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*Maple Medical PRU*

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# **PAY POLICY**

## **September 2018**

## **Policy for determining teachers' pay**

### **The Management Committee of Maple Medical PRU**

**adopted this policy on 02/10/18**

#### **INTRODUCTION**

1. This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions. A copy of this policy will be sent to all staff and a copy of all relevant documents on pay and conditions will be made available to staff by the school.
2. In adopting this pay policy the aim is to:
  - Ensure that decisions are evidence based in every case
  - assure the quality of teaching and learning at the school;
  - support recruitment and retention and reward teachers appropriately; and
  - ensure accountability, transparency, objectivity and equality of opportunity.<sup>1</sup>
3. Pay decisions at this school are made by the Management Committee which has delegated certain responsibilities and decision making powers to the Pay Committee as set out in Appendix One. The Pay Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the Management Committee, and shall have full authority to take pay decisions on behalf of the Management Committee in accordance with this policy. The head teacher shall make recommendations regarding teachers' pay to the pay Committee.

#### **PAY REVIEWS**

4. The Management Committee will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 30 November 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.
5. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
6. Where a pay determination leads or may lead to the start of a period of safeguarding, the Management Committee will give the required notification as soon as possible and no later than one month after the date of the determination.

<sup>1</sup> Including compliance with equalities legislation i.e. Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012

## **BASIC PAY DETERMINATION ON APPOINTMENT**

7. The Management Committee will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate, subject to the conditions outlined in paragraph 8.
8. In making such determinations, the Management Committee may take into account a range of factors including:
  - *The nature of the post*
  - *The level of qualifications, skills and experience required*
  - *Market conditions*
  - *The needs of the school*
  - *The school staffing profile*
  - *The School Improvement Plan*
- 8.1 In this school the Management Committee will, where a candidate is on the main pay scale offer to at least match their existing salary. Where a candidate is on the Upper pay scale the school will make an offer to the individual based on their performance and information from the interview process.
- 8.2 Where a candidate has had three or more consecutive years away from the profession of teaching the Management Committee will offer a salary based on the knowledge, skills and performance at interview.

### **Classroom teacher posts**

9. The Management Committee has established that it will continue to use the main pay scale and the upper pay scale as reference points only for pay.
10. The Management Committee undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

### **Leading Practitioner teacher posts**

11. The Management Committee will in the event of appointing a leading practitioner pay a salary within the minimum and maximum in line with the STPCD
12. Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.
13. When determining the pay scales for such posts, the Management Committee and the Head teacher will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.
14. The policy of the Management Committee is to appoint any new Leading Practitioner teacher at the bottom point of the pay range.
15. The Management Committee will establish such posts from 1 September 2013 for all teachers previously employed in the school as Advanced Skills Teachers or Excellent

Teachers and will pay them at a scale point in line with the salary range for advanced skills teachers.

### **Unqualified teachers**

16. The Management Committee has established the following pay scale for unqualified teachers employed in classroom teacher posts, this is shown at appendix 7

### **Leadership teacher posts (head teacher, deputy & assistant head teachers)**

17. The pay ranges for the head teacher, deputy head teacher[s] and assistant head teacher[s] will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities. The determination of leadership group pay introduced in 2014 should be applied to individuals appointed to a leadership post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date. Schools may choose to review the pay of all of their leadership posts in accordance with the new arrangements introduced in the 2014 document if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014. See Appendix 6 for the determination of Head teacher, deputy and assistant head teacher pay.
18. Determination of temporary payments to the head teacher will be determined by the Management Committee for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. The total sum of the temporary payments made to a headteacher in accordance with the STPCD in any school year must not exceed 25% of the annual salary which is otherwise payable to the headteacher and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group.
19. The Management Committee will normally appoint new leadership teachers at the bottom point of the relevant pay range, however they can use their discretion to appoint based on the process set out at Appendix 6.
20. The Management Committee will pay teachers as deputy or assistant head teachers only where the Management Committee is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –
  - (a) is focused on teaching and learning;
  - (b) requires the exercise of a teacher's professional skills and judgment;
  - (c) requires the teacher to lead and manage the school through:
    - development of teaching and learning priorities across the school;
    - accountability for the standards of achievement and behaviour of pupils across the school;
    - accountability for the planning and deployment of the school's resources;
    - leading policy development and implementation across the school in accordance with statutory provisions;

- managing whole school operational activity;
  - working with external bodies and agencies; and
  - securing pupils' access to their educational entitlements;
- (d) has an impact on the educational progress of the school's pupils;
- (e) involves leading, developing and enhancing the teaching practice of the school's staff; and
- (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.
21. In the case of a deputy head teacher post, the Management Committee must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an assistant head teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the head teacher.

