. We 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. We shall follow **Paragraphs 39- 43 of the STPCD 2016 Guidance**.
- 5.7 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

## 6. PAY REVIEW PROCESS

- 6.1 All teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the School's Teacher Appraisal Policy.
- 6.2 We 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.
- 6.3 Where a pay determination leads or may lead to the start of a period of safeguarding, the School will give the required notification as soon as possible and no later than one month after the date of the determination.

## 7. EVIDENCE BASE FOR PAY PROGRESSION FOR CLASSROOM TEACHERS

- 7.1 In coming to make a pay recommendation in the teacher's appraisal and in coming to make a decision on that recommendation or on an appeal in relation to that decision, a holistic consideration of all of the following evidence and sources of guidance will be given:
- (a) Evidence
- (i) the teacher's self-appraisal;
  - (ii) the appraiser's mid-year and final reviews;
  - (iii) information from line manager;
  - (iv) data tracking pupil progress;
  - (v) lesson observations;
  - (vi) learning walks;
  - (vii) book reviews;
  - (viii) work scrutiny;
  - (ix) homework tracking;
  - (x) examination results;
  - (xi) teacher's attendance and punctuality record; and
  - (xii) any additional evidence supplied by the teacher.
- (b) Sources of guidance
- (i) job description for each role held by the teacher;
  - (ii) the Teachers' Standards;
  - (iii) the progression benchmarks for Main Pay Range and Upper Pay Range teachers set out at **Appendix 5**
  - (iv) relevant Ofsted grade descriptors; and
  - (v) the expectations of each role held by the teacher given the teacher's length of time in the profession.
- 7.2 Our appraisal process will include an appropriate mechanism to ensure that performance objectives and pay recommendations to the relevant decision maker are moderated.
- 7.3 We will ensure that those making pay recommendations and decisions are trained or experienced in such matters and have sufficient time to undertake the process.
- 7.4 We shall budget on the basis that all staff will progress one increment.

- 7.5 Teachers who do not meet the requirements to progress a point on their pay band shall move to the 2016/17 value of their current pay point unless any of the following statements is true:
- (i) the teacher has at any time during the appraisal period or before the pay review been given a warning under our Disciplinary policy, and
  - (ii) the teacher has at any time during the appraisal period or before the pay review been given a warning under our Capability policy.

## **8. THE MAIN PAY RANGE**

The Main Pay Range is set out at **Appendix 1**.

## **9. MAIN PAY RANGE PROGRESSION**

### **Evidential expectation**

- 9.1 As a teacher progresses through the Main Pay Range their objectives will naturally become more challenging and judgements will need to be based on secure evidence of:

- (a) increasing quality of teaching and learning;
- (b) an increasingly positive impact on pupil progress;
- (c) an increasing impact on wider outcomes for pupils;
- (d) improvements in specific elements of practice identified in the appraisal process to the teacher;
- (e) an increasing contribution to the work of the School;
- (f) an increasing impact on the effectiveness of colleagues and staff;
- (g) increasingly good behaviour management; and
- (h) increasingly positive use of assessment for learning and differentiation.

### **Standard progression**

- 9.2 A teacher will **only** progress one point on the Main Pay Range if all of the following conditions are met in relation to the appraisal cycle:

- (a) the teacher has fully met all the Teachers' Standards;
- (b) the teacher has substantially or significantly met all objectives set for the appraisal cycle;
- (c) the teacher has delivered teaching which is at least consistently good or better in the light of all evidence;
- (d) the teacher has brought about expected levels of pupil progress; and
- (e) the teacher has not been issued with a formal warning under either the disciplinary or capability process (not overturned on appeal) during the appraisal cycle.

**A teacher who has not met all of these conditions will not be entitled to an incremental pay award on the Main Pay Range.**

**No exceptional progression**

9.3 A teacher on the Main Pay Range may not progress more than one point on the Main Pay Range in the year. ]

**10. THE UPPER PAY RANGE**

10.1 The Upper Pay Range is set out at **Appendix 1**.

10.2 Any qualified teacher within the School (even if not yet at M6) may apply to be promoted to the Upper Pay Range. Only one such application may be made in an academic year and must be made by 31 October of that year.

10.3 If a person is placed on the Upper Pay Range that promotion will take effect immediately unless further evidence is required to support the application, e.g. examination results, when it will be implemented from the date the evidence is presented. It will not be backdated to the start of the academic year or the date of the application.

