



The Queen's Church of England Primary School

Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.

THE QUEEN'S SCHOOL Whole School Pay Policy

Agreed by: Queen's School Governing Body
Date: October 2018

Review Cycle: Annual
Next Review Date: October 2019

All the Queen's School policies should be read in conjunction with the Equality Policy.

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The Queen's Church of England Primary School

WHOLE SCHOOL PAY POLICY

1	Introduction
2	Scope
3	Aims of Policy
4	General Statement
5	Groups covered
6	Principles
7	Machinery for considering Annual Review
8	Processes for Review
9	Summary
10	Head Teacher's role
11	All Teachers
12	The Leadership - Heads, Deputies and Assistant Head teachers
13	Support Staff
14	Conclusion
Appendix A	Appeal procedure for teachers

1. Introduction

The Queen's C of E Primary School is a church school and the Governing Body seeks to ensure that the Christian ethos permeates the whole life of the school. This policy is designed to support the ethos, enabling the recruitment, retention and development of all staff. This in turn will enable pupils to benefit from a high quality of education in an ordered Christian community. The Governing Body seeks to ensure that all staff, both teaching and support staff, are valued and receive appropriate recognition and reward for their contribution to the life of the school.

The effective running of School depends on the commitment of every person who works in it. Every member of staff is an integral part of the school community and affects its life and ethos. The School's ethos is realised through daily action. It is in the day-to-day living that the value system of the school becomes apparent; the presence of Christ should be evident to all.

2. Scope

The policy applies to everyone employed in the school whose terms and conditions are set by the Governors.

3. Aims of the Policy

- To support the school's vision plan, thus maintaining and improving the quality of education provided
- To demonstrate that the way in which the Governing Body manages its staff, in relation to pay and conditions, is fair reasonable, open and transparent
- To maintain a staffing structure which meets the needs of the school
- To ensure that all staff receive appropriate reward for the services that they provide and their contribution to school life
- To operate the pay policy and structure within the constraints of the budget.

4. General Statement

The Governing Body is responsible for drawing up a policy that sets out pay and conditions of service policy for all staff and for ensuring that it is followed. The policy is administered by the Pay Committee, which has been given delegated powers by the Governing Body to take decisions on its behalf.

The policy is reviewed by the Pay Committee on an annual basis or when other changes occur to the School Teachers Pay and Conditions Document or to the 'Green Book' for support staff. The Committee will consult fully with staff and governors and, as appropriate, with the Local Authority, trade unions, professional associations and the Southwark Diocesan Board of Education.

This policy has been drawn up in accordance with the School Teachers' Pay and Conditions Document 2018 ('the Document') and its accompanying Guidance.

Procedures for determining pay should also be consistent with the principles of public life objectivity, openness and accountability and with the school's equality policies. The Governing Body will also comply in particular with the following equalities legislation:

Employment Relations Act 1999

Equality Act 2010

Employment Rights Act 1996

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002

The Agency Workers Regulations 2010

In exercising its functions the Governing Body will adhere to the Education Act 2002. The Governing Body will act with integrity, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested parties.

The 'Whole School Pay Policy' should be made available to every member of staff and a copy should be given to each member of staff.

5. Groups covered

The groups of employees covered include: the Leadership Group - Heads, Deputies and Assistant Heads; Advanced Skills Teachers; Teachers on the Upper Pay Range; Teachers on the Main Pay Range; Unqualified Teachers; and Support Staff.

The pay arrangements for each group are governed by a different set of criteria and parameters. Careful consideration should be given to these in the annual policy review.

6. Principles

Consultation The Governing Body's Pay Committee will consult fully with members of staff, and their professional associations/unions and the Local Authority (LA) where appropriate, during each annual review. Every member of staff and governor will be entitled to a copy of the pay policy.

Diversity and Equal Opportunities The Governing Body is committed to promoting equality of opportunity and tackling unlawful discrimination as set out in our Equality Policy.

Contracts, Job Descriptions and Objectives The Headteacher will ensure that each member of staff is provided with a job description identifying key areas of responsibility, in accordance with the staffing structure agreed by the Governing Body, and that each has a contract of employment.

Job descriptions and objectives will be reviewed annually, at the time of the annual pay review and the contents will be discussed with the member of staff concerned. Job descriptions and objectives may also be reviewed from time to time, in consultation with the individual teacher concerned, in order to make reasonable changes in the light of the changing needs of the school.

