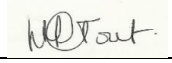
Policy Name	Teachers Pay
Review and Approval by	Full Board of Governors
Date Ratified	12 September 2016
Signed By	
Position	Chair of Board of Governors
Review Period for this Policy	Annually
Date for Future Review	September 2018

Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.

Date	Changes
March 2010	Policy Implemented
February 2011	Additional paragraphs inserted in Introduction
June 2013	Updated to incorporate 2013 STPCD changes
August 2014	Incorporated 2014 STPCD changes/enhanced guidance on use of pay discretions
November 2014	Appendix B revision to appeals process
January 2016	Governing Body to Board of Governors
September 2016	Policy adopted from LEA in entirety
September 2017	Terms and conditions within STPCD remain unchanged

1 BACKGROUND

Statutory pay arrangements for teachers have for a number of years allowed governing bodies to exercise significant discretion when making pay decisions. In 2013 the range of discretions made available to governors were significantly increased. At the same time a statutory requirement linking pay progression to performance was introduced. With the introduction of these changes comes a duty to ensure decisions taken on pay are fair and equitable for all teachers so that the prospect of disputes and legal challenge is minimised.

The School Teachers' Pay and Conditions Document (hereafter 'The Document' or 'STPCD') has since September 2004 placed a statutory duty on schools to have a pay policy in place which sets out the basis on which teachers' pay will be determined, and to establish procedures for hearing appeals.
When making pay decisions schools must adhere to and apply with care the relevant sections of their pay policy having regard to the teacher's particular post within the staffing structure. A copy of the staffing structure is attached to the pay policy at Appendix A.

All procedures for determining pay should be consistent with the principles of public life and provide for objectivity, openness and accountability. Pay and performance management policies should make clear the school's compliance with the Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, Agency Workers Regulations 2011 and The Employment Act 2008.

Heads and governing bodies should consult staff and unions on their pay policy and review it each year, or when other changes occur to the "Document", to ensure it reflects the latest legal position.
The pay policy should comply with the current "Document" and the accompanying statutory guidance. In the event of any inadvertent contradictions, the "Document" and statutory guidance will take precedence.

This pay policy only covers schoolteachers, whose statutory pay and conditions of service fall under the terms of the "Document". It does not cover support staff, for whom a separate pay policy exists.
In determining teacher pay levels in accordance with statutory pay and conditions of service under the terms of the "Document", relevant bodies should also ensure these are set in accordance with the school's staffing structure.

MONTPELIER PRIMARY SCHOOL

SCHOOL TEACHERS' PAY POLICY - 1 SEPTEMBER 2017 TO 31 AUGUST 2018.

2 INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been written to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (hereafter the 'Document' or 'STPCD') and has been consulted on with staff and recognised trade unions.
In adopting this pay policy the aim is to:
For example:

- maximise the quality of teaching and learning at the school,
- support the recruitment and retention of a high quality teacher workforce,
- enable the school to recognise and reward teachers appropriately for their contribution to the school,
- help to ensure decision on pay are undertaken in accordance with relevant legal and other statutory requirements,
- help to ensure decisions on pay are managed in a fair, just and transparent way and avoid any unnecessary bureaucratic burden on our teachers.

3 BASIC PRINCIPLES

All teachers employed at the school are paid in accordance with the statutory provisions of the STPCD as updated from time to time. A copy of the latest version can be found on the internet. Account will be taken of the school improvement plan when making pay related decisions. All pay related decisions taken will be compliant with the Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, Agency Workers Regulations 2011 and The Employment Act 2008.

The process for making decisions on the pay of teachers at the school is as follows.

4 LINKS BETWEEN PAY & APPRAISAL

The governing body will ensure appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that pay decisions can be objectively justified. The Head teacher will;

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the school's appraisal and pay policies,
- submit any updated appraisal and pay policies to the governing body for approval,
- ensure effective appraisal arrangements are in place and appraisers have the knowledge and skills to apply procedures fairly,
- moderate objectives, performance assessment and initial pay recommendations to ensure consistency and fairness,

- ensure evidence used is only that available through the performance management/ appraisal process,
- teacher's performance management/appraisal reports will contain pay recommendations.

Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the performance management/appraisal report and taking into account advice from the senior management team.

5 PAY REVIEWS

The governing body will ensure every teacher's salary is reviewed annually with effect from 1 September (and no later than 31 October) and a written statement provided setting out their salary and any other financial benefits to which they are entitled and the basis on which it was made. 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.
Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will give the required notification as soon as possible and no later than one month after the date of the determination.