## **PAY PROGRESSION BASED ON PERFORMANCE**

22. The arrangements for teacher appraisal are set out in the school's appraisal policy.
23. Decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and the criteria as determined by the school and set out at Appendix 5. In the case of NQTs, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
24. The Management Committee is committed to ensuring that decisions relating to pay will be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions
25. A range of evidence will be used including and giving priority to performance management /appraisal process.
26. Where teachers have joined the school part way through a performance management/appraisal cycle, the Management Committee will, where necessary, seek evidence from the previous schools to assist pay decisions and will seek evidence from the teachers themselves.
27. Employees who are on maternity leave at any point during the annual cycle of appraisal and pay decisions will, as detailed in point 5 have a review meeting with their appraiser to set objectives. A range of evidence from the previous cycle and the return to work period will be used to inform pay decisions in line with the criteria determined by the school.
28. Teachers' performance management/appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Management Committee, having regard to the performance management/appraisal report and the criteria as outlined in the pay policy, taking into account advice from the senior leadership team.
29. The Management Committee will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
30. All teachers can expect progression to the top of their pay range as a result of successfully meeting the criteria for progression as defined in this policy. The school

promotes and encourages outstanding performance in its teachers, therefore teachers who demonstrate consistent and sustained outstanding performance will have access to accelerated progression as set out in Appendix 5.

31. The awarding body will make pay decisions according to the criteria for progression set out appendix 5.
32. Teachers at this school are encouraged to maintain their own evidence file of CPD.

### **Leadership teachers (Head teacher, deputy & assistant head teachers)**

33. The head teacher, deputy head teacher(s) and assistant head teacher(s) will be awarded additional scale points in accordance with the provisions of the STPCD i.e. they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress. Pay decision will be clearly attributable to the performance of the individual.

## **MOVEMENT TO THE UPPER PAY RANGE**

### **Applications and Evidence**

34. Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.
35. Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix 3) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.
36. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or schools. This school will not be bound by any pay decision made by another school.

### **The Assessment**

37. An application from a qualified teacher will be successful where the Management Committee is satisfied that:
  - (a) the teacher is highly competent in all elements of the relevant standards; and
  - (b) the teacher's achievements and contribution to the school are substantial and sustained.
38. In this school highly competent means:
  - Performance is not only good but it is also good enough to provide coaching and mentoring to other teachers including staff meetings/policies etc.
  - Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards
  - Makes a clear wider contributions to the work of the school in addition to their high quality work in the classroom

Substantial means:

- Consistently plays a critical role in the life of the school
- Provides a role model for teaching and learning and in their personal and professional responsibilities
- Makes distinctive contribution to the raising of pupil standards
- Takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

Sustained means:

- High level performance sustained over at least 2 school years (the most recent)

39. In making its decision, the Management Committee will have regard to the two most recent performance management/appraisal reviews and additional evidence to demonstrate point 37 (a) and (b). Reviews will be deemed to be successful if the teacher demonstrates that they meet all of criteria under point 38.

**Processes and procedures**

40. The assessment will be made within 10 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the head teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's general appeals arrangements.

**PART-TIME TEACHERS**

41. Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Management Committee will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

**SHORT NOTICE/SUPPLY TEACHERS**

42. 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.

43. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

## **PAY INCREASES ARISING FROM CHANGES TO THE STPCD**

44. The school is committed to awarding the pay uplift resulting from national pay awards (as outlined in the STPCD) to all existing pay points and allowances for all teachers where indicated. Where the STPCD states that the school must determine how to apply uplifts the school's pay committee will make the decision taking account of recommendations and the guidance in the STPCD.

