

FREDERICK BREMER SCHOOL

MODEL PAY POLICY

FOR SCHOOLS IN WALTHAM FOREST



Review Frequency	Annual
Policy First Issued	Sept 2012
Last Reviewed	Sept 2018
Agreed by LT on	
Does this policy need to be ratified by Governors?	Scrutinised by Finance and recommended for ratification by full Governors
If yes, which committee	Finance
Ratified by Governors on	17 th October 2018
This policy is communicated by the following means	Shared Drive



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Policy Statement

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation, the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2017 and has been consulted on with staff and/or the recognised trade unions.

The Governing Body has a statutory responsibility for making decisions on pay, for reviewing school leadership and teachers' salaries annually and for developing a School Pay Policy.

The Pay Policy will also work in conjunction with the school's appraisal policy, Schools Improvement Plan, and other rules and expected standards of performance which are advised and communicated to employees.

Aims of the Policy

The Governing Body seek to provide for both pupils and staff an environment in which all people are valued. The Governing Body will seek to ensure fairness and equity for all staff and to fulfil its statutory and other responsibilities as a good employer. The Pay Policy will assist the Governing Body in seeking to ensure that all staff receive proper recognition for their work and are properly rewarded for their contributions to school life, including support and encouragement to continue in their work.

The Governing Body aims to:

- a) Maintain and improve the quality of education offered by the school by having a Pay Policy, which supports the school's overall aims and priorities as stated in the school development plan;
- b) Balance the competing demands made on the school's limited budget so that its needs are addressed as effectively as possible;
- c) Apply the school's performance management processes to support teachers' professional development. Performance management objectives will be set in accordance with that intention;
- d) Manage its Pay Policy in a fair, reasonable and open manner and consult with staff and trades union representatives within the school when any change or review of the policy is undertaken;
- e) Keep the Pay Policy broadly in line with that of other local schools and in accordance with the government's initiatives around workforce reform;
- f) Avoid direct or indirect discrimination in particular on the grounds of age, disability, gender, marital status, sexual orientation, race, colour, religion, nationality, ethnic or racial origins;
- g) Consult with representatives of recognised trade unions and staff within the school in the event of any change or review of the staffing structures attached as an addendum to this policy;
- h) This Pay Policy complies with The Employment Rights Act 1996, The Employment Relations Act 1999, the Employment Act 2002, The Equality Act 2010, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Equality (Age) Regulations 2006 (sections 6 and 8).

The Pay Committee

The Governing Body is the 'relevant body' as set out in the School Teachers' Pay and Conditions Document. It will establish and update a Pay Policy and see that it is carried out fairly and consistently and approve the overall pay structure of all staff.

The Governing Body will determine the annual pay budget on the recommendation of the Pay Committee. The Governing Body has delegated its pay powers to the Pay Committee in accordance with the Education (School Government) (England) Regulations 1999.

The details for the members of the Pay Committee are with the Head teacher. The Chair of this committee is not employed at the school. All members of the Committee will treat as confidential any information, discussions or



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recommendations of the committee. All pay-related decisions taken by the committee will take full account of the School Improvement Plan.

The Pay Committee will be attended by the Head teacher in an advisory capacity. Where the Pay Committee has invited either a representative of the LA or an External Adviser to attend and offer advice that person will withdraw while the committee reaches its decision.

Consultation

The Head teacher as the representative of the Governing Body will consult with representatives of recognised trade unions and staff as necessary when considering implementation of any new staffing structure which has been agreed by the Pay Committee.

Equal Opportunities

The Governing Body seeks to provide equal employment opportunities for all staff. The Governing Body will comply with all relevant employment and equalities legislation and regulations at all times.

An Equality Impact Assessment (EIA) may be undertaken to ensure that the application of the policy does not disadvantage any particular group with a protected characteristic(s) as defined by the Equality Act 2010.

All vacant posts, including temporary and acting posts, will be displayed on the staff notice board and by other internal means so that staff will have an opportunity to apply for posts relevant to their training and experience.

Contracts of Employment

Contracts or letters of appointment will be provided for all staff by the Governing Body. The written statement of particulars will state the grade and salary of the post and other financial entitlements of the post holder.

Salary Sacrifice Schemes

All staff are entitled to benefit from a salary sacrifice arrangement, whereby they opt to give up the right to receive part of their gross salary in return for the employer's agreement to provide them with benefit-in-kind, which is pensionable but exempt from income tax. The following schemes are currently available:

- Child Care Voucher Scheme
- Bicycle Purchase Scheme
- Other schemes as identified by School/employer

SECTION ONE – SUPPORT STAFF¹

Pay and Conditions

The Governing Body will apply the national (the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service Green Book) and locally agreed conditions of service. The Governing Body will ensure that support staff are paid on scales agreed by the LA, taking into account LA agreements for specific groups of staff

The Governing Body will utilise the GLPC job evaluation scheme and will, in accordance with Section 5.5 of the Statutory Staffing Guidance under sections 35(8) and 36(8) of the Education Act 2002, consult with the LA when assessing the appropriate grades for posts²

Grading of posts

The school will consult the LA about the grading of all support staff posts in accordance with the requirements of the School Standards and Framework Act 1998.

The school will be mindful of their obligations under equal pay legislation when making recommendations about support staff pay and grading. In putting together the role profile for a post, the school will refer to the LA's job evaluated role profiles and associated guidance. Where the school wishes to employ support staff to take on a new kind of role that does not have a direct comparator within the LA, it will consult the LA at the point of determining the role profile to carry out a job evaluation. The school will consider any pay and grading issues the LA may raise before putting forward a formal recommendation.