6 THE PAY COMMITTEE

The Governing Body delegates to a Committee, referred to from this point as the Pay Committee, the administration and implementation of the Pay Policy.
*The Pay Committee will be set up as a "first" Committee to allow for an appeals or second Committee to follow if necessary.
The terms of reference for the Pay Committee are as follows:
The Pay Committee will review the staffing establishment of the school at least once a year as part of the School Improvement Plan. This review will take place before the Governing Body determines the budget for the following year so as to take account of any recommendations by the Pay Committee which carry financial implications.
The Pay Committee will assess the salary levels of individual members of staff at least once a year, in accordance with the Pay Policy and in relation to the School Development/Improvement Plan. During this process it will determine the salaries to be paid to all members of staff.
*(*Appendix B, of this policy outlines the procedure for appeal hearings.)*

7 USE OF DISCRETIONS IN BASIC PAY

Head teachers' Pay - Starting pay for new Head teacher's

New arrangements relating to setting the pay for new appointments to Headship or the wider leadership team were introduced in the STPCD 2014 and are set out below. These new arrangements do not require any re-assessment of pay or allowances of existing Headteacher's or wider leadership team members including those appointed prior to 1st September 2014 but who will not take up post until on or after that date.

Setting pay on appointment – a three stage process;

When making new appointments to headship or the wider leadership team the governing body will take into consideration the full role of the post before advertising and set pay at an appropriate level considered likely to attract applicants. All pay decisions will be made on objective criteria so that there is no discriminatory effect on any group of teachers with particular protected characteristics under the Equality Act 2010.

The three stages are;

- **Stage 1** – defining the role and determining the Headteacher group
- **Stage 2** – setting the indicative pay range
- **Stage 3** – deciding the starting salary and individual pay range

Stage 1 – the job will be defined and the broad pay range assessed as a provisional guide to determining an appropriate level of pay. The specific role, responsibilities and accountabilities of the post as well as the skills and competences required will be defined. The school will be assigned to a Headteacher group by calculating the total unit score in accordance with the STPCD.

Stage 2 – consideration will be given as to whether the total unit score for the school and relevant broad pay range attached to the Headteacher group fully captures the complexity of the Headteacher role. This may require a more detailed assessment of the complexity and challenge of the role. This assessment may capture responsibilities currently recognised through discretionary payments such as allowances for recruitment and retention, the provision of initial teacher training or long term provision to other schools. Consideration will be given to whether the setting of the indicative should start at the minimum of the Headteacher group or at a higher level in recognition of the level of challenge of the post.

Where circumstance warrant it the governing body will consider setting an indicative pay range with a maximum of up to 25% above the top of the relevant Headteacher group range. Consideration of setting a range with a maximum which is higher than 25% will not be given without first obtaining external independent advice and where such a limit is exceeded a business case will be presented to and agreed by the full governing body. At the end of this stage an indicative range will be set and this information included within the advertisement of the post.

Stage 3 - Deciding the starting salary and individual pay range
Once a preferred candidate has been selected consideration will be given to what starting salary will be offered. The starting salary from within the indicative range will be set having regard to the preferred candidate's knowledge, skills and experience and how these attributes will enable them to meet the specific requirements of the post. At this time consideration will also be given to allowing scope for performance related progression over time.
Further considerations;

- the pay committee will review the school's Headteacher Group in light of any changes in pupil numbers and the head's Individual Pay Range (IPR) in light of significant changes to the responsibilities of the post in accordance with the STPCD,
- if the head teacher takes on permanent accountability for one or more additional schools, the pay committee will set an IPR in accordance with the provisions set out in the STPCD,
- the pay committee may also take account of any other permanent payments, made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability.

Reviewing pay for existing Head teachers

The Governing Body will be responsible for ensuring performance based progression awards reflect individual performance. The Pay Committee will have delegated authority to act on behalf of the Governing Body to undertake an annual review of the Headteacher's pay and make decisions regarding progression. All such decisions will be taken in accordance with the STPCD. Specifically the pay committee will;

- review the head teacher's pay and may award progression of up to two range points where there has been a sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012. The pay committee will consider any recommendation on progression in the head teacher's most recent appraisal report,
- the pay committee may review the head's IPR, within the group range for the school, as at 1 September or at any time if they consider changes to relevant factors warrant it,
- if the head teacher takes on temporary accountability for one or more additional schools, the pay committee will consider awarding a discretionary payment,

Staff on the Leadership Scale OTHER THAN THE Head teacher

Pay on appointment;

The same three stage processes described above for Head teachers should also be applied for other newly appointed staff to the Leadership Scale.

LEADERSHIP ACTING ALLOWANCES

Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with STPCD. The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence. Any teacher, who carries out the duties of head, deputy head, or assistant head, for a period of four weeks or more, will be paid at an appropriate point of the head's ISR, deputy head range or assistant head range, as determined by the pay committee. Payment will be backdated to the commencement of the duties. In all cases, acting–up arrangements are intended to be temporary, should be regularly reviewed and should cease as soon as it is practicable to make permanent arrangements.