## **DISCRETIONARY ALLOWANCES AND PAYMENTS**

### **Teaching & Learning Responsibility Payments (TLRs)**

45. The Management Committee pays TLR 1 and 2 payments to teachers in line with the STPCD as updated from time to time
46. The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payment, the Management Committee must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

  - a. is focused on teaching and learning;
  - b. requires the exercise of a teacher's professional skills and judgement;
  - c. requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
  - d. has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
  - e. involves leading, developing and enhancing the teaching practice of other staff.
47. In addition, before awarding a TLR1 payment, the Management Committee must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
48. The relevant body may award a fixed term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvements projects, or one off externally driven responsibilities. The annual value of a TLR3 must be no less and no greater than specified in the STPCD. 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. Where a TLR3 is awarded to a part time teacher it must be paid pro rata basis.

See Appendix 7 for the rates of pay for allowances

### **Special educational needs (SEN) allowances**

49. The Management Committee will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.

50. The value of SEN allowances to be paid at the school will be no less and no more than the amounts set out in the STPCD.

### **Acting allowances**

51. Where any teacher is required to act as head teacher, deputy head teacher or assistant head teacher for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.
52. Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

### **OTHER PAYMENTS**

#### **Continuing professional development outside directed time; Initial teacher training activities; and Out-of-school learning activities**

53. The Management Committee may make additional payments to teachers (including the head teacher) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment. Payment will only be considered where the activities involve a substantial and on-going commitment and in particular where this involved working with pupils or others at weekends or during school holiday periods.

#### **Recruitment and retention incentives and benefits**

54. Where the Management Committee wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in the documents associated with the decision made by the relevant committee. Such payments will be reviewed annually.
- 54.1 Headteachers, deputy headteachers and assistant headteachers may not be awarded payments relating to recruitment or retention incentives, other than as reimbursement of reasonable incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher including non-monetary benefits must be taken into account when determining the pay range.

### **SAFEGUARDING**

55. The Management Committee will operate salary safeguarding arrangements in line with the provisions of the STPCD.

### **APPEALS**

56. The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

## **MONITORING THE IMPACT OF THE POLICY**

57. The Management Committee will monitor the outcomes and impact of this policy on an annual basis

## **APPENDIX ONE**

### **REMIT FOR THE PAY COMMITTEE OF THE MANAGEMENT COMMITTEE**

The Pay Committee will comprise at least three Management Committee members. Employees of the school are not restricted from being a member of the Management Committee, however employees who are members of the Management Committee and

Management Committee members related to individuals will not be considered for the pay committee as there may be a conflict of interest.

### **Establishment of the policy**

The Pay Committee is responsible for:

- establishing the policy, in consultation with the head teacher, staff and trade union representatives, and submitting it to the Management Committee for approval.

The Management Committee is responsible for:

- formal approval of the policy.

### **Monitoring and review of the policy**

The Pay Committee is responsible for:

- reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives; and submitting it to the Management Committee for approval.

The Management Committee is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

### **Application of the policy**

The head teacher is responsible for:

- ensuring that pay recommendations for the deputy and assistant head teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

### **The Pay Committee is responsible for:**

- taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher;
- taking decisions regarding the pay of the head teacher following consideration of the recommendations of the Management Committee members responsible for the head teacher's performance review;
- submitting reports of these decisions to the Management Committee; and
- ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

### **The Appeals Committee of the Management Committee is responsible for:**

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

## **APPENDIX TWO**

### **PAY APPEALS PROCEDURE**

The Management Committee is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

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

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

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

- a) incorrectly applied any provision of the STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three Management Committee members who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows.

### **Introductions**

Chair introduces everyone and what their role is:

- Self as Chair
- other panel member(s) (if applicable)
- employee
- employee representative
- any witnesses for the employee side
- management representative who will state the management case
- any witnesses for the management side
- person who will clerk the meeting
- HR manager to give advice to the panel

Goes over the order of the hearing:

- Employee will state their case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Appellant to sum up
- Manager to sum up
- Chair to adjourn hearing to deliberate

### **The employee case**

Employee/representative presents employee case:

- what is the evidence that supports their case
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

### **The management case**

Management representative presents management case:

- what is the evidence that supports the disputed pay decision
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

**Summing up**

If appropriate, the Chair can sum up the key points on both sides.