10.4 Applications should be made to the Headteacher in writing, using the School's application form, with whatever supporting evidence the teacher considers appropriate.

10.5 The Headteacher may only allow a teacher to join the Upper Pay Range if the Headteacher is satisfied that:

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

10.6 To pass these two tests, the teacher must demonstrate clear and secure evidence covering a period of at least 2 years of:

- (a) all their teaching being at least consistently good with a significant proportion outstanding;
- (b) excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards and of developing adherence to those Standards by colleagues;
- (c) consistently positive impact on pupil progress to achieve or exceed expected outcomes;
- (d) consistently positive impact on raising standards across the School, not just in the teacher's own classroom;
- (e) effectively demonstrating to colleagues good and outstanding teaching and learning practice and how to make a contribution to the work of the School;
- (f) effectively working collaboratively across the School in a wider role or outside the School;
- (g) effectively leading and developing a team; and
- (h) effective or innovative use of CPD opportunities.

**11. PROGRESSION THROUGH THE UPPER PAY RANGE**

**Evidential expectation**

- 11.1 A teacher's objectives will become more challenging as they progress through the Upper Pay Range and judgements will need to be based on evidence of:
- (a) an increasing and sustained high quality of teaching and learning;
  - (b) an increasing sustained and consistently positive impact on pupil progress;
  - (c) an increasing sustained and consistent impact on wider outcomes for pupils;
  - (d) improvements in specific elements of practice identified to the teacher;
  - (e) compliance with the "Post Threshold" Standards set out in **Appendix 4**;
  - (f) an increasing sustained and consistent contribution to the work of the School; and
  - (g) an increasing sustained and consistent impact on the effectiveness of colleagues and staff.

### **Standard Progression**

- 11.2 A teacher will be recommended for a one point rise on the Upper Pay Range if:
- (a) they have remained highly competent and their contribution to the School has remained substantial and sustained for at least two consecutive years;
  - (b) the teacher has been assessed under the appraisal process as having fully and consistently met the Teachers' Standards for two consecutive years;
  - (c) the teacher's teaching has been mostly outstanding for two consecutive years for progress from U1 to U2 and wholly outstanding for two consecutive years for progress from U2 to U3;
  - (d) the pupils taught by the teacher have made better than expected progress over two consecutive years;
  - (e) all of the teacher's objectives have been fully met for two consecutive years; and
  - (f) the teacher has not been issued with a formal warning under either the disciplinary or capability process (not overturned on appeal) during the previous two appraisal cycles.

**A teacher who has not met all of these conditions will not be entitled to an incremental pay award on the Upper Pay Range.**

### **No exceptional progression**

- 11.3 A teacher may not progress more than one point on the Upper Pay Range every two years.

## **12. LEADING PRACTITIONERS**

- 12.1 The Leading Practitioner Pay Range will have the same 18 points as L1-L18 on the Leadership Pay Range as set out in **Appendix 1** as LP1-LP18.
- 12.2 Leading Practitioner roles (which must have the primary purpose of modelling and leading improvement of teaching skills) may only be advertised with the approval of the Governing Body.
- 12.3 The Leading Practitioner will be appointed on a five-point range on the above range.

12.4 TLRs may not be paid to Leading Practitioners.

### **13. PROGRESSION THROUGH THE LEADING PRACTITIONER PAY RANGE**

#### **Evidential expectation**

13.1 A teacher's objectives will become more challenging as they progress through the Leading Practitioner Pay Range and judgements will need to be based on evidence of:

- (a) an increasing and sustained high quality of teaching and learning;
- (b) an increasing sustained and consistently positive impact on pupil progress;
- (c) an increasing sustained and consistent impact on wider outcomes for pupils;
- (d) improvements in specific elements of practice identified to the teacher;
- (e) an increasing sustained and consistent contribution to the work of the School; and
- (f) an increasing sustained and consistent impact on the effectiveness of colleagues and staff.

#### **Standard progression**

13.2 A Leading Practitioner may be progressed one point within their range if:

- (a) the teacher has fully met all the Teachers' Standards for two consecutive years;
- (b) the teacher has fully met objectives set for two consecutive appraisal cycles;
- (c) the teacher has delivered consistently outstanding teaching for two years;
- (d) the teacher has brought about better than expected levels of pupil progress for two years; and
- (e) the teacher has not been issued with a formal warning under either the disciplinary or capability process (not overturned on appeal) during the previous two years appraisal cycles.