TEACHERS OTHER THAN THOSE ON THE LEADERSHIP SCALE

Pay on appointment of newly appointed teachers at the school

The governing body or relevant committee of the governing body, will determine the starting salary to be attached to a vacant teacher post on the main, upper, or leading practitioner pay range as the governing body determines appropriate, and any additional allowance/s that will be payable having regard to:

- the specific nature and requirements of the post,
- any specialist knowledge and or experience required for the post,
- the experience required to undertake the specific duties of the post,
- the wider school context (excluding extra curricula activities.)

The Governing Body will pay a teacher on the upper pay range where the criteria set out in the STPCD apply and may choose to pay a teacher on the upper pay range where the criteria set out the Document apply.
A starting salary determine by the governing body or subsequent pay increase will be permanent for as long as the teacher remains employed at the school.
The governing body may, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

Pay determinations for existing main pay range teachers, effective from 1 September 2017

The pay committee will determine reference points. Therefore the pay scale for main pay range teachers in this school is:

	£
Minimum point 1	[22917]
Reference point 2	[24486]
Reference point 3	[26454]
Reference point 4	[28489]
Reference point 5	[30735]
Maximim point 6	[33492]

The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1st September and no later than 31st October each year, and that all teachers are given a written statement setting out their salary. Reviews may also take place at other times of the year to reflect changes in circumstances as they occur.

Performance related pay will form the basis for all pay progression decisions. All teachers will be to the school's agreed appraisal arrangements and appraisal reports will include a recommendation regarding pay progression where applicable. A decision not to recommend pay progression may take place irrespective of whether capability procedures have been activated. Appraisal objectives will become more challenging as the teacher progresses up the main pay range.

To move up the main pay range, one annual point at a time, teachers will need to have made good progress towards their objectives and have shown that they are competent in all elements of the Teachers' Standards. Teaching should be 'good'.

In the case of NQT's whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

If the evidence shows that a teacher has exceptional performance, the governing body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of [insert reference point]. Teaching should be 'outstanding'.
Judgments will be properly rooted in evidence. As a teacher moves up the main pay range, evidence could 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, e.g. behaviour management or lesson planning,

- work with external bodies and agencies,
- an increasing impact on the effectiveness of staff and colleagues.

Further information, including sources of evidence is contained in the school's appraisal policy. The pay committee will be advised by the head teacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee must be able to justify its decisions.

Movement to Upper Pay Range

Applications from qualified teachers paid on the main pay range for progression to the upper pay range will be assessed in accordance with this policy. It will be 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 at least once a year and will be successful where the governing body is satisfied;

- 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.

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 UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of appraisals under the Appraisal Regulations 2012, including any recommendation on pay. Where such information is not applicable or available, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application, from this school and other schools, in support of their application.

Assessment:

The teacher will be required to meet the criteria set out in the STPCD, namely 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, this means;
"**highly competent**": the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.
"**substantial**": the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

"**sustained**": the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.
Further information, including information on sources of evidence is contained within the school's appraisal policy.

Pay determinations for existing upper pay range teachers, effective from 1 September 2017

The pay committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- evidence which should show that the teacher has had a successful appraisal and has made good progress towards objectives,
- evidence that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements are substantial and sustained. The definition of these criteria is set out above.

Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.
Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out above (see also Appendix E), and have made good progress towards their objectives, consideration will be given to progressing them to the next point on the upper pay range.

Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above, and where the teacher has met or exceeded their objectives, the pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching should be 'outstanding' as defined by Ofsted.
Further information, including sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the Head teacher in making all such decisions. The pay committee will determine reference points.

The Upper Pay Range spine points are:

	£
Minimum point 1	[35927]
Reference point 2	[37258]
Maximum point 3	[38633]

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;
- the improvement of teaching schools within school [and within the wider school community] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas.

Pay on appointment

The pay committee will determine an individual post range from within the overall Leading Practitioner Pay Range of £39,374 (minimum) to £59,857 (maximum) for each leading practitioner post in accordance with the STPCD. Decisions relating to where within the overall Leading Practitioner Pay range an individual Leading Practitioner Pay range will be taken by the Governing Body who will take into account the level, range and complexity of each Leading Practitioner Pay range and will consist of (..) points providing a value range of (£……..) between the minimum point and maximum points.

Pay determinations with effect from 1 September 2017

The head teacher will agree appraisal objectives for each Leading Practitioner.
The pay committee shall have regard to the results of the Leading Practitioner's appraisal reports, including the pay recommendation, when exercising any discretion in relation to pay progression and have particular regard, as appropriate to whether;

- good progress towards their appraisal objectives has been made,
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant,
- 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.