Job Relativity within the School and Differentials The Governing Body will aim to maintain proper relativity between job salaries within the school. Appropriate differentials will be created and maintained between posts within the school, recognising accountability and job weight and the Governing Body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

Records Staff may have access to their salary record at any time. Records will be confidential. Once the annual review has been completed each member of staff will receive a statement summarising how their salary has been assessed (model format attached at Annex B).

Support for Staff The Governing Body will endeavour to ensure that teachers have non-contact time, for development of areas of expertise, co-ordination and planning, for identified or agreed school and teaching based activities and that all staff have good facilities in which to work.

Teaching Staff The salaries of teaching staff will be reviewed on an annual basis as described below.

Support Staff The duties of support staff should be reviewed on an annual basis and can be re-evaluated by reference to the appropriate Job Evaluation procedure.

7. Machinery for considering annual review

Pay Committee The Governing Body will appoint a Pay Committee of not less than three people to be responsible for implementing its pay policy. The Governing Body should approve the terms of reference for the Pay Committee and decide on matters of policy taking account of nationally and locally agreed conditions of service. In normal circumstances employees of the school would not be expected to be members of the Pay Committee. The Headteacher may be part of the Pay Committee as long as they are not discussing their own individual pay arrangements.

The Pay Committee will review staff salaries/wages and job descriptions and individual members of staff will be notified, after due consultation, of any variation to their salaries and/or job descriptions. A suggested format for notifying a teacher of their salary assessment/annual review is attached at Annex B.

Appeals Committee The Governing Body will call an Appeals Committee if necessary to deal with any appeals against a decision of the Pay Committee. The Appeals Committee must comprise not less than three governors, and no member of the Pay Committee should take part in the proceedings of the Appeals Committee. If a member of staff is not in agreement with the decision of the Pay Committee at the Annual Review, (s)he would have a right to appeal against the decision within 28 days to the Appeals Committee. The Appeals Procedure for teachers is set out in Annex A. For non-teaching support staff, the Schools' HR Cooperative could be asked to assess the job description (if this has not been done already), under the Authority's recognised scheme, and inform the Appeals Committee of the result of the re-evaluation.

8. Processes for Review

Annual Review Every member of the school's staff should have their job description and salary reviewed on an annual basis. This review will be overseen by the Pay Committee and this review will set the rate of pay for teaching staff. It is suggested that the annual review should take place during the Autumn term.

When a Post falls vacant The Governing Body should ensure arrangements are made to consider whether there should be any amendments to the job description/salary to reflect identified changes when a post falls vacant.

Reorganisation Whenever a change in the organisation is undertaken the Governing Body should re-examine the job descriptions of all staff affected and those who may feel they are affected, to ensure that the organisational changes are reflected in the duties, grading and salaries of the staff involved.

9. Summary

In determining a whole school pay policy the Governing Body will need to take into account the advice received in respect of national and local agreements on pay and conditions of service.

In exercising its discretionary powers to meet its own school's requirements the Governing Body will have regard to the policies of other schools in order to retain a degree of parity throughout the LA and the Diocese.

The annual review procedure is intended to support good practice in the application of governors' discretionary powers in respect of staff salaries. It is not intended to imply, or create, expectations that salaries will be updated cyclically.

10. Headteachers Role

The day to day management of the policy is delegated to the Headteacher who will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the Pay and Personnel Committee;

- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- submit pay recommendations to the Pay and Personnel Committee and ensure the committee has sufficient information upon which to make pay decisions;
- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made.

The Governing Body requires that the Headteacher, in exercising the delegated responsibilities, has appropriate regard to the budget and the requirements of employment legislation, particularly equal opportunities and equal pay legislation.

11. Teachers

To enable the policy to be applied fairly and objectively, teachers should:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made
- keep records of their objectives and review them throughout the appraisal process
- share any evidence they consider relevant with their appraiser
- ensure they have an annual review of their performance

Annual Salary Review

All teaching staff salaries, including those of the Head, Deputy Head(s) and Assistant Head(s) will be reviewed annually to take effect from 1 September each year. The Governing Body will endeavour to complete teachers' annual pay reviews by 31 October and the Headteacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

Notification of pay decisions

Decisions will be communicated to each member of staff by the Headteacher in writing and will set out the reasons why decisions have been taken. Instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

Appeals procedure

The Governing Body has an appeals procedure in relation to pay. It is set out in Annex A to this pay policy.