#### **No exceptional progression**

13.3 A Leading Practitioner may not progress more than one point on their range each year.

### **14. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS**

14.1 TLR 1 and 2 payments are allowed only for posts of significant responsibility which:

- (a) are focused on teaching and learning;
- (b) require exercise of professional skills and judgement;
- (c) require leading managing or developing a subject or curriculum area or pupil development across the curriculum; and

- (d) have an impact on the educational progress of pupils other than the teacher's own class involves leading developing and enhancing the teaching practice of other staff.
- 14.2 A TLR 1 post must also involve management responsibility for a significant number of people.
- 14.3 Teachers will not be expected to undertake such additional responsibilities without payment of a permanent TLR 1 or TLR 2.
- 14.4 TLR1 and 2s may only be awarded on a temporary basis to a teacher occupying the post temporarily for secondments, maternity cover, sick leave or vacancies pending permanent appointment. The teacher must be notified at the start of a temporary TLR1 and 2 of either the date or circumstances in which the temporary TLR 1 or 2 will end.
- 14.5 The **STPCD 2014** removed the requirement for a gap of £1,500 between each TLR point. We have decided to retain that gap so that there are clear distinctions between roles.
- 14.6 The values for TLR 1 for 2016/17 (which must fall between £7,621 and £11,137) are as follows:  
TP1A: £7,621  
TP1B: £10,234  
TP1C: £11,137

The values for TLR 2 TLR 2 for 2016/17 (which must fall between £2,639 and £6,500) are as follows:

TP2A: £2,639  
TP2B: £4,545  
TP2C: £6,500

- 14.7 TLR1 and TLR2s may only be created as part of the staffing structure by Governing Body.
- 14.8 We may make use of TLR3 which must fall between the minimum and maximum set out in **Appendix 1** per annum to classroom teachers, a classroom teacher for clearly time-limited school improvement projects, or one off externally driven responsibilities. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Each such TLR3 must be advertised internally and requires prior approval of the Governing Body. A TLR3 is not subject to salary safeguarding.
- 14.9 No TLR is payable to a member of the Leadership Pay Range or the Leading Practitioner Pay Range.
- 14.10 All TLR payments are pensionable under the Teachers' Pension Scheme.

## **15. UNQUALIFIED TEACHERS**

- 15.1 The Unqualified Teachers Pay Range (UNQ) is at **Appendix 1**.
- 15.2 Pay reviews for unqualified teachers shall follow the same process as for teachers on the Main Pay Range but taking into account the lack of Qualified Teacher Status and the need to evidence substantial progress to achieving the Teachers' Standards.

## **16. RECRUITMENT AND RETENTION ALLOWANCES AND INCENTIVES**

16.1 We will follow the requirements of **Paragraph 27 STPCD 2016** in relation to the use of such allowances and incentives and will review the use of existing and future allowances annually.

16.2 Recruitment and Retention Allowances and Incentives require the prior approval of the Governing Body.

16.3 All Recruitment and Retention Allowances are pensionable under the Teachers' Pension Scheme.

## **17. SPECIAL NEEDS ALLOWANCE**

Special Needs Allowances between the minimum and maximum set out in **Appendix 1** may be awarded in accordance with **Paragraph 21 STPCD 2016**.

## **18. ADDITIONAL PAYMENTS**

18.1 We shall not make additional payments to staff:

- (a) for CPD outside of the school day;
- (b) activities relating to the provision of initial teacher training as part of ordinary conduct of the School;
- (c) participation in out-of-school hours learning activity agreed by the Headteacher;
- (d) additional responsibilities and activities due to or in respect of the provision of service by a headteacher relating to the raising of educational standards to one or more additional schools

18.2 All additional payments are pensionable under the Teachers' Pension Scheme.

## **19. ACTING ALLOWANCES**

We will follow **Paragraph 23 STPCD 2016** which governs the use of acting allowances for persons temporarily filling roles on the Leadership Pay Range.

## **20. SALARY SACRIFICE ARRANGEMENTS**

Where such arrangements are in place **Paragraph 28 STPCD 2016** shall apply to the relevant teacher.

## **21. BONUSES AND HONORARIA**

We will not, as a matter of law, make any payment in the form of a bonus or honorarium.

## **22. FREEDOM OF INFORMATION ACT**

This policy is disclosable under the Freedom of Information Act.