"Highly competent", "substantial" are defined in para. 6.4.3.
The pay committee will determine pay progression such that the amount is clearly attributable to the performance of the Leading Practitioner. The pay committee will be able to objectively justify its decision. Where it is clear from the evidence that the Leading Practitioner's performance is exceptional, the pay committee may award enhanced pay progression. The pay committee will be advised by the Head teacher in making all such decisions.

UNQUALIFIED TEACHERS
The pay committee will determine reference points. Therefore the pay range for unqualified teachers in this school is:

	£
Minimum, point 1	[16626]
Reference point 2	[18560]
Reference point 3	[20492]
Reference point 4	[22426]
Reference point 5	[24361]
Maximum point 6	[26294]

Pay on appointment

The pay committee will pay any unqualified teacher in accordance with the STPCD. The pay committee will determine where a newly appointed unqualified teacher will enter the range,

having regard to any qualifications or experience s/he may have, which they consider to be of value. The pay committee may consider whether it is appropriate to pay an additional allowance.

Pay determinations effective from 1 September 2017

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards their objectives. If the evidence shows that a teacher has exceptional performance, the governing body may award enhanced pay progression. Judgments will be properly rooted in evidence. As unqualified teachers move up the range, this evidence should show:

- an improvement in teaching skills
- 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
- working with external bodies and agencies,
- an increasing impact on the effectiveness of staff and colleagues

The pay committee will be advised by the Head teacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

ADDITIONAL ALLOWANCES

Teaching and Learning Responsibility Payments

The pay committee may award a TLR to a classroom teacher. TLR 1 or 2 payments will be for clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out in the STPCD. The pay committee will determine reference points in respect of TLR 2 payments. The TLR2 points in this school are:

	£
Minimum point A	[2665]
Point B	[4442]
Maximum point C	[6216]

The pay committee will determine reference points in respect of TLR 1 payments. The TLR1 points in this school are:

	£
Minimum point A	[7698]
Point B	[9471]
Point C	[11248]
Maximum point D	[12893]

The pay committee may award a TLR3 of between £529 to £2630 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The governing body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

Special Needs Allowance

The pay committee will award an SEN spot value allowance on a range of between £2106 and £4158 to any classroom teacher who meets the criteria. When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision (see appendix C), 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. The governing body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

Recruitment and Retention Incentive Benefits

The governing body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive. The pay committee will consider exercising its powers where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The governing body will, nevertheless, conduct an annual formal review of all such awards.
In relation to a head teacher, any 'additional payments' under this section will form part of the 25% limit on the use of all discretions, unless the governing body choose to use the 'wholly exceptional circumstances' discretion. The governing body will not award a recruitment or retention payment if they have already made an award or have taken such reason (recruitment or retention) into account when determining the ISR.

Other Additional Payments

The pay committee may consider payments as they see fit to a teacher, including a Head teacher in respect of:

- continuing professional development undertaken outside the school day,
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school,
- participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body,
- responsibilities and activities due to, or in respect of, the provisions of services by the head teacher relating to the raising of educational standards to one or more additional schools.

The pay committee may consider making additional payments to teachers where advised by the head. Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.
The governing body recognises the STPCD makes no provision for bonus or honorarium payments to teachers and specifically excludes such payments from this policy.

Part-time Teachers

The governing body will apply the provisions of the STPCD in relation to part-time teachers' pay and working time.

Short Notice/Supply Teachers

Teachers who work on a day-to-day or other short notice basis must be paid in accordance with the provisions of the STPCD on a daily basis calculated on the assumption that that a full working year consists of 195 days, periods of employment for less than a day being calculated pro rata. 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 6.48 to arrive at the hourly rate. A minimum of 2 hours will be payable for an appointment in any one half day session during school time.

8 SALARY SAFEGUARDING

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the 2013 STPCD.

APPENDICES

APPENDIX A: STAFF STRUCTURE

Year	Teacher Deployment			
	M	P	S	
6	6M Lucy Westmoreland Shadow En Leader Laura Harris KS2 Maths Leader	6P Claire Bate Unit Leader	6S Katy Bullard	
5	5M Laura Dyer Shadow English Leader	5P Emma McDiarmid	5S David Hitchcock Unit Leader	5X Kate Nicholls T&L Leader Tara Gavan RE Leader
4	4M Aimee Card Shadow Unit Leader	4P Sam Thomson T&L Leader Lisa Start BV Leader	4S Tim Robinson PE Coordinator	
3	3M Nicola Boyer NQT	3P Marie Hart	3S James Carhart Shadow Unit Leader	
2	2M Victoria Pascoe Shadow Maths Leader Art Leader	2P Jennie Symons CW Leader Danielle Jones English Leader	2S Georgia Clegg Unit Leader	
1	1M Jake Abbott Shadow Computing Leader	1P Chloe Broome Shadow Unit Leader	1S Liam Fielding Computing Leader	
F	Class M Charlotte Johnson Unit Leader	Class P Mrs Atkin (0.6) NQT Mentor Mrs Bryant (0.4)	Class S Mrs Green Mathematics Coordinator	