Performance Appraisal

The Governing Body will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers. Assessment will be based on evidence from a range of sources (see the school's appraisal policy). Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (ie application to be paid on Upper Pay Range) so that such evidence can be taken into account at the review.

The Headteacher will moderate objectives to ensure consistency and fairness; the Headteacher will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

Classroom Teacher

On appointment

The Governing Body will determine the starting salary of a vacant classroom teacher post on the main pay range or upper pay range, such as the Governing Body determines, having regard to:

- the requirements of the post;
- any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

The Governing Body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice. There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

Pay Progression based on Performance

All pay decisions made will be linked to assessments of performance and a teacher will receive a statement of their salary in October of every school year.

At The Queen's School all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.

Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the induction process. As noted below, appraisal objectives will become more challenging as the teacher progresses up the main pay range. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by ensuring that objectives and assessments are consistent by ensuring that every set of objectives and each assessment is moderated by another member of the Senior Leadership Team including by the Headteacher.

The evidence we will use can include self-assessment, peer review, tracking pupil progress, lesson observations, book scrutiny, performance of wider co-ordinator and leadership responsibilities and impact on the wider school community.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee of the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. The Pay Committee will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

In The Queen's School, judgements of performance will be made against the extent to which teachers have met their objectives and their wider contribution to the work and development of the school. Teachers will be eligible for pay progression if they have met their individual objectives and the relevant standards and how they have contributed more widely to the work of the school.

As a teacher moves up the main pay range, this evidence should show:

- an increasing positive impact on pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvements in specific elements of practice identified to the teacher, eg behaviour management or lesson planning;
- an increasing contribution to the work of the school;
- an increasing impact on the effectiveness of staff and colleagues.

Main Pay Range- Banding

The Queen's School has for the present retained the previous Main Pay Range points and has created 3 bands of practitioner within this range to aid development, progression and appraisal:

- **Band A – New Teacher** **M1 / M2**
- **Band B – Developing Teacher** **M3 / M4**
- **Band C – Established Teacher** **M5 / M6**

The pay ranges for these bands are set out in the Pay Range Appendix to this document.

All teachers at this school are expected to progress to the level of Established Practitioner as set out in the school's expectations against the Teachers' Standards. The school's framework of expectations against the Teachers' Standards for each level of practitioner is part of the Performance Appraisal Policy and should be read in conjunction with this document.

Main Pay Range Progression

Progression through the pay points and bands will be as follows:

Main Pay Range Point 1 (NQT) to Main Pay Range Point 2

On successful completion of their Induction Year NQTs will move to Main Pay Range Point 2 within Band A.

Main Pay Range Point 2 (Band A) to Main Pay Range Point 3 (Band B)

To move to Main Pay Range Point 3 in Band B a teacher will have been assessed as a competent practitioner with evidence of some outstanding practice against the Teachers' Standards expectations of a teacher. In addition, they will have demonstrated successful leadership in a coordinator role. They will have achieved their pupil progress and attainment targets in the context of any mitigating circumstances and will have completed their objectives as set at the beginning of the year.

Main Pay Range Point 3 to Main Pay Range Point 4 within Band B

To move to Main Pay Range Point 4 from Point 3 in Band B a teacher will have been assessed as a competent practitioner against the Teachers' Standards expectations of a Developing Teacher. In addition they will have demonstrated successful leadership in a coordinator role. They will have achieved their pupil progress and attainment targets in the context of any mitigating circumstances and will have completed their objectives as set at the beginning of the year.

Main Pay Range Point 4 (Band B) to Main Pay Range Point 5 (Band C)

To move to Main Pay Range Point 5 (Band C) from Point 4 in Band B a teacher will be assessed as a good practitioner with evidence of some outstanding practice against the Teachers' Standards expectations of a Developing Teacher. In addition, they will have demonstrated successful leadership of a core subject or School Vision Priority and made a significant contribution to the whole school community. They will have achieved their pupil progress and attainment targets in the context of any mitigating circumstances and will have completed their objectives as set at the beginning of the year.