## **23. RETENTION OF RECORDS**

Given the ongoing need to ensure equal pay the School shall retain all paperwork relating to any decision whether or not to make a pay rise and shall not destroy any records until at least 7 years after the relevant employee has ceased to be employed by the School.

#### **24. MATERNITY AND OTHER ABSENCES**

- 24.1 A teacher who is absent from work on maternity leave at the time of the annual pay review in September/October, shall have a pay decision made on the basis of all available evidence for the previous appraisal year. This evidence may include the performance of pupils whom the teacher taught prior to maternity leave in exams taken during the teacher's maternity leave.
- 24.2 In the unlikely event of there being no evidence at all on which to base a pay decision because of a teacher's absence on maternity leave the School may make a pay decision based on the previous two years' performance and appraisals.
- 24.3 Where a pay decision requires evidence of two years performance this period may be extended to three years if the teacher was absent for one year on maternity leave.
- 24.4 The purpose of these provisions is to ensure that a teacher on maternity leave is not unfairly prejudiced in her career progression. We believe that this is a proportionate approach as it does not give an automatic pay rise but rather allows one that is connected to past performance.
- 24.5 For other absences such as long term sick or prolonged suspension we will follow the same principles in this section 24.

#### **25. MONITORING**

We will monitor the implementation of this policy and the Headteacher will present annually to the Governing Body the data at **Paragraph 163** of the **July 2014 Ofsted Inspection Handbook** extracted at **Appendix 2**.

#### **26. SAFEGUARDING**

We will follow the requirements of STPCD 2015 (Section 5) in relation to the safeguarding of teachers salaries, taking into account sections 6.3 and 14.9 of this document.

**Appendix 1 – Teachers' Pay Ranges 2016/17 FOR ALL MAINTAINED SCHOOLS**

	Inner London	Outer London	Fringe Area	England & Wales		Inner London	Outer London	Fringe Area	England & Wales
UNQ 1	20,701	19,553	17,542	16,461	L19	68,107	63,830	61,810	60,733
UNQ 2	22,615	21,469	19,455	18,376	L20	69,613	65,334	63,321	62,240
UNQ 3	24,530	23,384	21,370	20,289	L21	71,153	66,876	64,864	63,779
UNQ 4	26,444	25,301	23,284	22,204	L22	72,737	68,454	66,443	65,363
UNQ 5	28,357	27,214	24,199	24,120	L23	74,350	70,073	68,057	66,982
UNQ 6	30,270	29,130	27,112	26,034	L24	76,017	71,736	69,725	68,643
M1	28,098	26,139	23,547	22,467	L25	77,719	73,442	71,425	70,349
M2	29,563	27,759	25,321	24,243	L26	79,459	75,182	73,171	72,089
M3	31,103	29,477	27,269	26,192	L27	81,244	76,968	74,952	73,876
M4	32,724	31,302	29,292	28,207	L28	83,079	78,802	76,783	75,708
M5	35,242	33,957	31,508	30,430	L29	84,957	80,674	78,663	77,583
M6	38,241	36,906	34,209	33,160	L30	86,886	82,605	80,587	79,514
U1	43,184	39,127	36,650	35,571	L31	88,853	84,576	82,560	81,478
U2	45,306	40,575	37,966	36,889	L32	90,874	86,595	84,585	83,503
U3	38,250	42,077	39,331	38,250	L33	92,951	88,675	86,660	85,579
L1/LP1	46,350	42,077	40,057	38,984	L34	95,067	90,789	88,775	87,694
L2/LP2	47,330	43,055	41,036	39,960	L35	97,247	92,967	90,955	89,874
L3/LP3	48,332	44,049	42,033	40,958	L36	99,469	95,189	93,177	92,099
L4/LP4	49,350	45,074	43,058	41,978	L37	101,765	97,484	95,467	94,389
L5/LP5	50,401	46,120	44,104	43,023	L38	104,094	99,818	97,802	96,724
L6/LP6	51,476	47,195	45,181	44,102	L39	106,451	102,173	100,156	99,081
L7/LP7	52,667	48,386	46,371	45,290	L40	108,930	104,650	102,636	101,554
L8/LP8	53,709	49,429	47,409	46,335	L41	111,469	107,187	105,170	104,091
L9/LP9	54,862	50,584	48,569	47,492	L42	114,070	109,789	107,780	106,699
L10/LP10	56,083	51,806	49,788	48,711	L43	115,582	111,346	109,354	108,283
L11/LP11	57,344	53,066	51,050	49,976		<b>TLR 1</b>	<b>TLR 2</b>	<b>TLR 3</b>	<b>SEN A</b>
L12/LP12	58,501	54,223	52,207	51,127	MIN	7,622	2,640	523	2,085
L13/LP13	59,778	55,503	53,486	52,405	MAX	12,898	6,450	2,603	4,116
L14/LP14	61,084	56,801	54,790	53,712					
L15/LP15	62,416	58,138	56,122	55,049	UNQ	Unqualified	Pay Range		
L16/LP16	63,886	59,605	57,591	56,511	M	Main Pay	Range		
L17/LP17	65,185	60,905	58,896	57,810	U	Upper Pay	Range		
L18/LP18	66,638	62,361	60,341	59,264	LP	Learning Practitioner	Range		
					L	Leadership	Pay Range		