Starting Salary point

The actual pay point within the salary range for each newly appointed employee will be at the minimum spinal column point (scp) of the grade unless:

- i. The person appointed is an existing employee of LBWF (or an employee of the governing body of a voluntary aided or foundation school within the LA) and the employee is being redeployed. Please refer to the Organisation Change & redundancy policy for the schools redeployment policy and salary protection.
- ii. The person appointed is not currently paid on a salary range assessed in accordance with the salary policy of LBWF, in which case a starting salary point above the minimum of the range may be agreed by the Headteacher in exceptional circumstances, taking into account the difficulty in recruiting to the post and the newly appointed employee's:
 - a. Current actual pay
 - b. Recent relevant experience and qualifications.

Authorising and paying for working additional hours

The total number of hours of work for all support staff will be determined at the time of appointment.

¹ These are standard Community school clauses, but are also recommended for Voluntary Aided Schools and Academies

² Consultation with the LA is only compulsory for Community, Voluntary Controlled, Community Special and Maintained Nursery Schools. Governing Bodies in Voluntary Aided and Academy Schools may determine their own pay and grading arrangements for support staff with due regard to their obligations under equal pay legislation.



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Where staff work additional hours, with the prior agreement of the Head teacher, additional payment or time off in lieu will be arranged.

Rewarding additional duties/honoraria

The school recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or reorganisation or because project work beyond normal requirements has to be undertaken. The school will decide how to deal with the additional duties and will bear in mind the school's Equal Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short term measure where the duration is for a minimum of 4 weeks and normally up to a maximum of 3 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion.

Appeals

Support staff may seek a review of any pay determination where they believe:

- a) The job profile has been inaccurately assessed against the criteria and factor levels of the Job Evaluation Scheme.³
- b) Nationally or locally agreed terms and conditions have been incorrectly applied.

The procedure and form for hearing appeals is set out in Appendix 1. The member of staff will be given the opportunity to make representations in person. Any member of staff appealing has the right to see all relevant papers and to be accompanied by a workplace colleague or trade union representative.

The Governing Body will convene an appeals panel of at least 3 Governors, who were not involved in the original determination and who are not otherwise excluded by virtue of regulation 57 or Schedule 6 of the School Government Regulations, normally within 20 working days following receipt of the completed Appeal pro-forma. The member of staff and the line manager will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing. The decision of the appeal panel is final.

³ Staff cannot appeal against a grade that has already been evaluated and appealed where the duties and responsibilities of the job have remained unchanged since the original appeal decision or where they have been assimilated or ring fenced into a new post following organisational change.

SECTION TWO – LEADERSHIP GROUP PAY

Leadership Pay Determinations effective from September 2018

The following will apply to individuals appointed to a leadership post on or after 1st September 2014 or whose responsibilities have significantly changed or if the school's Head teacher group changes. However, the Governing Body may choose to review the pay of all leadership posts under these new arrangements, if they determine that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1st September 2014.

The maximum of the deputy or Assistant Head teacher's pay range must not exceed the maximum of the Head teacher group for the school, calculated in accordance with paragraphs 6 to 9 of "the Document". The pay range for a Deputy or Assistant Head teacher should only overlap the Head teacher's pay range in exceptional circumstances.

School Head Teacher Group

The Governing Body will first determine the Head teacher group of the school by reference to the formula set out in the "Document" (paragraph 6.1 for ordinary schools or paragraph 7.1 of "the Document" for special schools).

The relevant body must determine pay ranges for the Head teacher and for Deputy Head teachers and Assistant Head teachers in accordance with paragraphs 9.2 to 9.4 of "the Document".

When determining an appropriate pay range, the relevant body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the relevant body may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum of the relevant Head teacher group. The relevant body must ensure that there is appropriate scope within the range to allow for performance related progress over time.

Pay ranges for Head teachers should not normally exceed the maximum of the Head teacher group. However, the Head teacher's pay range (where determined on or after 1 September 2014) may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the Head teacher's pay range and any additional payments made under paragraph 10 does not exceed the maximum of the Head teacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek competent external independent advice before providing such agreement and support its decision with a business case.

Salary Ranges

The salary ranges are determined according to a three step process.

The Governing Body will determine the pay range of any leadership post, Head teacher, Deputy or Assistant, in accordance with the "Document" paragraph 9. When determining a leadership pay range the Governing Body will take into account the following:

- The permanent responsibilities of the role
- Any challenges that are specific to the role
- All other relevant considerations

The Governing Body will also ensure when setting a pay range that there is sufficient scope to allow for performance related progression over time.

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Headteacher groups and pay ranges can be found at Appendix 5.

Head Teacher's Pay

The Governing Body (Pay Committee) will determine the Headteacher pay range whenever it proposes to appoint a new Headteacher, if it is necessary to change the Headteacher group size or at any time it is considered necessary to reflect a significant change in the responsibilities of the post **as follows:**

- The Pay Committee will review the school's size and the Head teacher's Individual School Range (ISR) in accordance with paragraphs 6.1 to 6.6 of "the Document". The ISR for this school is group 6, and the salary range is L29 to L35.

The pay range for the Head teacher will not normally exceed the maximum of the school Head teacher group.

The Governing Body will ensure that the process of determining the remuneration of the Head teacher is fair and transparent. There will be a record made of the reasoning for the determination of the Head teacher's pay range. Where the Head teacher is appointed to be permanently responsible and accountable for more than one school, the Governing Body will base the determination of the Head teacher group on the total number of pupil units across all schools, which will give a group size for the federation in accordance with the "Document" paragraphs 6 or 7. Where the Head teacher is appointed as temporary Head teacher/Executive Head teacher of more than one school, in addition to their substantive post remuneration will take the form of a temporary payment (see below). Where the arrangement for the Head teacher and or other teachers, is temporary, any adjustment to their pay is also temporary, and safeguarding provisions will not apply when the arrangements cease. There is an expectation that temporary arrangements will be time limited and subject to regular review. The maximum duration should be no longer than two years.