PPA	**Mrs Riley (0.4)**	**Mrs Morley (0.4)**	**Mrs Suter (0.5)**	

APPENDIX B: PROCEDURE FOR APPEALS HEARING

The arrangements for considering appeals are as follows:
A teacher may seek a review of any determination in relation to his pay or any other decision taken by the governing body (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;

a) incorrectly applied any provision of the Document;
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. Following the annual appraisal review meeting the appraiser will make a recommendation regarding pay progression. Where the recommendation is that pay progression should not take place and the teacher is not satisfied with the decision an opportunity will be provided for the teacher to discuss the matter. Where this is the case an informal meeting will be arranged within 10 working days of the annual appraisal review meeting at which the teacher and the person making the recommendation will discuss performance issues that have contributed to the proposed recommendation on pay and seek to resolve the matter. This informal meeting will take place prior to any recommendation being made to the pay review panel. Following any informal meeting that may have taken place with the teacher the decision maker will meet with the pay review panel and confirm their recommendation on pay progression.
2. Where the teacher continues to be dissatisfied, they may follow a formal appeal process.
3. 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.
4. 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.
5. Any appeal should be heard by a panel of three governors 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.

APPENDIX C: SEN ALLOWANCES GUIDANCE

Arrangements for SEN Allowances - Guidance for Schools

With effect from September 2010 the previous system of two separate and defined SEN allowances were replaced with a spot value allowance that falls within a specified SEN range. This allows governing bodies to determine the award of an SEN allowance within the minimum and maximum values stated within the STPCD.

The Criteria

A SEN Allowance **must be** awarded to a classroom teacher:

a) in any SEN post that requires a mandatory SEN qualification;

b) in a special school;

c) who teaches pupils in one or more designated special classes or units in a school;

d) in any non-designated setting that is analogous to a designated special class or unit, where the post -

(i) involves a substantial element of working directly with children with special educational needs;

(ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and

(iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

Assessment of Appropriate Allowance Values

The school's structure of SEN provision will inform the rational for decisions made regarding the appropriate allowances values. These should be fair and transparent and set out in the school's Pay Policy and staffing structure. The value of allowances should be based on whether:

(a) any mandatory qualifications are required;
(b) the qualifications and expertise of the teacher relevant to the post; and
(c) the relative demands of the post.

This will require a judgment to be made about the nature and challenge of a teacher's work with pupils with SEN compared and related to that of other teachers in the school.

In establishing appropriate values for the SEN allowances schools should ensure that they have considered the full range of payments available and that the values chosen are properly positioned between the minimum and the maximum established in the national framework.

For example, a teacher who is teaching a special class for which a mandatory qualification is required and who has considerable relevant experience (and who is therefore seen as one of the schools leading professionals in this area) would more likely be paid at the top value of the SEN allowances. Differential values relating to SEN roles in the school should be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

Mandatory Qualifications

The SENCO qualification (the National Award for Special Educational Needs Co-ordination) is not one of the mandatory qualifications leading to the payment of an SEN allowance. The role of the SENCO, as a managerial responsibility, is not one that meets the criteria for an SEN allowance but consideration could be given to the award of a TLR if applicable.

APPENDIX D: MAIN CHANGES INTRODUCED IN THE 2013 & 2014 STPCD's

Setting the pay of classroom teachers
- Summary of changes
The main changes (introduced in 2013) from the previous system are:

- removing pay progression based on length of service and linking all pay progression to performance
- giving schools the option of increasing individual teachers' pay at different rates based on their performance
- replacing the threshold test for progression from the main to the upper pay range with new simpler criteria
- creating a new pay range for leading practitioners whose primary purpose is to model and lead the improvement of teaching skills
- giving schools more freedom to determine starting salaries of teachers new to the school
- removing the obligation on schools when recruiting to match a teacher's existing salary.

Setting the pay of school leaders
- **Summary of changes**
The main changes from the previous system are:

- a simplified framework for leadership pay and greater autonomy for schools to set leadership pay in the light of the school size, context and challenge;
- a simple approach to help governing bodies to set pay when appointing new Head teachers, requiring them to assess the particular challenges and circumstances of their school and judge the extent to which these, together with the skills they are looking for, need to be reflected in the determination of a head's individual pay range;
- formal headroom above the current leadership maximum to incentivise and reward Head teachers taking on some of the largest and most challenging leadership roles;
- removing spine points and fixed differentials - to provide greater flexibility for governing bodies to manage the performance and reward of school leaders, with individual decisions on pay progression to be made according to performance.

