

**WOODMANSEY CE PRIMARY SCHOOL – POLICY ON SCHOOL TEACHERS’ PAY FOR 1 SEPTEMBER 2017 TO 31 AUGUST 2018**

**BASIC PRINCIPLES**

<b>POLICY</b>	<b>GUIDANCE</b>
<p><b>OPENING STATEMENT</b></p> <p>This policy sets out the framework for making decisions on teachers’ pay. All teachers employed at Woodmansey CE school are paid in accordance with this policy which has been developed to comply with current legislation and the requirements of the School Teachers’ Pay and Conditions Document (STPCD). A copy of the latest version may be found in the school office and is also on-line at [insert link]</p> <p>The school has adopted the standards framework attached at appendix 1 and the pay tables and pay reference points attached for reference at Appendix 1.</p> <p>The aim of this pay policy is to assist the Governing Body in managing pay and grading issues to:-</p> <ul style="list-style-type: none"> <li>• assure the quality of teaching and learning at the school;</li> <li>• support recruitment and retention and reward teachers appropriately;</li> <li>• and ensure accountability, transparency, objectivity and equality of opportunity</li> </ul> <p>All pay-related decisions are made having regard to the school staffing structure and school improvement plan, whilst having due regard to the constraints exercised by the annual budget allocation.</p> <p>The Governing Body will publish a whole school Staffing Structure. A copy of these documents will be attached to this Pay Policy. Should it subsequently be necessary to propose amendments to the Staffing Structure, consultation will take place, as appropriate.</p> <p>All pay related decisions are taken in compliance with the following:-</p> <ul style="list-style-type: none"> <li>• Employment Relations Act 1999</li> <li>• Equality Act 2010</li> </ul>	<p><i>The changes in this policy are in accordance with the STPCD2017</i></p> <p><i>This model pay policy only covers school teachers, whose statutory pay and conditions of service fall under the terms of the STPCD.</i></p> <p><i>This policy does not cover support staff, which have their own pay determination mechanism.</i></p>

<ul style="list-style-type: none"> <li>• Employment Rights Act 1996</li> <li>• The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000</li> <li>• The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002</li> <li>• The Agency Workers Regulations 2010</li> </ul> <p>The implementation, review and operation and monitoring of this policy will be the responsibility of the Governing Body, through its [finance/pay/personnel/other] Sub Committee and advised by the Schools Headteacher.</p> <p>It is intended that the school staffing budget will include an annual allocation to cover the total cost of existing and any additional planned salaries, pay increases and pay progression, including any likely performance progression as determined by this policy</p> <p>Teachers and unions have been consulted on this policy. Changes to this policy or appendices will be communicated to all staff in a manner designed to draw their attention to the changes. The policy will be reviewed annually or as otherwise required.</p>	<p><i>Insert any particular arrangements for your school e.g. decisions may be made by an individual (e.g. the head) rather than by a committee of the governing body. It is however recommended that a Sub Committee is delegated to deal with Pay determination</i></p>
<p><b>PAY REVIEWS</b></p> <p>The Governing Body will ensure that every teacher's salary is reviewed annually with effect from 1 September and give them a written statement, at the earliest opportunity and in any event not later than one month after the determination.</p> <p>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.</p> <p>A written statement will be given after any review and where applicable will give information about the basis on which it was made.</p>	<p><i>Written statements must be in accordance with paragraph 3.4 of the STPCD. a revised pay statement must also be given where there are any other changes in pay arrangements in the year.</i></p>
<p><b>TEACHERS PAID A SAFEGUARDARD SUM</b></p> <p>Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will comply with the relevant provisions of the STPCD and give the required notification as soon as possible and no later than one month after the date of the determination.</p>	<p><i>In accordance with Part 5 of the STP CD.</i></p>

**PAY DETERMINATION ON APPOINTMENT**

The Governing Body will determine the pay range for a vacancy prior to advertising it and on appointment it will determine the starting salary within that range to be offered to the successful candidate, having regard to the standards framework and pay reference tables and points adopted and referenced at appendix 1.

In making such determinations, the Governing Body may take into account the nature of the post , the level of qualifications, skills and experience required, market conditions and the wider school context

*Reference is made in the opening statement of this adopted policy and the Governing Body's intention in respect of the school staffing budget*

**RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS**

The Governing Body 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 Governing Body is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the relevant body must conduct a regular formal review of all such awards. The relevant body 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 Governing Body will determine whether an annual allowance will be paid with monthly salary or as a lump sum at the end of a fixed period.

Where a teacher is given an incentive or benefit in accordance with the STPCD, written notification given at the time of the award should state:

- whether the award is for recruitment or retention;
- the nature of the award (cash sums, travel or housing costs etc)
- when/how it will be paid (as applicable);
- unless it is a 'one-off' award, the start date and the expected duration of the incentive; and
- the basis for any uplifts which will be applied (as applicable).