Temporary payments to Head Teachers

The Governing Body may determine that additional payments are made to the Head teacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. The Governing Body will not have previously taken such reason or circumstance into account when determining the Head teacher pay range.

Subject to paragraph 10.2 to 10.4 of "the Document", the total sum of the temporary payments made to a Head teacher in accordance with paragraph 10.2 of "the Document" in any school year must not exceed 25% of the annual salary which is otherwise payable to the Head teacher, and the total sum of salary and other payments made to a Head teacher must not exceed 25% above the maximum of the Head teacher group.

The relevant body may determine that additional payments be made to a Head teacher which exceed the limit set out above in wholly exceptional circumstances and with the agreement of the governing body. The governing body must seek competent external independent advice before producing a business case, seeking such agreement.

Head teachers, Deputy Head teachers and Assistant Head teachers may not be awarded payments under paragraphs 27.1 to 27.2 of "the Document" other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Head teacher, Deputy Head teacher or Assistant Head teacher – including non-monetary benefits – must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit awarded to a Head teacher, Deputy Head teacher or Assistant Head teacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Document.

Head Teacher's Performance

At the beginning of each academic year the Governing Body will appoint two or three governors who will agree performance objectives with the Head teacher. The governors will appoint an external adviser to provide independent advice. The performance objectives will reflect priorities identified in the school's improvement plan. The performance review will be conducted in accordance with the school's Appraisal policy.

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In the second half of the Autumn term of each year, (or where determined differently by the Governing Body, in the half term immediately prior to the anniversary of the setting of the performance criteria), the Pay Committee will receive recommendations from the delegated governors and the Chair of Governors (if s/he is not a delegated governor) about the salary of the Head teacher. The recommendation shall reflect the delegated governors' views based on the outcomes of the annual performance review and the Chair of Governors view of the Head teacher's overall performance during the year. Any recommendation for movement up the ISR, on which the Head teacher is currently paid, may only be by one or two points in any one annual review.

The recommendation for the Head teacher will be made in a written statement to the Pay Committee of the Governors, giving reasons for the recommendation and the level of salary that it is recommended should be backdated from the 1 September. The increase can be up to 2 points on the ISR. The Pay Committee of Governors will consider the recommendation and make its decision known to the Head teacher in writing on the appropriate salary assessment form.

If the Head teacher wishes to appeal against the decision of the Pay Committee of the Governors regarding their pay, they may appeal to the Appeals Panel as referred to in this policy.

The appointed governors are aware of their duty to set performance objectives in default of agreement with the Head teacher. This power will only be exercised as a last resort after the appeal procedure has been exhausted. The general appeals procedure will apply. The Headteacher is entitled to submit a written statement, commenting on any objectives set, which will be taken into account at the time of the review.

Deputy Head teacher and Assistant Head teachers' Pay

When a new Deputy Head teacher or Assistant Head teacher is to be appointed, the Pay Committee will determine the pay range to be advertised and agree on appointment.

The Pay Committee will determine a Deputy Head teacher or Assistant Head teacher's pay range in accordance with paragraph 9.2 to 9.4 of "the Document" and will 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

- The salary range for the Deputy Head teacher in this school is: Leadership Spine Point 24-28
- Frederick Bremer School has three tiers of Assistant Head Spine Points to enable progression towards Deputy Headship.
 - Tier 1 – L12-16 Assistant Head for English and Literacy/Maths and Numeracy
 - Tier 2 - L14-18 Assistant Head School Improvement Project
 - Tier 3 – L18- 22 Senior Assistant Head (Deputy Head Progression)

The maximum of the Deputy or Assistant Head teacher's pay range must not exceed the maximum of the Head teacher group for the school, calculated in accordance with paragraphs 6 to 8 of "the Document". The pay range for a Deputy or Assistant Head teacher should only overlap the Head teacher's pay range in exceptional circumstances.



Deputy Head Teacher and Assistant Head teacher's Performance

The Pay Committee delegates to the Head teacher the agreement of performance objectives for pay purposes for the Deputy Head teacher and Assistant Head teacher. Objectives will be agreed and reported to the Pay Committee as early as possible in the autumn term. The Deputy or Assistant Head teacher may agree objectives directly with the Pay Committee where an agreement between the Head teacher and Deputy Head teacher or Assistant Head teacher is not achieved.

The Pay Committee is aware of the Head teacher's duty to set performance objectives in default of agreement. This power will only be exercised as a last resort after the appeal procedure has been exhausted. The general appeals procedure will apply. The Deputy Head teacher is entitled to submit a written statement, commenting on any objectives set, which will be taken into account at the time of the review.

The Head teacher will review the performance of the Deputy Head teacher and Assistant Head teacher against the performance objectives and the Pay Committee will award up to two points where objectives are met.

Pay Progression Criteria -

Those on the Leadership Group Pay Range play a critical role in the life of the school. To progress in accordance with this policy Headteachers, and other Leadership Group members, will be able to show that they are meeting **SIX KEY AREAS** set out at APPENDIX 4, as appropriate to their role.

SECTION THREE – ALL TEACHERS BELOW THE LEADERSHIP GROUP

Leading Practitioners

In this school Leading Practitioners will be qualified teachers employed to model and lead the improvement of teaching skills across the school. Additional duties will be set out in the job description of the Leading Practitioner and will include:

- a) A leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- b) The improvement of teaching within school (*and the wider school community*) which impact significantly on pupil progress;
- c) Improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as Literacy, Numeracy, Science of Whole School Pedagogical approaches.

In this school the Leading Practitioner range is set at LP 8-14.

Pay progression for Leading Practitioners

The Pay Committee will take account of other evidence. The evidence should show the leading practitioner:

- a) has made good progress towards their objectives;
- b) is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- c) 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;
- d) is highly competent in all aspects of the Teachers' Standards;
- e) has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

“Highly competent” and “substantial” are defined in the section entitled, “Applications to be paid on the Upper Pay Range”.