APPENDIX E: GUIDANCE ON PAY PROGRESSION FOR TEACHERS

	Evidenced by…	MPR1	MPR3	MPR6	UPR1*	UPR2*	UPR3*
Teacher Standards	Performance management	Met all teaching standards, in terms of teaching and personal and professional conduct	Met all teaching standards, in terms of teaching and personal and professional conduct	Met all teaching standards, in terms of teaching and personal and professional conduct, over a sustained period	Met all teaching standards, in terms of teaching and personal and professional conduct, over a sustained period	Met all teaching standards, in terms of teaching and personal and professional conduct, over a sustained period	Met all teaching standards, in terms of teaching and personal and professional conduct, over a sustained period
Impact on pupil progress	Teaching observations, scrutiny of work and lesson planning. Data analysis of class group against national expectations. Moderation of teacher assessment.	Typically teaching is good over time and where teaching is less than good any areas identified are addressed within an agreed time-span. Pupil progress and outcomes are in line with schools expectations (satisfactory). Formative assessment, including feedback and marking, is relevant, timely and has a positive impact on pupil outcomes. Summative assessment is accurate.	Experience of teaching for more than 1 year *. Typically teaching is increasingly good over time and where teaching is less than good any areas identified are addressed within an agreed time-span. Pupil progress and outcomes are in line with schools expectations (satisfactory) and some are good. Formative assessment, including feedback and marking, is relevant, timely and has a positive impact on pupil outcomes. Summative assessment is accurate.	Experience of teaching for more than 3 years *. All teaching is good and some is outstanding, over the most recent two year period. Pupil progress and outcomes are in line with schools expectations (satisfactory) and many are good. Formative assessment, including feedback and marking, is relevant, timely and has a positive impact on pupil outcomes. Summative assessment is accurate and contribution is made to moderation across the school.	Experience of teaching for more than 4 years *. All teaching is good and some is outstanding, over the most recent two year period. Pupil progress and outcomes are in line with schools expectations (satisfactory), many are good and some are outstanding. Formative assessment, including feedback and marking, is relevant, timely and has a positive impact on pupil outcomes. Summative assessment is accurate and contribution is made to moderation across schools.	Experience of teaching for more than 6 years *. All teaching is good and a significant minority is outstanding, over the most recent two year period. Pupil progress and outcomes are in line with schools expectations (satisfactory), many are good and some are outstanding. Formative assessment, including feedback and marking, is relevant, timely and has a positive impact on pupil outcomes. Summative assessment is accurate and contribution is made to moderation across schools.	Experience of teaching for more than 8 years *. All teaching is good and much is outstanding, over the most recent two year period. Pupil progress and outcomes are in line with schools expectations (satisfactory), many are good and a significant minority is outstanding. Formative assessment, including feedback and marking, is relevant, timely and has a positive impact on pupil outcomes. Summative assessment is accurate and contribution is made to moderation across schools.

* UPS standards must have been achieved for a sustained period of time to meet the criteria for progression

	Evidenced by…	MPR1	MPR3	MPR6	UPR1*	UPR2*	UPR3*
Impact on wider outcomes for pupils		Make a contribution to the wider outcomes for pupils in your class. *(e.g. providing regular opportunities for pupils to visit off-site educational venues, organising speakers, contributing to extra-curricular activities, run revision classes)*	Make a contribution to the wider outcomes for pupils in your class. *(e.g. providing regular opportunities for pupils to visit off-site educational venues, organising speakers, contributing to extra-curricular activities, run revision classes)*	Make a substantial contribution to the wider outcomes for pupils across the key stage. *(e.g. attend a residential trip, organise external agencies to run clubs)*	Make a substantial contribution to the wider outcomes for pupils across the key stage. *(e.g. attend a residential trip, organise external agencies to run clubs, lead a academy event/performance)*	Make a substantial contribution to the wider outcomes for pupils across the key stage. *(e.g. lead a residential trip, lead a curriculum theme week)*	Make a significant contribution to the wider outcomes for pupils across the academy. *(e.g. lead a residential trip, lead a curriculum theme week)*
Improvements in specific elements of practice, such as behaviour management or lesson planning	Discussions of impact of any CPD undertaken	Able to identify own developmental needs and work proactively to address them. Respond proactively to addressing any needs that are identified through whole school monitoring systems.	Consistently taken responsibility for identifying and meeting his/her own professional development needs. Use personal strengths to begin to support another teacher.	Consistently taken responsibility for identifying and meeting his/her own professional development needs. Use personal strengths to support the work of others within school. Use personal strengths to support the work of others beyond the school. *(e.g. support HOSTA module delivery)*	Consistently taken significant responsibility for identifying and meeting his/her own professional development needs. Use personal strengths to support the work of others beyond the school.*(e.g. ITT, Schools Direct, PLE, SLE, lead PAAC working party, support HOSTA module delivery)*	Consistently taken significant responsibility for identifying and meeting his/her own professional development needs. Use personal strengths to support the work of others beyond the school.*(e.g. ITT, Schools Direct, PLE, SLE, lead PAAC working party, lead HOSTA module delivery)*	Consistently taken significant responsibility for identifying and meeting his/her own professional development needs. Use personal strengths to support the work of others beyond the school.*(e.g. ITT, Schools Direct, PLE, SLE, lead PAAC working party, lead HOSTA module delivery)*