**End of hearing**

Chair ends the hearing and advises employee that will let him/her have the panel's decision in writing within timescale

Chair advises employee that he/she will have a right of appeal and that the letter will contain full details

**Decision-making**

HR clerk notes Main points of panel discussion and their decision

Panel obtains HR advice if required to inform their decision-making

**Communication of decision**

Employee is notified of decision

Decision and reason for the decision confirmed in writing, within 10 working days.

**APPENDIX THREE**

**UPPER PAY RANGE APPLICATION FORM**

**Teacher's Details:**

Name \_\_\_\_\_

Post \_\_\_\_\_

**PM/Appraisal Details:**

Years covered by planning/review statements

Schools covered by planning/review statements

Self Evaluation – How I meet Threshold standards with associated evidence or evidence sources.

Teachers are responsible for providing the relevant evidence

**Declaration:**

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period, together with the relevant evidence to meet the school's criteria.

**Applicant's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **APPENDIX FOUR**

### **UPPER PAY RANGE PROGRESSION CRITERIA**

#### **(1) Professional attributes**

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

#### **(2) Professional knowledge and understanding**

- 2.1 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.
- 2.2 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.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

#### **(3) Professional skills**

- 3.1 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.
- 3.2 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.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## APPENDIX FIVE

### SCHOOL STAFFING STRUCTURE AND SALARY VALUES

#### Pupil Progress measures

For teachers in KS1 and KS2 pupil progress measures will relate to reading, writing and mathematics.

For teachers in F1 pupil progress measures will relate to the prime areas:

- Personal, social and emotional development
- Communication and language
- Physical development

For teachers in F2 pupil progress measures will relate to the prime area of

- Communication and language
- Literacy
- Mathematics

#### No Progression Criteria

In all pay bands, where a teacher has not met their objectives and throughout the cycle of appraisal and termly one to one meetings further support has been provided, but the objectives and standards have still not been met, and they do not meet the minimum criteria for one point progression, no progression will be awarded.

#### Teachers Pay Band 1 – Developing Teacher

##### MPS1 to MPS3A (see appendix 7)

#### ACHIEVING GOOD - Progression by one 1 point

In order to progress by one point, for example from MPS1 to MPS 2, a teacher needs to have met all their objectives under the School's appraisal policy and meet all of the criteria below:

Criteria	The Quality of T&L	Appraisal Objectives	Pupil Achievement (Appraisal Objective 1)
	<ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• Pupil Progress</li> <li>• Work Scrutiny (including marking and feedback)</li> </ul>	<ul style="list-style-type: none"> <li>• Objective 1 - Pupil Achievement</li> <li>• Objective 2 - Specific T&amp;L target linked to M&amp;E</li> <li>• Objective 3 - CPD/Leadership Development</li> </ul>	Cohort specific attainment (% ARE) targets, based on prior attainment and progress towards achieving ARE in reading, writing, maths and SPAG
<b>Standards</b>	Teaching & Learning is <b>good overall</b> although some minor aspects may require improvement. No aspects are inadequate	Objectives largely met	Achievement objective largely met
<b>Evidence Used</b>	Evidence from lesson observations, pupil interviews and work scrutinies.	Evidence from appraisal process	Pupil Achievement data

## Teachers Pay Band 1 – Developing Teacher

### ASPIRING TO OUTSTANDING - Progression by 1.5 pay points

In order to progress by 1.5 points, for example from MPS1 to MPS 2A, a teacher needs to have met all their objectives under the School's appraisal policy and meet all of the criteria below:

Criteria	The Quality of T&L	Appraisal Objectives	Pupil Achievement (Appraisal Objective 1)
	<ul style="list-style-type: none"> <li>Lesson Observations</li> <li>Pupil Progress</li> <li>Work Scrutiny (including marking and feedback)</li> </ul>	<ul style="list-style-type: none"> <li>Objective 1 - Pupil Achievement</li> <li>Objective 2 - Specific T&amp;L target linked to M&amp;E</li> <li>Objective 3 - CPD/Leadership Development</li> </ul>	Cohort specific attainment (% ARE) targets, based on prior attainment and progress towards achieving ARE in reading, writing, maths and SPAG
<b>Standards</b>	Teaching & Learning is <b>at least good</b> in all elements with <b>some outstanding</b> elements.	Objectives fully met	Achievement objective fully met
<b>Evidence Used</b>	Evidence from lesson observations, pupil interviews and work scrutinies.	Evidence from appraisal process	Pupil Achievement data

### ACHIEVING OUTSTANDING - Progression by 2 pay points

In order to progress by 2 points, for example from MPS1 to MPS 3, a teacher needs to have met all their objectives under the School's appraisal policy and meet all of the criteria below:

Criteria	The Quality of T&L	Appraisal Objectives	Pupil Achievement (Appraisal Objective 1)
	<ul style="list-style-type: none"> <li>Lesson Observations</li> <li>Pupil Progress</li> <li>Work Scrutiny (including marking and feedback)</li> </ul>	<ul style="list-style-type: none"> <li>Objective 1 - Pupil Achievement</li> <li>Objective 2 - Specific T&amp;L target linked to M&amp;E</li> <li>Objective 3 - CPD/Leadership Development</li> </ul>	Cohort specific attainment (% ARE) targets, based on prior attainment and progress towards achieving ARE in reading, writing, maths and SPAG
<b>Standards</b>	Teaching & Learning is <b>outstanding overall</b> with most elements outstanding and nothing less than good	Objectives fully met and may be exceeded.	Achievement objective fully met and may be exceeded
<b>Evidence Used</b>	Evidence from lesson observations, pupil interviews and work scrutinies.	Evidence from appraisal process.	Pupil Achievement data

## Teachers Pay Band 2 – Accomplished Teacher

### MPS4 to MPS6A (see appendix 7)

#### ACHIEVING GOOD - Progression by one 1 point

In order to progress by one point, for example from MPS3 to MPS 4, a teacher needs to have met all their objectives under the School's appraisal policy and meet all of the criteria below:

Criteria	The Quality of T&L	Appraisal Objectives	Pupil Achievement (Appraisal Objective 1)
	<ul style="list-style-type: none"> <li>Lesson Observations</li> <li>Pupil Progress</li> <li>Work Scrutiny (including marking and feedback)</li> </ul>	<ul style="list-style-type: none"> <li>Objective 1 - Pupil Achievement</li> <li>Objective 2 - Specific T&amp;L target linked to M&amp;E</li> <li>Objective 3 - CPD/Leadership Development</li> </ul>	Cohort specific attainment (% ARE) targets, based on prior attainment and progress towards achieving ARE in reading, writing, maths and SPAG
<b>Standards</b>	Teaching & Learning is <b>at least good</b> in all elements with <b>some outstanding</b> elements	Objectives fully met.	Pupil achievement objective fully met.
<b>Evidence Used</b>	Evidence from lesson observations, pupil interviews and work scrutinies.	Evidence from appraisal process.	Pupil Achievement data

## Teachers Pay Band 2 – Accomplished Teacher

### ASPIRING TO OUTSTANDING - Progression by 1.5 pay points

In order to progress by 1.5 points, for example from MPS4 to MPS5A, a teacher needs to have met all their objectives under the School's appraisal policy and meet all of the criteria below:

Criteria	The Quality of T&L	Appraisal Objectives	Pupil Achievement (Appraisal Objective 1)
	<ul style="list-style-type: none"> <li>Lesson Observations</li> <li>Pupil Progress</li> <li>Work Scrutiny (including marking and feedback)</li> </ul>	<ul style="list-style-type: none"> <li>Objective 1 - Pupil Achievement</li> <li>Objective 2 - Specific T&amp;L target linked to M&amp;E</li> <li>Objective 3 - CPD/Leadership Development</li> </ul>	Cohort specific attainment (% ARE) targets, based on prior attainment and progress towards achieving ARE in reading, writing, maths and SPAG
<b>Standards</b>	Teaching & Learning is <b>outstanding overall</b> with most elements outstanding and nothing less than good	Objectives fully met and may be exceeded.	Achievement objective fully met and may be exceeded
<b>Evidence Used</b>	Evidence from lesson observations, pupil interviews and work scrutinies.	Evidence from appraisal process	Pupil Achievement data