Main Pay Range Point 5 to Main Pay Range Point 6 within Band C

To move to Main Pay Range Point 6 from Point 5 in Band C a teacher will have been assessed as a highly competent practitioner against the Teachers' Standards expectations of an Established Teacher. In addition, they will have demonstrated successful leadership of a core subject or School Vision Priority and made a significant contribution to the whole school community. They will have achieved their pupil progress and attainment targets in the context of any mitigating circumstances and will have completed their objectives as set at the beginning of the year.

Where the school's expectations against the Teachers' Standards for a particular level of practitioner have caused such concern that one or more of the Teachers' Standards are not met and require improvement through specific support, pay progression will be withheld. Any such concerns will be highlighted through performance management reviews throughout the year and support put in place. Withholding pay progression will not necessarily mean that a teacher will move into capability proceedings.

Upper Pay Range

Qualified teachers who have been assessed by this school as meeting the standards for payment on the Upper Pay Range will be paid in accordance with the school's upper pay range as set out in the Pay Range Appendix to this document.

Applications

Any qualified teacher may apply to be paid on the Upper Pay Range and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. Applications may be made during the Autumn term of the academic year. Assessment against the Upper Pay Range criteria and Teacher Standards expectations will be made during September of the new academic year and applicants will be advised of the outcome of their application before the end of September. The School will not be bound by any pay decision regarding the Upper Pay Range made by another school.

Criteria

An application from a qualified teacher will be successful where the Governing Body 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**

For the purposes of this pay policy:

- **'highly competent'** means
An experienced teaching practitioner whose lessons are observed as outstanding in the main and who is able and willing to provide mentoring and coaching to other teachers; to support other teachers to achieve a high level of competence in all of the Teachers' Standards; to engage in stretching professional development to support their practice and their role in supporting others.
- **'substantial'** means
To make a significantly wide contribution to the work of the school and to the development and outcomes of the School Development Plan. To be a role model for teaching and learning. To consistently demonstrate exemplary levels of professional conduct.
- **'sustained'** means
To demonstrate over a period of at least 2 years the ability to fulfil the expectations of the Teacher Standards at the Upper Pay Range and the ability to be highly competent at this level and make a substantial contribution to the school and its pupils as described above.

Assessment

The application will be assessed by a panel reviewing the previous two full year appraisal reports, CPD records maintained by the applicant, an assessment against the criteria as described above and against the Teachers' Standards expectations for the Upper Pay Range. The panel will constitute 2 governors and the Headteacher. A teacher demonstrating high levels of competence over 2 years as an Established Practitioner (paid in Band C) is deemed to have fulfilled the schools' criteria for sustained achievement. If the applicant is successful in being assessed as suitable to be paid on the Upper Pay Range it will be effective from 1st September of that year. Applicants will be notified of the outcome of their application within 1 week of their assessment by the panel. Unsuccessful applicants will be provided with comprehensive feedback as to why they were not successful and the areas where further professional development are required.

Upper Pay Range Progression

Decisions regarding pay progression for teachers on the Upper Pay Range will be made with reference to the most recent appraisal report and teachers will be eligible to progress to the next point on the school's upper pay range where:

- their appraisal outcome over the previous 2 years confirms that their performance has been assessed as highly competent as defined by the schools' expectations against the Teachers' Standards for an Upper Pay Range teacher
- they have achieved their pupil progress and attainment targets accounting for any relevant mitigation
- they have achieved the objectives set for them at the beginning of each year

Any points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another post in this school and while they are able to fulfil the wider responsibilities of the role of an Upper Pay Range teacher.

Leading Practitioner Posts

When determining the role of leading practitioner in this school, additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas of need as identified within the School Development Plan.

Leading Practitioner Range

The pay range for leading practitioner teaching posts established by the Governing Body is as set out in the Pay Range Appendix to this document.

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.

Leading Practitioner Pay Progression

The Pay Committee of the Governing Body will consider awarding one pay point on the individual range for the post having regard to evidence provided as part of the Performance Appraisal review, the appraisal report, the relevant teachers' standards and taking into account advice from senior leaders.

The evidence should show the leading practitioner:

- has made good progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, as appropriate;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

7

The definitions of 'highly competent' and 'substantial' are set out under the 'Assessment' section for progression to the Upper Pay Range

The Governing Body will be advised by the head teacher in making all such decisions.