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.

Further information, including sources of evidence is contained within the school's appraisal policy.

The school will determine an individual post range for each Leading Practitioner post within the minimum and maximum of the overall range set out above. When determining the individual salary range, the school will take into account the challenge and demands of an individual post and be aware of internal pay relativities. If a school creates more than one Leading Practitioner post, the ranges will be determined separately for each post and need not be identical. Salaries will be for specific posts, and will not be portable between different schools or different posts within the same school.

A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- a) coaching, mentoring and induction of teachers, including trainees and newly qualified teachers;
- b) disseminating materials and advising on practice, research and continuing professional development provision;
- c) assessment and impact evaluation, including through demonstration lessons and classroom observation ;

- d) helping teachers who are experiencing difficulties.

The Pay Committee will be advised by the Head teacher in making all such decisions.

General Pay and Conditions

All teachers in this school will be paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (hereafter referred to as 'the Document') which is updated each September and, Conditions of Service for School Teachers in England and Wales (the Burgundy Book).

Classroom teachers will be paid in accordance with paragraphs 13.1 to 15.4 of "the Document" and, where applicable, paragraphs 20.1 to 20.5 (teaching and learning responsibilities), paragraphs 21.1 to 21.4 (special educational needs allowances) and paragraphs 27.1 and 27.3 (recruitment and retention incentives) of "the Document".

The teachers' pay scale is a two-tier system of a main and upper pay range; before any teacher can access the upper pay range they will have to pass the performance 'threshold' in accordance with paragraphs 14.1 to 15.4 of "the Document".

The Pay Committee will pay teachers on the Outer London Scale which incorporates the appropriate London Area Allowance.

Pay Award 2018

A 3.5% uplift will be applied to the mainscale range and to the unqualified teachers pay range.

A 2% uplift will be applied to the Upper Pay Range, Leading Practitioner pay range, TLRs and Special Needs allowances pay ranges.

A 1.5% uplift will be applied to the leadership pay ranges (including headteacher groups).

Part Time Teachers

Teachers employed on an on-going basis at the school, but who work less than a full working day or week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements.

The pro-rata remuneration for the hours that a part time teacher is required to work will be calculated, in accordance with paragraphs 40.1 to 41.1 of "the Document", as a proportion of the total number of hours in the school's timetabled teaching week;

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.

- Teachers employed on a day to day or other short notice basis must be paid in accordance with the provisions of the STP&CD 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.
- A teacher to whom the bullet point above applies and who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more by way of remuneration in

respect of that period than would have been paid had the teacher been in regular employment throughout the period.

Pay Reviews

The Governing Body will ensure that every teacher's salary is reviewed with effect from 1 September and no later than 31 October (except in the case of the Head teacher where this will be no later than 31 December) each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times during the year to reflect any changes in circumstances or job description that lead to a change in the basis of an individual's pay. A written statement will be given after any review and where applicable will provide information about the basis on which it was made.

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 determination.

Decisions will be communicated to staff by the Head teacher, in writing, in accordance with paragraph 3.4 of "the Document".

Decisions on the pay of the Head will be communicated by the chair of the Governing Body, in writing in accordance with paragraph 3.4 of "the Document".

Appeal

A teacher may seek a review of any determination in relation to their pay or any other decision taken by the relevant body (Governing Body, a committee or individual acting with delegated authority) that affects their pay. See Appendix 2.

The following list is not exhaustive, but illustrates some of the grounds for seeking a review of a pay determination:

- a) The incorrect application of any provision of "the Document";
- b) Failure to have proper regard for statutory guidance;
- c) Failure to take proper account of relevant evidence;
- d) Taking account of irrelevant or inaccurate evidence;
- e) Evidence of unlawful discrimination or bias against the teacher.
- f) Incorrect application of the School's Pay Policy

The teacher will be given the opportunity to make representations in person. Any member of staff appealing has the right to see all relevant papers and to be accompanied by a trade union representative or workplace colleague.

The decision of the review will be given in writing, and will include a note of the evidence considered and the reasons for the decision. The decision of the reviewer will be final.

Teachers cannot use this process to appeal against their performance management assessment. The process of appeal against their performance rating is contained within the School's adopted Appraisal Policy and Procedure.

Basic Pay Determination on Appointment

The Governing Body will not restrict the pay range or starting salary for a vacancy prior to advertising it other than the minimum of the main pay range and the maximum of the upper pay range).

The school is committed to the principle of pay portability and will apply this principle in practice when making all new appointments. The school recognises that there are flexibilities allowed for within the School Teachers Pay and Conditions Document that individual teachers may wish to exercise.



Pay Progression Based on Performance

All members of the teaching staff are required to participate in arrangements made for appraisal reviews in accordance with their conditions of employment and the Education (School Teacher Appraisal) (England) Regulations 2012 and the school's Appraisal Policy.

The school's appraisal processes are intended to support teachers' professional development to secure rapid and sustained progress in pupil outcomes. Appraisal objectives will be set in accordance with that intention and to take account of the school's targets as defined in the school development plan.

In this 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 and Procedure.

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 statutory induction process. If concerns have been raised and managed during the appraisal process and satisfactory and sustained improvement has not been made the induction will not be passed.

To be fair and transparent, assessments of performance will be properly rooted in evidence. Please refer to the relevant section in the School's adopted Appraisal Policy and Procedure.

The evidence the school will use is referred to in the relevant section of the School's adopted Appraisal Policy and Procedure.

Teachers' 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 appraisal report and taking into account advice from the Head teacher. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression for all eligible staff.