#### ACHIEVING OUTSTANDING - Progression by 2 pay points

In order to progress by 2 points, for example from MPS4 to MPS6, a teacher needs to have met all their objectives under the School's appraisal policy and meet all of the criteria below:

Teachers who are on MPS 6 but do not fully meet the criteria for Pay Band 3 - Expert Teacher, may be awarded progression to MPS 6A if they largely satisfy the criteria

Criteria	The Quality of T&L	Appraisal Objectives	Pupil Achievement (Appraisal Objective 1)
	<ul style="list-style-type: none"> <li>Lesson Observations</li> <li>Pupil Progress</li> <li>Work Scrutiny (including marking and feedback)</li> </ul>	<ul style="list-style-type: none"> <li>Objective 1- Pupil Achievement</li> <li>Objective 2 - Specific T&amp;L target linked to M&amp;E</li> <li>Objective 3 - CPD/Leadership Development</li> </ul>	Cohort specific attainment (% ARE) targets, based on prior attainment and progress towards achieving ARE in reading, writing, maths and SPAG
Standards	Almost all elements of Teaching & Learning are outstanding. Takes a proactive role in improving the teaching and learning of other staff with proven impact on the overall quality of teaching and learning across the school	Objectives fully met and may be exceeded.	Achievement objective fully met and may be exceeded
Evidence Used	Evidence from lesson observations, pupil interviews and work scrutinies.	Evidence from appraisal process	Pupil Achievement data

### Teachers Pay Band 3 – Expert Teacher

#### UPS1 to UPS3 (see appendix 7)

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

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

In this school highly competent means:

- Performance fully meets the criteria for at least ASPIRING TO BE OUTSTANDING
- Performance is not only good but it is also good enough to provide coaching and mentoring to other teachers including staff meetings/policies etc
- Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards
- Makes a clear wider contributions to the work of the school in addition to their high quality work in the classroom

Substantial means:

- Consistently plays a critical role in the life of the school
- Provides a role model for teaching and learning and in their personal and professional responsibilities
- Makes distinctive contribution to the raising of pupil standards
- Takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

Sustained means:

- High level performance sustained over at least 2 school years (the most recent)

In making its decision, the Management Committee will have regard to the two most recent performance management/appraisal reviews and additional evidence to demonstrate point 37 (a) and (b). Reviews will be deemed to be successful if the teacher demonstrates that they meet all of criteria under point 38.

### Teaching and Learning Criteria

	<b>3 observations per cycle</b>	<b>4 observations per cycle</b>	<b>5 observations per cycle</b>	<b>6 observations per cycle</b>
<b>some</b>	1	1	1	1
<b>majority</b>	2	2/3	3	3/4
<b>almost all</b>	2 with some significant elements in next grade	3	4	5
<b>all</b>	3	4	5	6

### Pupil Progress Criteria

	<b>Percentage</b>
<b>some</b>	25%
<b>majority</b>	>50%
<b>most</b>	75%
<b>almost all</b>	90%
<b>all</b>	100%

The term '**expected progress**' will be agreed and defined within the context of the school and established through the school's Performance Management process.

## APPENDIX 6

### DETERMINATION OF LEADERSHIP PAY RANGE ON APPOINTMENT

#### PART A – DETERMINING THE HEAD TEACHER PAY RANGE FOR NEW HEAD TEACHER APPOINTMENTS

The diagram below setting out the recommended three stage process for determining the head teacher pay range for new head teacher appointments. It is based on the non-statutory guidance provided by the School Teachers' Pay Review Body on page 24 of in its Twenty-Third Report (2014). Text in the right-hand column is additional guidance on the content of School Teachers' Pay and Conditions Document (2015) relating to the process.