GROUP	
1	L6 - 18
2	L8 - 21
3	L11- 24
4	L14- 27
5	L18- 31
6	L21- 35
7	L24- 39

**Inner London:** Barking and Dagenham, Brent, Camden, City of London, Ealing, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Islington, Kensington, Chelsea, Lambeth, Lewisham, Merton, Newham, Southwark, Tower Hamlets, Wandsworth, Westminster.

**Outer London:** Barnet, Bexley, Bromley, Croydon, Enfield, Harrow, Havering, Hillingdon, Hounslow, Kingston-upon-Thames, Redbridge, Richmond-upon-Thames, Sutton and Waltham Forest.

**Fringe Area:** Basildon, Bracknell Forest, Brentwood, Broxbourne, Chiltern, Crawley, Dacorum, Dartford, East Hertfordshire, Epping Forest, Harlow, Hertsmere, St Albans, Sevenoaks Slough, South Buckinghamshire, Surrey, Three Rivers, Thurrock, Watford, Welwyn Hatfield, and Windsor and Maidenhead.

**Appendix 2 – Extracts from OFSTED School Inspection Handbooks**

**September 2016 Ofsted Framework for Inspection:**

**Quality of leadership in, and management of, the School**

1. Inspection examines the impact of all leaders, including those responsible for governance, and evaluates how efficiently and effectively the school is managed. In particular, inspection focuses on how effectively leadership and management at all levels promote improved teaching, as judged within the context of the school, and enable all pupils to overcome specific barriers to learning, for example through the effective use of the pupil premium.
2. Inspectors will consider the extent to which leaders and managers:
  - demonstrate an ambitious vision for the school and high expectations of all pupils and teachers
  - improve the school and develop its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among all staff
  - ensure that all teaching staff benefit from appropriate professional development and that performance is rigorously managed
  - accurately evaluate the school's strengths and weaknesses and use their findings to promote improvement
  - provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development
  - promote pupils' learning and progress in literacy
  - engage parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development
  - take steps to promote the safety of all pupils and ensure that they are safe in school.
3. Inspectors will also evaluate how effectively governors, or those with a similar responsibility, challenge and hold senior leaders to account for all aspects of the school's performance and ensure financial stability.

**January 2014 School Inspection Handbook:**

- **the use of performance management and effectiveness of strategies for improving teaching, including the extent to which the school takes account of the 'Teachers' Standards'<sup>1</sup> – this is demonstrated through:**
- the effectiveness of procedures for monitoring the quality of teaching and learning and the extent to which underperformance is tackled
- a strong link between performance management and appraisal and salary progression
- the coherence and effectiveness of the programme of professional development, and the opportunities provided for promotion. Particular attention should be given to the extent to

which professional development is based on the identified needs of staff and the needs of newly qualified teachers and teachers at an early stage of their career

- the accuracy with which best practice is identified, modelled and shared
  - **the effectiveness of governance including how well governors:**
- ensure clarity of vision, ethos and strategic direction
- contribute to the school's self-evaluation and understand its strengths and weaknesses, including the impact of their own work
- support and strengthen school leadership, including by developing their own skills
- provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results
- use performance management systems, including the performance management of the headteacher, to improve teaching, leadership and management