	Evidenced by…	MPR1	MPR3	MPR6	UPR1*	UPR2*	UPR3*
Impact on effectiveness of teachers or other staff		Hosting a work experience placement.	Acting as a school based tutor for a trainee teacher or student teaching assistant Leading staff development in his/her area, including planning and leading staff meetings and/or INSET sessions.	Acting as a mentor for a trainee teacher or student teaching assistant Leading staff development in his/her area, including regularly planning and leading staff meetings and/or INSET days. Demonstrate effective practice by hosting Learning Walks in the classroom.	Acting as a mentor for a trainee teacher or student teaching assistant Leading staff development in his/her area, including regularly planning and leading staff meetings and/or INSET days. Coaching and mentoring colleagues, providing effective feedback and advice and demonstrating effective practice	Acting as a mentor for a trainee teacher or student teaching assistant Leading staff development in his/her area, including regularly planning and leading staff meetings and/or INSET days. Coaching and mentoring colleagues, providing effective feedback and advice and demonstrating effective practice	Acting as a mentor for a trainee teacher or student teaching assistant Leading staff development in his/her area, including regularly planning and leading staff meetings and/or INSET days. Coaching and mentoring colleagues, providing effective feedback and advice and demonstrating effective practice beyond the academy. (e.g. PLE, SLE)
Wider contribution to the work of the school		Carrying out action research in the classroom/school Volunteering to support *(e.g. key parent-teacher fundraising activities, such as Christmas and summer fairs; school governor)*	Carrying out action research in the classroom/school Contributing to the wider school *(e.g. coordinating a subject, contribute to budget bids, acting as a buddy to an NQT, subject action plans, presentation to internal & external agencies)*	Carrying out action research in the classroom/school Contributing to the schools development plan by compiling and annually reviewing action plans to drive improvement. Monitoring and evaluating teaching and learning in his/her area and evaluating effectiveness by reviewing pupil work and progress.	Carrying out action research in the classroom/school Representing the school to promote aspects of the school's work. *(e.g. sports events, local conferences)* Monitoring and evaluating teaching and learning across the school and evaluating effectiveness by reviewing pupil outcomes and progress. Making a substantial and sustained contribution to the school.	Carrying out action research in the classroom/school Representing the school to promote aspects of the school's work. *(e.g. sports events, national conferences)* Monitoring and evaluating teaching and learning across the school and evaluating effectiveness by reviewing pupil outcomes and progress. Making a substantial and sustained contribution to the school.	Carrying out action research in the classroom/school Representing the school to promote aspects of the school's work. *(e.g. sports events, national conferences)* Monitoring and evaluating teaching and learning across the school and evaluating effectiveness by reviewing pupil outcomes and progress. Making a substantial and sustained contribution to the school.

Explanation of terms:

SOME	≥10%
SIGNIFICANT MINORITY	≥20%
MUCH/MANY	≥40%
MAJORITY	>50%
SUSTAINED PERIOD	≥2 YEARS

Evidencing a substantial and sustained contribution to the school

It is suggested that a "substantial and sustained contribution to the school" could be evidenced by:

- Positive feedback from parents that a teacher's support has improved children's enjoyment and achievement at the school
- Similar positive feedback from pupils
- Constructive and affirmative participation in parent consultations
- High-quality annual pupil reports
- Active participation in school council forums and support for pupil-led initiatives
- Active participation in charity events organised by the children
- Support for teaching assistants in their training and/or classroom practice
- A proactive attitude to personal continuing professional development (CPD), beyond merely attending courses; for example, reading the Times Educational Supplement (TES) or other journals and contributing to online teacher communities or professional publications
- Contributing to or leading school assemblies
- Visiting other schools/academies and feeding back good practice to colleagues
- Working with local colleagues on projects of common benefit to schools/academies
- Liaising and working with community artists/actors to provide enrichment activities for pupils, often linked to local arts events
- Volunteering to support key parent-teacher fundraising activities, such as Christmas and summer fairs
- Contributing to the recruitment process by taking part in interviews