Emboldened text in *italics* in the right-hand column is not statutory, but is recommended practice for governing bodies to **adopt as policy**.

			<b>Additional guidance with <i>Recommended Policy</i> from 1<sup>st</sup> Sept 2015</b>
<b>1</b>	<b>Define the job</b> Set out the responsibilities, accountabilities and expected outcomes for the job as well as the skills and competence required.	<b>Set head teacher group</b> Determine which head teacher pay group is appropriate for the school using the total unit score (for all schools if permanent responsibility for more than one school)	STPCD (2015) continues to specify eight head teacher pay groups calculated by reference to total unit scores. Each of the eight pay groups has a defined pay range.
<b>2</b>	Management Committee should exercise discretion at these stages.	<b>Context</b> Make an assessment of your school's context and the complexity of the head teacher role.	
		<b>Set indicative head teacher pay range</b> Define a narrower head teacher pay range (within the broader head teacher pay group) that is appropriate for the head teacher role in your school.	i. STPCD(2015) specifies that the maximum of the head teacher pay range should not <u>normally</u> exceed the maximum of the head teacher pay group applicable to the school (see 1 above). However, the head teacher's pay range <u>may</u> exceed the maximum of the head teacher's pay group by no more than 25% in <u>exceptional</u> cases and where supported by a business case.

			<p>ii. STPCD (2015) does not require the use of reference points from the leadership range to set either the maximum or minimum of the head teacher pay range or progression points within the head teacher pay range.</p> <p><b><i>The Management Committee of this school will continue to use reference points in setting the maximum and minimum of the head teacher pay range and progression points within the pay range.</i></b></p> <p>iii. STPCD (2015) does not require that the head teacher pay range consists of seven consecutive points.</p> <p><b><i>The Management Committee of this school will consider in line with the recommended approach the number of points in the pay range</i></b></p> <p>iv. STPCD (2015) specifies that the pay range for a deputy or assistant head teacher should only overlap the head teacher's pay range in exceptional circumstances.</p> <p><b><i>The Management Committee of this school will ensure that the <u>minimum</u> of the head teacher's pay range is:</i></b></p> <p><b><i>a) At least the next point higher on the leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school</i></b></p> <p><b><i>b) At least the next point higher on the leadership range than the salary of the highest paid classroom teacher in the school</i></b></p>
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		<p><b>Review Benchmarks</b> Refer to available benchmark data to ensure that the assessment of context is accurate.</p>	<p>v. No national information is currently available to support school in benchmarking the head teacher salary range.</p>
		<p><b>Advertise</b> Publish and advert for the head teacher position which details responsibilities, accountabilities and expected outcomes along with the person specification.</p>	
3	Governing bodies should exercise discretion at these stages.	<p><b>Select</b> Undertake the selection process.</p>	
		<p><b>Assess</b> Assess the candidate against the skills and competencies required.</p>	
		<p><b>Decide starting salary</b> Set head teacher pay range and starting salary for the head teacher taking into account decisions made above, but also considering candidate specific factors. Allow scope for performance related progression over time.</p>	<p>vi. STPCD (2015) specifies that, in the case the case of a new appointment, the Management Committee may wish to consider adjusting the head teacher pay range (decided at Stage 2 above) to take account of how closely their preferred candidate meets the requirements of the post. See note (ii) above on the maximum salary allowed.</p> <p>vii. STPCD (2015) specifies that in determining the starting salary in relation to the head teacher pay range, the Management Committee must seek to ensure that there is appropriate scope within the range to allow for performance related progress over time</p>

			<p><b><i>The Management Committee will seek to ensure that, in deciding the starting salary within the head teacher pay range determined, there are a minimum of four points available for subsequent performance related pay progression linked to the annual appraisal process.</i></b></p>
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## PART B – DETERMINING THE PAY RANGE FOR NEW DEPUTY OR ASSISTANT HEAD TEACHER APPOINTMENTS AFTER 1<sup>ST</sup> SEPTEMBER 2014

The diagram below setting out the recommended three stage process for determining the head teacher pay range for new deputy or assistant head teacher appointments after 1<sup>st</sup> September 2014 is based on the non-statutory guidance provided by the School Teachers' Pay Review Body on page 26 of in its Twenty-Third Report (2014).