A Leading Practitioner is not eligible for a teaching and learning responsibility payment or a special educational needs allowance.

Unqualified Teachers

An unqualified teacher is either a trainee working towards qualified teacher status, an overseas trained teacher who has not exceeded the four years they are allowed without obtaining qualified teacher status, or an instructor with a particular skill.

Unqualified Teachers' Range

The school's pay range for an unqualified teacher is as set out in the Pay Range Appendix to this document.

Unqualified Teachers' Progression

Decisions regarding pay progression will be made annually with reference to the most recent appraisal report. Decisions not to progress up the pay range will be made in circumstances where concerns about standards of performance have been raised in writing as part of the performance management/appraisal process. Any pay points awarded to unqualified teachers are permanent, while the teacher remains in the same post or takes up a new one at this school. Unqualified teachers are not eligible for teaching and learning or special educational needs allowances. The Governing Body will not determine a salary for an unqualified teacher outside of the unqualified teacher pay range.

Unqualified Teachers' Allowance

The Governing Body has the discretion to award an additional allowance to an unqualified teacher where it considers that, in the context of its staffing structure the teacher has taken on a sustained additional responsibility which is focussed on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or where the teacher holds qualifications or experience which bring added value to the role being undertaken.

Part-time Teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Headteacher or Governing Body 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. Pay progression related to performance for the relevant levels of expectation at similar pay grades will apply taking account of their part-time status and responsibilities.

Short Notice/Supply Teachers

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.

Pay increases arising from changes to the Document

All teachers will be paid in accordance with the statutory provisions of the Document as updated from time to time.

Safeguarding

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the Document.

ALLOWANCES

Teaching and Learning Responsibility (TLR) Payments

The Governing Body can award a TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of its staff structure to ensure the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

The values of the TLRs to be awarded are as set out in the Pay Range Appendix to this document.

A TLR3 will be awarded to a classroom teacher undertaking a clearly time-limited school improvement project or one-off externally driven responsibilities.

The duration of the fixed term will be established at the outset and payment will be made on a monthly basis for the duration of the fixed term.

A teacher cannot be in receipt of both TLR1 and TLR2 at the same time, however they can receive a TLR3 in addition to either TLR1 or TLR2.

Before awarding any TLR the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

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

- has an impact on the educational progress of pupils other than the teachers' assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of other staff

For payment of TLR1, the significant responsibilities must include line management responsibility for a significant number of people.

Posts attracting the level of TLR1 or TLR2 will be identified in the school's staffing structure.

All proposals for TLRs must be approved by the Governors' Pay & Personnel Committee.

Special Educational Needs Allowance

The Pay & Personnel Committee will award an SEN spot value allowance on the range set out in the Pay Range Appendix to this document to any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.

Where a SEN allowance is to be paid, the Governing Body will determine the spot value of the allowance, taking into account the structure of the school's SEN provision and following factors:

- Whether any mandatory qualifications are required for the post;
- The qualifications or expertise of the teacher relevant to the post; and
- The relative demands of the post; and
- Ensure that any SEN responsibilities are clearly specified in individual teachers' job descriptions.

In establishing appropriate values for SEN allowances, the Governing Body will ensure that values chosen are properly positioned between the established minimum and maximum values. Differential values relating to SEN roles in the school will be established to properly reflect the significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

Residential Duties

The Pay/Personnel Committee will take account of agreements reached in the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

Payment will be calculated on a daily basis pro rata of £150 per week.

ADDITIONAL PAYMENTS

In accordance with paragraph 26.1 of the Document, the Pay and Personnel Committee may, where advised by the Headteacher, authorise payments as they see fit to a teacher in respect of:

- continuing professional development undertaken outside the school day
- participation in out-of-school hours learning activity agreed between the teacher and the Headteacher or, in the case of the Headteacher, between the Headteacher and the Governing Body;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

Additional payments can be made to staff for the following activities:

- After school clubs
- Out of hours learning for example 1:1 PPG support
- Additional report writing for Private School applications
- School Journey honorariums for extended hours working

Under exceptional circumstances additional payments can be made to staff at the discretion of the Pay committee for significant activity in the following activities:

- Additional work out of school
- Continuing professional development activities
- Activities relating to Initial Teacher Training

12. Leadership teacher posts (Headteacher, Deputy and Assistant Headteacher)

Headteacher

The pay range for the Headteacher will be determined in accordance with criteria specified in the Document. The Governing Body will determine a seven point pay range for the Headteacher taking into account the school's Headteacher Group and the related pay range. The Governing Body will ensure that the minimum of the pay range:

- Is not less than the minimum of the Headteacher Group Range
- Is at least the next point higher on the leadership group range than the maximum of the pay range of any Deputy or Assistant Headteacher at the school; and
- Is at least the next point higher on the leadership group range than the salary of the highest paid classroom teacher as calculated in the Document.