In this school pay progression will fall within one of the two objectives/standards outlined below:

Pay Progression		
Met objectives/ standards	= X1 reference point	If teachers meet their agreed objectives in accordance with teachers' performance management and the Teachers' Standards, they will receive pay progression.
Not met objectives/ standards	= 0 pay increase	If teachers do not meet their agreed objectives in accordance with teachers' performance management and the Teachers' Standards, and where concerns have been raised through the appraisal process pay progression will be withheld.

If the employee has exceeded the agreed objectives, the school also has the discretion to award up to one additional reference point where they consider a teacher's performance, particularly in raising pupil standards and classroom teaching, as exceptional.

The pay scale for classroom teacher posts paid on the Main pay range from September 2018 can be found at Appendix 5.

Teachers Paid a Safeguarded Sum

The governing body will apply the safeguarding provisions for the current document. Where a determination leads or may lead to the start of a period of safeguarding, the required notification will be given as soon as possible and no later than one month after the determination.

Unqualified Teacher's Pay

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.

The pay scale for unqualified teacher posts paid on this range from September 2018 can be found in Appendix 5. Decisions regarding pay progression will be made annually with reference to the most recent appraisal report. Decisions not to progress up the pay spine will be made in circumstances where concerns about standards of performance have been raised as part of the appraisal process and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Any pay point awarded to unqualified teachers are permanent, while the teacher remains in the same post or takes up a new one at this school.

Application to be paid on the Upper Pay Range

Qualified teachers may apply to be paid on the upper pay range at least once a year. The Headteacher shall assess applications and make a decision, in line with the school pay policy on whether the teacher meets the criteria in paragraph 15.2 of "The Document". Where a teacher is subject to the 2011 Regulations or the 2012 Regulations, the Governing Body shall have regard to the assessments and recommendations in the teacher's appraisal reports under those regulations.

An application from a qualified teacher will be successful where the school is satisfied

- a) That the teacher is highly competent in all elements of the relevant standards; and
- b) That the teacher's achievements and contribution to an educational setting or settings are substantial and sustained

A recommendation will be made by the Head teacher or appropriate senior leader and a decision passed by the appropriate Pay Committee normally no later than 31 December, but in all cases by 31 March. Salaries will then be backdated to 1 September.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

All applications submitted to the Head teacher should include the results of the two most recent appraisal reviews under the 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).

Teachers wishing to apply for progression to the Upper Pay Range should apply to the Head teacher no later than **31 October**.

The process for application and for assessing these are set out on pages 31-33, Appendix 3.

Pay Progression within the Upper Pay Range

New arrangements for gaining access to the upper pay range came into effect on 1 September 2013. The arrangements apply to teachers in England and Wales irrespective of whether they are subject to the 2011

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regulations, the 2012 regulations or neither. All members of the teaching staff are required to participate in arrangements made for performance management reviews in accordance with their conditions of employment and the Education (School Teacher Appraisal) (England) Regulations 2012 and the school's adopted Appraisal Policy.

The school's appraisal processes are intended to support teachers' professional development and to ensure rapid and sustained progress in pupil outcomes. Appraisal objectives will be set in accordance with that intention. All teachers who satisfy the criteria for progression to the next level will progress.

The Assessment

An application from a qualified teacher will be successful where the Governing Body is satisfied of the following:

- a) the teacher is highly competent in all elements of the relevant standards;

highly competent' means performance which is not only good but also good enough to provide good quality coaching and mentoring to other teachers, give advice to them, demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and further develop their teaching practice.

- b) the teacher's achievements and contribution to the school are substantial and sustained.

substantial' means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve quality of pupils' learning; and

'sustained' means maintained continuously over the previous 2 academic years and demonstrated by an overall outstanding or consistently very good level of teaching and learning in the appraisals for the 2 years immediately preceding the application for assessment. A lesser period of time can be considered in situations such as maternity or long-term sickness. If a teacher is working on a part-time basis, the period of time remains 2 years and is not lengthened on a pro rata basis.

The application will be initially assessed by the Head teacher or a leader in the school to whom the head has delegated that role. If this role is delegated the leader will then make a recommendation to the Head teacher. The Head teacher will present all applications to the Pay Committee of the Governing Body so that they can make the final determination.

Processes and Procedures

The decision will be confirmed in writing following the determination of the Pay Committee of the Governing Body. The decision will be confirmed in writing within 20 working days following the determination of the Pay Committee of the Governing Body that would usually meet by 31 December but before 31 March.

If successful, applicants will move to the upper pay range backdated to the start of the academic year. Successful applicants will be placed on the minimum reference point of the upper pay range. Applicants already on the upper pay range will, if successful, move to the next reference point on the upper pay range.

If unsuccessful, feedback will be provided by a member of the senior leadership team within 20 workings of the date of the determination by the relevant body (Governing Body or committee or individual acting with delegated authority) and will be confirmed in writing

Any appeals against a recommendation or a decision not to move the teacher to the, or through the upper pay range will be heard under the schools general appeal arrangements.

The pay scale for classroom teacher posts paid on the Upper pay range are set out in Appendix 4.

SECTION FOUR: OTHER PAYMENTS

Teaching and Learning Responsibilities (TLR's)

TLRs will be paid in accordance with the principles laid out in paragraphs 20.1 to 20.5 of “the Document”.

A TLR 1 OR 2 may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school’s staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which he/she is made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder. Unqualified Teachers may not be awarded a TLR.

- a) The annual value of a TLR1 must be no less than £7,853 and no greater than £13,288
- b) The annual value of a TLR2 must be no less than £2,721 and no greater than £6,646

A TLR1 or 2 will be awarded for posts in which the teacher’s duties include a significant responsibility that is not required of all classroom teachers and that:

- a) is focussed on teaching and learning,
- b) requires the exercise of the teacher’s professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher’s assigned classes or groups of pupils and involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the relevant body must be satisfied that the sustained, additional responsibility referred to in paragraph 20.1 of “the Document” includes line management responsibility for a significant number of people.