Emboldened text in *italics* in the right-hand column is not statutory, but is recommended practice for governing bodies to **adopt as policy**.

			<b>Additional guidance with <i>Recommended Policy</i> from 1<sup>st</sup> Sept 2014</b>
1		<b>Define the job</b> Set out the responsibilities and accountabilities as well as the skills and level of competence required.	
		<b>Consider the specific role</b> <ul style="list-style-type: none"> <li>• Make an assessment of whether the role and its responsibilities and accountabilities are significant, distinct from other leadership posts and have whole school responsibilities.</li> <li>• Consider how the role fits within the wider leadership structure of the school.</li> </ul>	
2	Management Committee should exercise discretion at these stages.	<b>Consider fit with pay ranges for other posts</b> After considering the significance of the role and the responsibilities and accountabilities, assess where pay should sit relative to other posts.	
		<b>Set indicative pay range</b> Define a pay range that is appropriate for the DHT / AHT role in your school.	i. STPCD (2015) does not require the use of reference points from the leadership range to set either the maximum or minimum of the pay

			<p>range for DHT / AHT appointments or progression points within the pay range.</p> <p><b><i>The Management Committee of this school will continue to use reference points in setting the maximum and minimum of the pay range and progression points within the pay range for DHT / AHT appointments.</i></b></p> <p>ii. STPCD (2015) does not require the pay range for DHT / AHT appointments to consist of five consecutive points.</p> <p><b><i>The Management Committee of this school will consider in line with the recommended approach the number of points in the pay range</i></b></p> <p>iii. STPCD (2015) specifies that the pay range for a deputy or assistant head teacher should only overlap the head teacher's pay range in exceptional circumstances.</p> <p><b><i>The Management Committee of this school will ensure that the <u>minimum</u> of the head teacher's pay range is at least the next point higher on the leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school.</i></b></p> <p>iv. STPCD (2015) no longer specifies a minimum differential between the minimum of the deputy head teacher's pay range and the salary of the highest paid assistant head teacher or the highest paid classroom teacher.</p> <p><b><i>The Management Committee of this school will ensure that the <u>minimum</u> of the deputy</i></b></p>
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			<p><b>head teacher's pay range is not less than the next leadership point above the salary of the highest paid classroom teacher (excluding Leading Practitioners) and the minimum of the assistant head teacher's pay range of the highest paid assistant head teacher.</b></p> <p>v. STPCD (2015) does not require a minimum differential between the minimum of the assistant head teacher's pay range and the salary of the highest paid classroom teacher.</p> <p><b>The Management Committee of this school will ensure that the <u>minimum</u> of the assistant head teacher's pay range is not less than the next leadership reference point above the salary of the highest paid classroom teacher (excluding Leading Practitioners).</b></p>
		<p><b>Advertise</b> Publish and advert for the post (if appropriate) which details responsibilities and accountabilities along with the person specification.</p>	
3	Governing bodies should exercise discretion at these stages.	<p><b>Select</b> Undertake the selection process.</p>	
		<p><b>Assess</b> Assess the candidate against the skills and competencies required.</p>	
		<p><b>Decide starting salary</b> Set pay range and starting salary for the DHT / AHT taking into account decisions made above</p>	<p>vi. STPCD (2015) specifies that, in the case of a new appointment, the Management Committee may wish to consider adjusting the</p>

		<p>but also considering candidate specific factors.  Allow scope for performance related progression over time.</p>	<p>pay range for DHT / AHT appointments (decided at Stage 2 above) to take account of how closely their preferred candidate meets the requirements of the post.</p> <p>vii. STPCD (2014) specifies that in deciding the starting salary in relation to the pay range for DHT / AHT appointments, the Management Committee must seek to ensure that there is appropriate scope within the range to allow for performance related progress over time.</p> <p><b><i>The Management Committee will seek to ensure that, in deciding the starting salary, there are a minimum of two points available for subsequent performance related pay progression linked to the annual appraisal process.</i></b></p>
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