The Headteacher must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress at the school, and will be subject to a review of performance against performance objectives before any incremental progression is awarded.

The Headteacher's pay will not be increased by more than two points in the course of one school year. The Governing Body will consider movement by more than one point where there is sustained outstanding or exceptional performance against defined targets or where there is evidence of sustained school improvement.

Determination of Discretionary Payments to Headteachers

The Governing Body may make a determination to pay an additional payment in the following circumstances:

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

Where the Governing Body makes a determination to pay the Headteacher additional payments, the total sum of these payments in any school year must not exceed 25% of the amount that corresponds to the Headteacher's salary.

Deputy and Assistant Headteachers

The pay range for Deputy and Assistant Headteachers will be determined in accordance with criteria specified in the Document. The Deputy or Assistant Headteacher's pay range will consist of five consecutive range points on the Leadership Group pay range. In determining the pay range for the Deputy or Assistant Headteacher, the Governing Body will ensure:

- that the maximum of the Deputy or Assistant Headteacher's pay range must not exceed the maximum of the Headteacher's pay range. The pay range should only overlap with the Headteacher's pay range in exceptional circumstances.
- that the minimum of the Deputy or Assistant Headteacher's pay range is not less than the next leadership group pay range point above the salary of the highest paid classroom teacher as calculated in the Document.

The Governing Body will consider raising the pay range where there is insufficient space on the Leadership Group pay range to accommodate the Deputy or Assistant Headteacher's pay range. Deputy and Assistant Headteachers must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any incremental progression is awarded. The Deputy or Assistant Headteacher's pay will not be increased by more than two points in the course of one school year. The Governing Body will consider movement by more than one point where there is sustained outstanding or exceptional performance against defined targets or where there is evidence of sustained school improvement.

If circumstances arise that require decisions on pay to be made which are not covered by this policy, the Pay and Personnel Committee will be guided by the relevant provisions in the Document.

13. Support Staff

The governing body will work within the National Joint Council's pay and conditions of service for Local Authority Staff, and any local arrangements agreed with unions and professional associations.

The governing body will wish to take into account any national development affecting the pay and conditions arrangements of these groups of staff including the impact of the nationally agreed arrangements for Single Status working.

The Pay Committee will determine the pay grade of support staff in accordance with the scale of grades, currently applicable in relation to employment within the LA, which the pay committee consider appropriate for the post. In reaching its determination, the pay committee will consider the advice of the LA and the Diocese.

The evaluation of a job description requires the consideration of the following criteria: Supervision/Management of People, Creativity and Innovation, Contacts and Relationships, Decisions (Discretion and Consequences), Resources, Work Demands, Physical Demands, Working Conditions, Work Context, Knowledge & Skills.

If the school considers changing the organisation structure, duties or role of any member of the support staff a revised job description should be prepared and submitted for re-evaluation to Schools HR.

Before changing the duties or role of any member of the support staff, a revised job profile will be prepared. Changes to pay and allowances of support staff will only be made after consultation with the individuals concerned. Individual members of staff will be notified in writing of any variation to their salaries or job profiles.

Any member of the support staff may request the pay committee review her or his pay and allowances, and notify her or him of their decision.

Appeal procedures are set out above.

The Governing Body believes that an appraisal scheme will assist staff with their own development and has adopted the LA scheme. There will be no direct or automatic link between appraisal and promotion or additions to salary.

15. Conclusion

This policy has been agreed by the Pay and Personnel Committee of the Governing Body of the Queen's School in October 2017 and supersedes all previous pay policies.