The responsibility or package of responsibilities for which a TLR1 or TLR2 is awarded will be clearly set out in the job description of the post holder.

The Governing Bod

A fixed term TLR (TLR3) may be awarded to a classroom teacher for a clearly time-limited school improvement project, or one-off externally driven responsibilities. The annual value of a TLR 3 must be no less than £540 and no greater than £2,683. The duration will be established at the outset and payment will be made on a monthly basis for the duration of the fixed term. A teacher in receipt of a TLR1 or TLR2 may also hold a concurrent TLR3.

TLR3s are not subject to safeguarding.

The TLR payments are set out in Appendix 4.

Safeguarding of TLRs

Safeguarding arrangements will be applied in accordance with paragraphs 31.1 to 32.1 of “the Document”.

If the Governing Body determines that:

- a) the duties for which a teacher was awarded a TLR1 or TLR2 are no longer to include the significant responsibility for which it was awarded; or
- b) the responsibility for which a teacher was awarded a TLR1 or TLR2 merits an allowance of a lower annual value it must pay the safeguarded sum. (TLR3s are not subject to safeguarding).

Safeguarding will not be paid unless paragraph 31.1 of “the Document” applies.

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The safeguarded sum is the value of the old allowance or, where a new allowance of lower value is being awarded at the same time that the old allowance is being removed, the difference between the value of the old allowance and the value of the new allowance.

Within one month of the determination the Governing Body must notify the teacher in writing of the changes.

Special Educational Needs (SEN) Allowance

A SEN allowance of no less than £2,180 and no more than £4,304 per annum, is payable to a classroom teacher in accordance with paragraph 21.1 of “the Document”.

The Pay Committee must award a SEN allowance 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 (including any PRU) 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 with a greater level of involvement than is the usual requirement of teachers throughout the school or unit within the school

Where a SEN allowance is to be paid, the relevant body will determine the value of the allowance, taking into account the structure of the school’s SEN provision and the following factors;

- a) whether any mandatory qualifications are required for the post;
- b) the qualifications or expertise of the teacher relevant to the post; and
- c) the relative demands of the post

Where a teacher is in receipt of a SEN allowance awarded under an earlier document, with effect from 1 September the Pay Committee will;

- a) determine whether the teacher remains entitled to a SEN allowance in accordance with paragraph 21.2 of “the Document” and if so, determine the amount of that allowance in accordance with this paragraph “the Document”.

Safeguarding of Special Educational Needs Allowances

The relevant body will pay the teacher the safeguard sum to which the teacher is entitled in accordance with paragraph 30.1 to 34.3 of “the Document”. Where the teacher is no longer entitled to a SEN allowance following determination of the above statutory criteria or where the new allowance is lower than the value of the SEN allowance that the teacher was awarded previously, the Governing Body must pay the safeguarded sum.

The safeguarded sum is the difference between the value of the old allowance and the value of the new allowance or, in the case where the teacher is no longer entitled to a SEN allowance, the value of the old allowance.

Unqualified Teachers’ Allowance

Unqualified teachers are not eligible for teaching and learning or special educational needs allowances.

However In accordance with paragraph 22.1 of “the Document”, the Governing Body will pay an unqualified teachers’ allowance to unqualified teachers when the Governing Body consider that the teacher has:

- a) Taken on a sustained significant additional responsibility which

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- i. is focussed on teaching and learning
 - ii. requires the exercise of a teachers’ professional skills and judgement; or
- b) Qualifications or experience bring added value to the role being undertaken.

Safeguarding of Unqualified Teachers Allowances

Where a teacher is no longer entitled to an allowance following determination of the above statutory criteria or where the new allowance is lower than the value of the original allowance that the teacher was awarded previously, the Governing Body will pay the safeguarded sum in accordance with paragraph 31.1 of “the Document”.

Additional payments – Classroom teachers

The relevant body may make such payments as it sees fit to a classroom teacher in respect of:

- a) continuing professional development undertaken outside the school day;
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- c) participation in out-of-school hours learning activity agreed between the teacher and the Headteacher.
- d) additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

Recruitment and retention incentives and benefits

Subject to paragraph 27.2 of “the Document”, the relevant body or, where it is the employer in the case of an unattached teacher, the authority, may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.

Where the relevant body or, where it is the employer in the case of an unattached teacher, the authority, is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the relevant body or authority must conduct a regular formal review of all such awards. The relevant body or authority should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

The Pay Committee, with guidance from the local authority, has the discretion to award recruitment/retention incentives in accordance with paragraph 27.1 to 27.2 of “the Document”.

Head teachers, Deputy Head teachers and Assistant Head teachers may not be awarded payments under paragraphs 27.1 to 27.2 of “the Document” other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Head teacher, Deputy Head teacher or Assistant Head teacher – including non-monetary benefits – must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit awarded to a Head teacher, Deputy Head teacher or Assistant Head teacher under a previous “Document”, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under “the Document” 2014.

The Pay Committee will consider awarding recruitment benefits or incentives to attract candidates.

The Governing Body will conduct a regular formal review of all such awards. The Governing Body will make clear at the outset the expected duration of such incentives and benefits, and the review date after which they may be withdrawn.

Acting Allowance

Acting allowances may be paid to teachers subject to paragraph 23.6 of the STPC Document who are assigned and carrying out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher. **The Pay Committee will, within a four-week period of the commencement of acting duties, determine whether or not the acting postholder**

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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.

If the Pay Committee determines that an allowance will be paid, any teacher who carries out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher will be paid at an appropriate point, which must not be below the minimum, of the Headteacher range, Deputy Headteacher range or Assistant Headteacher range, as determined by the Pay Committee. Payment may be backdated to the commencement of the duties.