#### **January 2014 Subsidiary guidance to Inspectors:**

##### Performance management

- In reaching their judgement on leadership and management, inspectors evaluate how well the headteacher/principal, and where relevant, other senior staff are managing staff performance and using the staff budget to differentiate appropriately between high and low performers. However, inspectors do not consider or report on any individual's performance or whether the quality of teaching of an individual is accurately reflected in that individual's progression on the salary spine.
- Inspectors consider the extent to which the headteacher/principal ensures that all staff undergo performance management procedures which enable them to benefit from appropriate professional development. Where teachers' performance is less than good, inspectors will seek evidence that this is rigorously managed, and that appropriate training and support are provided. Where teachers' performance is good, inspectors will expect to see evidence that this is recognised through the performance management process.
- Inspectors should ask the headteacher for anonymised information from the last three years, which shows the proportions of teachers who have:
  - progressed along the main pay scale o progressed to, and through, the upper pay scale o progressed along the leadership scale
  - received additional responsibility payments, such as teaching and learning responsibility payments and special needs allowances.
- The information provided should include information about patterns of progression through the different salary scale points, and comparisons between subject departments and/or teachers deployed in different key stages.

- Inspectors should compare this with the overall quality of teaching, and determine whether there is a correlation between the two, and if there is none, find out why, taking into account the length of time the headteacher has been in post.
- Examples of the information headteachers could provide include:
  - the proportion of staff that progressed through thresholds over the last three years
  - the proportion that did not progress through thresholds over the last three years
  - a table showing for each salary point, the number of staff, points they have moved from, and the number that met their performance management objectives
  - performance management information the school provides to governors
  - any other relevant information with regard to the performance management process.
- The performance management information must be provided in an anonymised format which takes all reasonable steps to avoid identifying individuals in any school. Inspectors should take account of the particular concerns of those working in small schools. In all cases, the information provided:
  - must be recorded in such a way that individual members of staff are not identified on inspectors' evidence forms or in inspection reports
  - must not leave the school site or must not be sent to inspectors electronically.

**Appendix 3 – Agendas**

**3.1 Agenda for Personal Hearing with Decision maker**

**1. Introductions**

Having agreed the order of the agenda with all present, the original decision maker introduces them self and allows an opportunity for all others present to do so.

**2. Nature of the complaint**

The original decision maker checks that all parties have the relevant documents and identifies the specific complaint.

**3. Presentation by the decision maker**

The original decision maker explains that basis on which the original pay decision was made. This may include oral statements from the appraiser or pay recommender.

**4. Questions by member of staff**

The member of staff and/or companion may question the original decision maker and any other person giving oral statements.

**5. Presentation by member of staff**

The member of staff concerned and/or companion presents their case. Witnesses may be called.

**6. Questions by school management**

The original decision maker may question at this point in the procedure.

**7. Final statement by member of staff**

### **3.2 Agenda for Pay Appeal Panel Hearing**

#### **1. Introductions**

Having agreed the order of the agenda with all present, the Headteacher/chair introduces her/himself and allows an opportunity for all others present to do so.

#### **2. Nature of the complaint**

The Chair of the Pay Appeal Panel checks that all parties have the relevant documents and identifies the specific complaint.

#### **3. Presentation by management**

The original decision maker explains that basis on which the original pay decision was made. This may include oral statements from the appraiser or pay recommender.

#### **4. Questions by member of staff**

The member of staff and/or companion may question the original decision maker and any other person giving oral statements.

#### **5. Questions by the Panel**

Members of the Pay Appeal Panel may question may question the original decision maker and any other person giving oral statements.

#### **6. Presentation by member of staff**

The member of staff concerned and/or companion presents their case. Witnesses may be called.

#### **7. Questions by original decision maker**

The original decision maker may question at this point in the procedure.

#### **8. Questions by the Panel**

Members of the Pay Appeal Panel may question may question the original decision maker and any other person giving oral statements.

#### **9. Final statement by the Original Decision Maker**

The original decision maker may make a final statement.

**[Appendix 4 – Post Threshold Standards]**

*Frameworks*

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

*Teaching and learning*

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

*Assessment and monitoring*

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

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

*Subjects and curriculum*

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

*Health and well-being*

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

*Planning*

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

*Teaching*

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

*Team working and collaboration*

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

### Appendix 5 - Progression Benchmarks

In this school, judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to:

- *impact on pupil progress*
- *impact on wider outcomes for pupils*
- *improvements in specific elements of practice, such as behaviour management or lesson planning;*
- *impact on effectiveness of teachers or other staff; wider contribution to the work of the school).*

The rate of progression will be differentiated according to an individual teacher's performance

- *'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; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and 'sustained' means maintained continuously over a long period of 2 school year(s)*