Annex A Appeal procedure for teachers

The Document requires schools to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the teacher at the Review Meeting prior to being submitted to the school's Pay/Personnel Committee or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (ie Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

Appeal Hearing Procedure

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

Guidance

- When a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider;
- Teachers / Headteachers should put their appeal in writing to either the Headteacher or the Governing Body; their appeal should include sufficient details of its basis;
- Appeals should be heard without unreasonable delay and at an agreed date, time and place;
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

Appeal Procedure Steps: Informal Stage

As part of the pay determination process, the line manager ("the recommendation provider") will make a recommendation to the "the decision maker" (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a teacher's pay, "the decision maker" will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to "the decision maker".

If the teacher wishes to appeal the decision, they must do so in writing to "the decision maker", normally with 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, "the decision maker" must then arrange to meet the teacher to discuss the appeal. "The recommendation provider" should also be invited to the meeting to clarify the basis for the original recommendation.

“The decision maker” will reconsider the decision in private and write to the teacher to notify them of the outcome of the review and of the teacher’s right of appeal to the Governing Body. If the teacher wishes to exercise their right of appeal, they must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the Formal Stage of the Appeal Procedure.

Appeal Procedure Steps: Formal Stage

On receipt of the written appeal, the Clerk to the Governing Body will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the Appeal Committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both “the recommendation provider” and “the decision maker” will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. Both “the recommendation maker” and “the decision maker” will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

The Modified Procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school’s employment before any appeal hearing is held, the following steps will be observed:

- The teacher must have set out details of their appeal in writing
- The teacher must have sent a copy of their appeal to the Chair of the Governing Body
- The Chair of the Governing Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

PAY RANGE APPENDIX Effective 1st September 2018**Main Pay Range**

Level of Practice	Band	Pay Point	£
New Teacher	Band A	MPR 1	27,596
		MPR 2	29,019
Developing Teacher	Band B	MPR 3	30,815
		MPR 4	32,722
Established Teacher	Band C	MPR 5	35,498
		MPR 6	38,580

Upper Pay Range

Upper Pay Range	£
Point 1	40,310
Point 2	41,801
Point 3	43,348

Leading Practitioner Range

Leading Practitioner Range	£
Scale Point 1 (Minimum)	43,348
Scale Point 2	44,356
Scale Point 3	45,380
Scale Point 4	46,436
Scale Point 5 (Maximum)	47,514

Unqualified Teachers' Range

Unqualified Teacher's Range	£
Point 1 (Minimum)	20,441
Point 2	22,443
Point 3	24,445
Point 4	26,450
Point 5	28,450
Point 6 (Maximum)	30,452

Allowances

TLR Payments	£
TLR 1A (Minimum)	7,852
TLR 1B	10,466
TLR 1C (Maximum)	13,288
TLR 2A (Minimum)	2,720
TLR 2B	4,486
TLR 2C (Maximum)	6,646
TLR 3 (Minimum)	540
TLR 3 (Maximum)	2,682
SEN Allowance	£
SEN (Minimum)	2,149
SEN (Maximum)	4,242

PAY RANGE APPENDIX – adjusting for 2017 increment on M2-5
Effective 1st September 2018

Main Pay Range

Level of Practice	Band	Pay Point	£
New Teacher	Band A	MPR 1	27,596
		MPR 2	29,307
Developing Teacher	Band B	MPR 3	31,120
		MPR 4	33,047
Established Teacher	Band C	MPR 5	35,850
		MPR 6	38,580

Upper Pay Range	£
Point 1	40,310
Point 2	41,801
Point 3	43,348

Leading Practitioner Range	£
Scale Point 1 (Minimum)	43,348
Scale Point 2	44,356
Scale Point 3	45,380
Scale Point 4	46,436
Scale Point 5 (Maximum)	47,514

Unqualified Teacher's Range	£
Point 1 (Minimum)	20,441
Point 2	22,443
Point 3	24,445
Point 4	26,450
Point 5	28,450
Point 6 (Maximum)	30,452

Allowances

TLR Payments	£
TLR 1A (Minimum)	7,852
TLR 1B	10,466
TLR 1C (Maximum)	13,288
TLR 2A (Minimum)	2,720
TLR 2B	4,486
TLR 2C (Maximum)	6,646
TLR 3 (Minimum)	540
TLR 3 (Maximum)	2,682
SEN Allowance	£
SEN (Minimum)	2,149
SEN (Maximum)	4,242