Out of School Learning Activities

The Governing Body may make discretionary payments to teachers and members of support staff, who participate in out-of-school learning activities. Teachers' involvement is entirely voluntary. Payments will only be made for substantial and where appropriate, regular commitment outside a teachers' 1265 hours of directed time. No full or part-time teacher or member of staff will be obliged to participate in out-of-school hours activities above their contracted hours.

Part-time teachers may receive an additional payment for participating in the same learning activities where these are not part of their contracted hours.

Staff will be given separate written confirmation for this additional work. The following non-exhaustive out-of-school hours' activities may be eligible for additional payment:

- a) Homework clubs;
- b) Breakfast clubs;
- c) Study support sessions linked to a particular curriculum, arts and hobby interest areas;
- d) Master classes;
- e) Summer literacy and numeracy schools.

Payment will be made for participating in an out-of-school learning activity of one hour or more over a minimum period of 6 weeks. The rate of payment will be determined by the school subject to available funding.

Recognition will also be given to support staff who work on the above out of school hours activities i.e. TOIL

Payment for Continuing Professional Development at weekends and out of term time is discretionary and will be considered on a case by case basis.

The Governing Body will have the discretion to make additional payments to teaching staff in respect of continuing professional development undertaken outside the school day. Such payments, if awarded, will be 1/195 of the individual teacher's annual salary.

Activities relating to the provision of initial teacher training.

The Governing Body may make discretionary payments to teachers in respect of activities relating to the provision of initial teacher training as part of the ordinary conduct of the school.

Provision of Services to Other Schools

The Governing Body may award additional payments in respect of additional responsibilities and activities due to or in respect of the provision of services by the Head teacher relating to the raising of education standards to one or more additional schools. These additional payments will be in accordance with 10.1 and 10.2 of "the Document".

Honoraria

The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher. There is no provision within the STPCD for payment of bonuses or honoraria in any circumstances and such award would be unlawful.



Policy and Procedure Changes

This Pay Policy correct as at 1 September 2018. This policy will be reviewed on an annual basis in line with legislative changes and changes to “the Document”. As a consequence we may need to change this policy in future, but if we do, we will do so in consultation with representatives of recognised trade unions and staff within the school. If we need to do something different, we will always be fair and reasonable.

Ratified



Appendix 1: Job Evaluation Appeal Pro forma

I disagree with the outcome of the job evaluation

Name:	School:	Post Title:

Basis of appeal

I would like to appeal on the following factors
Please circle the ones you wish to appeal and provide an outline of the query.

1. Supervision
2. Creativity and innovation
3. Contacts and relationships
4. Decisions A) discretion and B) consequences
5. Resources
6. Work Environment- A) work demands B) physical demands, C) working conditions D) working conditions
7. Working Context
8. Knowledge and Skills

Factor	Query



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Name of trade union (if applicable):

Line manager signature:

Procedure:

1. The appeal must be submitted within 3 months of the results being published.
2. The appeal must specify either the factors e.g. supervision creativity etc. or points which must be taken into consideration.

The Council must receive your appeal within 3 months of the date on which you were notified of the grading of your post.

Job Evaluation Appeal Form return

This form should be completed **in triplicate** if you wish to appeal against the result of the review of the grade for your post. All three copies should be returned to Schools HR Team at the below address and keep a copy for yourself.

Gerry Kemble
 Schools HR Team
 Town Hall
 Forest Road
 Walthamstow,
 London.
 E17 5JF

Signed:

Date:

PLEASE LEAVE THE FOLLOWING SECTION BLANK

SUP'Y	CRT'VY	DISC	CON'Q	KNOW & SKILLS	WORK DEMANDS		TOTAL PTS	GRADE	
					DEMAND	ENVIR'T			
									In Review
									On Appeal

Appendix 2: PAY APPEALS

SUPPORT STAFF

The order of proceedings is as follows:

1. A member of staff receives written confirmation of the pay determination in relation to the post grade and /or other allowances from the Head teacher.
2. The member of staff should set down in writing the grounds for questioning the pay determination and send it to the Head teacher, with a copy to the Chair/Clerk of the Governing Body, within ten working days of the notification of the decision being appealed against. The Governing Body may extend the time limit for good and sufficient reason.

Informal stage (optional)

3. It may be possible to resolve the pay determination issue without the need to use the full formal appeals process. The member of staff will be invited to meet with his/her line manager with appropriate professional support to seek to resolve the pay determination issue in the first instance.
The meeting will be used to:
Give the member of staff an opportunity to expand on aspects of the job and working arrangements which it is felt have not been considered.
Give the line manager and their professional support the further opportunity to clarify aspects of the job and working arrangements with the member of staff.
4. The meeting is not a negotiating forum but is used to clarify and identify information that may not have been taken into account. Following the meeting the line manager can review the pay determination taking account of any additional information. The outcome of this review will be confirmed in writing. If, following the review, the assessment remains unchanged and the member of staff is still dissatisfied with the pay determination the formal appeals process would be continued with.

Formal Stage

5. The member of staff should confirm their intention to proceed with formal appeals process and include any additional information they feel relevant to their appeal, within ten days of being notified of the outcome of the informal process (if used).
6. The member of staff will be sent a copy of a management statement setting out the reasons for the pay determination.
7. The Governing Body will convene an appeals panel of at least 3 Governors, who were not involved in the original determination and who are not otherwise excluded by virtue of regulation 57 or Schedule 6 of the School Government Regulations, normally within 20 working days following receipt of the completed Appeal proforma. The member of staff and the line manager will be given the opportunity to make representations in person
8. The decision of the appeal panel will be given in writing. The decision of the appeal committee is final.