- Serving as a staff governor
- Presenting to governors, as requested, the strengths and areas for development of a subject area
- Working as a union representative
- Contributing to extra-curricular activities such as sports teams or the choir
- Contributing to multi-agency conferences on individual children
- Developing pedagogy in the context of information and communication technology (ICT)
- Mentoring a newly qualified teacher (NQT) or teaching student
- Maintaining an outstanding learning environment within own classroom
- Regularly contributing to corridor displays
- Working with pupils to present a special assembly, play or musical performance
- Providing regular opportunities for pupils to visit off-site educational venues
- Leading or participating in residential visits
- Actively participating in playground supervision and leading initiatives to improve the quality of play opportunities
- Demonstrating interest in pupils' well-being at lunch time – taking advantage of the opportunity to eat with pupils occasionally and liaising with lunch-time supervisors to ensure that all children have quality play opportunities, especially those with special educational needs (SEN)
- Coaching and mentoring colleagues, providing effective feedback and advice and demonstrating effective practice

The teacher's well-being and work-life balance should be considered and common sense should be used in judging how many such activities it is appropriate to expect.

It should be pointed out that the key element in many of the activities is that they show a teacher's willingness to use his/her own time without any expectation of payback.

NB: DfE guidance suggests that if lack of opportunity meant that a teacher was unable to provide evidence for any of these criteria, the element of 'common sense' would need to be applied.

APPENDIX F: APPLICATION FORM FOR PROGRESSION TO THE UPPER PAY RANGE

THRESHOLD ASSESSMENT APPLICATION FORM

(For teachers who wish to be considered for progression to point 1 of the Upper Pay Range from 01 September 2017)

Name: _____

TR Number: _____

I confirm my wish to be assessed for progression onto the Upper Pay Range with effect from 1st September 2017.

I understand that a decision on my progression will be based on an assessment of whether I am highly competent in all elements of the relevant standards, and whether my achievements and contribution to the school are substantial and sustained. I am aware of the school's definition of these criteria having read Section 6.4.3 of the school's agreed Teachers' Pay Policy.

I am also aware applications will include the results of appraisals, including any recommendation on pay. In addition I wish to submit the following summary of evidence designed to demonstrate that I have met the assessment criteria.

I have noted that in order for the assessment to be robust and transparent, it should be evidence-based. As such I have ensured my submissions are mainly paper evidence based. As I have been absent, through *(*sickness, disability or maternity*), I wish to cite written evidence from a 3 year period before the date of my application, from this school and other schools, in support of my application.* *(delete if not relevant*)

I have provided a summary of the evidence from my teaching practice overleaf that I believe demonstrates that I am highly competent in all elements of the relevant standards and that my contributions to the school are substantial and sustained.

Teacher signature: _____ Date: _____

TO BE RETURNED TO THE HEADTEACHER NO LATER THAN 31 DECEMBER 2016.
APPLICATIONS RETURNED AFTER THIS DATE WILL NOT BE CONSIDERED.

1.Meets all Teacher Standards Headteachers decision: met / not met
2. Impacts on pupil progress Headteachers decision: met / not met
3. Impacts on wider outcomes for pupils Headteachers decision: met / not met
4.Improvements in specific elements of practice, such as behaviour management or lesson planning Headteachers decision: met / not met
5. Impact on effectiveness of teachers and other staff Headteachers decision: met / not met
6.Wider contribution to the school Headteachers decision: met / not met

APPENDIX G: SALARY STATEMENT

MONTPELIER PRIMARY SCHOOL SALARY STATEMENT

The basis on which this salary statement has been determined, and the criteria on which your salary will be reviewed in the future are defined within the School's Pay Policy	
POST	TEACHER
NAME	
TERMS OF CONTRACT	
REASON FOR TEMPORAY CONTRACT	
FTE	FTE
HOURS WORKED PER ANNUM* *hours per annum for teaching and other duties, your pay will be calculated on the basis of these hours	1265
GRADE	
ANNUAL SALARY (FTE)	
TLR Payment	
ACTUAL SALARY	

Signed: ……..... Date: ……..

Position: Head Teacher

I accept this salary statement as being an accurate record.

SIGNED: ……..

Date: ……..

APPENDIX H: LINKS FOR USEFUL INFORMATION

https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2014
http://dera.ioe.ac.uk/20198/
https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay
https://www.gov.uk/government/collections/teachers-standards
http://www.teachers.org.uk/files/200623__Equality_Guidance_Final.pdf
http://dera.ioe.ac.uk/20359/