TEACHERS

The order of proceedings is as follows:

1. A teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. The teacher should set down in writing the grounds for questioning the pay decision and send it to the Head teacher, with a copy to the Chair/Clerk to the Governing Body, within ten working days of the notification of the decision being appealed against. The Governing Body may extend the time limit for good and sufficient reason. If the Head teacher wishes to appeal, a notification should go to the Chair of the Governing Body, with a copy to the clerk, within the same period of time.

Informal stage (optional)

3. It may be possible to resolve the pay determination issue without the need to use the full formal appeals process. The teacher will be invited to meet with the Pay Committee or person who made the determination to seek to resolve the pay determination issue in the first instance.
4. The meeting is not a negotiating forum but is used to clarify and identify information that may not have been taken into account. Following the meeting the pay determination can be reviewed taking account of any additional information. The outcome of this review will be confirmed in writing. If, following the review, the assessment remains unchanged and the teacher is still dissatisfied with the pay determination the formal appeals process would be continued with.

Formal Stage

5. The teacher should confirm their intention to proceed with formal appeals process and include any additional information they feel relevant to their appeal, within ten days of being notified of the outcome of the informal process.
6. The teacher will be sent a copy of a management statement setting out the reasons for the pay determination.
7. The Governing Body will convene an appeals panel of at least 3 Governors, who were not involved in the original determination and who are not otherwise excluded by virtue of regulation 57 or Schedule 6 of the School Government Regulations, normally within 20 working days following receipt of the teacher's statement and the management statement. The teacher will be given the opportunity to make representations in person.
8. 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. The decision of the appeal committee is final.



Appendix 3: Upper Pay Range Application Form

Teachers eligible to progress to point 1 of the Upper Pay Scale from 1 September 2018

Name: _____

I certify that I was on point M6 of the Main Pay Scale for teachers on or before 1 September 2017 and am eligible to apply for movement to point 1 of the Upper Pay Scale with effect from 1 September 2018.

I understand that the decision on my progression will be based on my performance within the four Threshold Standards taking into account my two most recent Performance Review and Staff Development review statements.

I have provided a summary of the evidence from my teaching practice below that I believe demonstrates how I have met the threshold standards. *(Where evidence is available from PM review statements the information should be used to complete the relevant section in the application form).*

Teacher signature: _____ Date: _____

I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards.

TO BE RETURNED TO THE HEADTEACHER NO LATER THAN 31 OCTOBER 2018. APPLICATIONS RETURNED AFTER THIS DATE WILL NOT BE CONSIDERED.

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1. Core values, understanding of the curriculum and professional knowledge.

Principal's decision: met / not met

2. Teaching and assessment of learning.

Principal's decision: met / not met

3. Substantial and sustained contribution to raising standards through pupil achievement.

Principal's decision: met / not met

4. Effective professional development.

Principal's decision: met / not met

Appendix 4: LEADERSHIP – KEY AREAS

Key Area 1 - Shaping the Future

The Leadership Group member is able to create a shared vision focused upon significant goals for improving learning, inspire stakeholders and plan effectively for the achievement of those goals. He or she:

- Shows vision and conviction focused on improving learning
- Understands and responds to the local and national context
- Thinks, plans and acts strategically to achieve that vision
- Involves and inspires stakeholders

Key Area 2 - Leading Learning and Teaching

The Leadership Group member is successful in raising the quality of learning, teaching and achievement through setting high expectations, monitoring and evaluating progress, establishing improvement strategies and addressing underachievement of learners. He or she:

- Sets high expectations which focus on improvement of learning and teaching
- Evaluates effectively, identifies actions and secures improvement
- Works with others to raise levels of progress and achievement
- Challenges and addresses underachievement of learners

Key Area 3 - Developing Self and Working with Others

The Leadership Group member is able to lead a collaborative learning culture by showing self-awareness, with a readiness to learn and help others learn. He or she:

- Builds a collaborative learning culture within the school
- Sets high expectations and gives clear feedback, identifying strengths and areas for improvement
- Recognises and uses opportunities for learning and development, for self and others
- Uses effective coaching and feedback skills

Key Area 4 - Managing the Organisation

The Leadership Group member manages effectively, uses resources efficiently, makes appropriate decisions and shows good judgement. He or she:

- Takes and shares responsibility, creating an effective organisation
- Shows good judgement, makes appropriate decisions and gets things done
- Ensures strategic plans are implemented effectively
- Manages resources efficiently

Key Area 5 - Securing Accountability

The Leadership Group member holds him or herself and others accountable for high standards of performance and behaviour and takes effective action for sustainable school improvement. He or she:

- Makes clear own and staff accountabilities to secure high standards of performance and behaviour
- Routinely analyses and evaluates school performance rigorously
- Provides clear and on-going feedback to others, recognising good practice and addressing unacceptable levels of performance
- Gives an accurate and comprehensible account of school performance to a range of stakeholders

Key Area 6 - Strengthening Community

The Leadership Group member engages effectively with the community, supporting individual pupils and families, reducing barriers to learning and securing improved outcomes for children and young people. He or she:

- Creates and maintains effective partnerships with a range of stakeholders
- Recognises and takes account of diversity
- Contributes to community cohesion.



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In addition to the Six Key Areas referred to above, note: DfE advice on ‘National Standards of Excellence for Headteachers’ has been published for use by Headteachers, Governors and aspiring Headteachers. The advice is non-statutory but emphasises that the Standards may be used in a number of ways. For example, they can be used to inform the appraisal of Headteachers by serving as a background document to assist Governors, rather than as a set of Standards against which the Headteacher’s performance can be assessed in the appraisal process. They may be used to inform objective setting (but should not be used as ‘cut and paste’ objectives). Governors may use the standards in appraisal to frame a broad overview of leadership in the specific context of the school. In these circumstances, Governors may decide to use these Standards in addition to, or to support, the six key areas set out above. The DfE advice on the ‘National Standards of Excellence for Headteachers’ can be accessed via the following link:

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>

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