*Any award made will be made in accordance with paragraph 27 of the STPCD and will be for a fixed duration. Whilst there isn't a maximum , regular formal reviews of all such awards must be made, to ensure the criteria for awarding the incentive are still met and justifiable to prevent any equal pay challenge.*

*Headteachers, deputy headteachers and assistant headteachers may not be awarded a Recruitment and retention incentive payment other than as reimbursement of reasonably incurred housing or relocation costs as this is taken into consideration when determining the pay range. Where the relevant body paid a recruitment or retention incentive or benefit awarded to a headteacher, deputy or assistant headteacher 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.*

	<p><i>Payments under paragraph 27 may only be used for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.</i></p> <p><i>Recruitment and Retention Payments should only be made where the decision is supported by objective data on recruitment statistics, staff turnover and the local labour market.</i></p> <p><i>The Governing body may wish to consult with TU when considering recruitment and retention issues.</i></p>
<p><b>PAY PROGRESSION BASED ON PERFORMANCE</b></p> <p>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.</p> <p>Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain.</p> <p>In the case of NQTs, pay decisions will be made by means of the statutory induction process. On successful completion of the statutory induction period, the evidence from induction will inform the decisions on their pay progression calculated according to their progress against the framework and the pay tables and pay reference points attached at appendix 1. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure on the first formal appraisal.</p> <p><b><u>Assessment of Performance</u></b></p> <p>To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure that appraisal is a supportive, developmental process designed to ensure that teachers have the skills and support they need to carry out their role effectively. We will promote fairness by ensuring objectives and</p>	<p><i>The governing body must ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the school's circumstances.</i></p>

<p>assessments are set using the standards framework and teachers standards attached to this policy.</p> <p>The evidence we will use will include self-assessment, tracking pupil progress, lesson observations, but may also include peer review, the views of pupils and parents in accordance with the schools appraisal policy</p> <p>Teachers’ appraisal reports will contain pay recommendations.</p> <p>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/senior leadership team.</p> <p>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 at all levels. In this school, judgements of performance will be made against the framework at appendix 1</p>	<p><i>Reference is made in the opening statement of this adopted policy and the Governing Body’s intention in respect of the school staffing budget</i></p>
<p><b>MOVEMENT TO UPPER PAY RANGE</b></p> <p><b><u>Applications and Evidence</u></b></p> <p>Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy and attached standards framework. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.</p> <p>Applications may be made once a year by application form and in accordance with the eligibility criteria outlined on the application form attached at Appendix 2.</p> <p>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.</p> <p>All applications should include the results of reviews or appraisals for teacher’s two most recent appraisal reports, 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).</p>	<p><i>(Insert information about application deadlines (e.g.</i></p>

Applications forms are attached at appendix 2 and should be completed, with accompanying evidence for the relevant period and submitted to the appropriate line manager by the date indicated on the application -form.

**Assessment**

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

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher’s achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy highly competent means: the teacher’s performance is assessed as having the necessary 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 to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school.

For the purposes of this pay policy substantial means: 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.

For the purposes of this pay policy sustained means: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (There may be exceptions where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria may be submitted in these circumstances). 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 attached framework and the school’s appraisal policy.

The assessment will be made by 31 October [insert who will decide on the initial assessment]. If successful, applicants will move to the upper pay range start of the academic year. If unsuccessful, feedback will normally be

*start/ end Academic year or terms – or an alternative deadline) applying particular attention to ensuring every teacher is treated fairly).*

*Teachers who provide coaching and mentoring to other teachers, must have the knowledge and skills to apply procedures fairly and demonstrate continuous professional development*

*Where the standards of performance are likely to fall short of the requirements for movement to UPR this should be raised with the teacher to ensure that the appraisal is a supportive, developmental process.*

*Where it is agreed that there are exceptional circumstances*

<p>provided by the line manager within 10 working days of the decision.</p> <p>The Governing Body will make the final determination in accordance with the attached appeals procedure at Appendix 3</p>	<p><i>discretion may be exercised in respect of the assessment and feedback dates.</i></p>
<p><b>APPEALS</b></p> <p>The governing body has an appeals procedure in relation to pay as set out in Appendix 3 to this pay policy.</p> <p>The arrangements for considering appeals are as follows:</p> <p>A teacher may seek a review of any determination in relation to his/her pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his/her pay on the basis that the person or committee by whom the decision was made incorrectly applied any provision of the STPCD and/or school pay policy.</p>	<p><i>It is recommended that the attached appeals procedure is adopted as it is in accordance with the ACAS code of Practice for addressing grievances.</i></p> <p><i>Schools may wish to include a form for recording the informal stages of the appeals process.</i></p>
<p><b>PAY RANGE FOR HEAD TEACHERS</b></p> <p>The head teacher groups, and guidance for setting leadership pay ranges in relation thereto, are as attached at Appendix 4. There are 3 stages when setting the pay for new appointments to headship:-</p> <ul style="list-style-type: none"> <li>• Stage 1 – Defining the role and determining the headteacher group</li> <li>• Stage 2 – Setting the indicative pay range</li> <li>• Stage 3 – Deciding the starting salary and individual pay range</li> </ul> <p>The Governing Body will consider whether there is any relevant benchmarking information and/or HR advice when making a judgement on determining the pay range.</p> <p>In exceptional circumstances the Governing Body may consider setting a range that exceeds the maximum of the head teacher group by up to an additional 25% for e.g where there is significant difficulty in making an appointment.</p> <p>The Governing Body may, in only wholly exceptional circumstances consider setting the headteachers pay range more than an additional 25% higher than the maximum of the headteacher group. In these circumstances a business case will be made and independent advice sought to ensure</p>	<p><i>Appointments to pay ranges must be in accordance with Part 2 of the STPCD. Changes to determine the leadership group pay will only be applied to individuals appointed on or after 1 September 2014, or whose responsibilities significantly change on or after 1 September 2014</i></p> <p><i>The maximum of the Head teachers pay range plus any additional temporary payments under paragraph 10 must not exceed the maximum of the Head teacher group by more than 25 % unless there are exceptional circumstances supported by a business case</i></p>

<p>that the decision can be justified.</p> <p>The Governing Body will agree performance objectives with the Headteacher, after receiving the advice of their external adviser, in accordance with the prevailing performance management legislation.</p> <p>The Governing Body will review performance against objectives set for the preceding year, again receiving advice from their external adviser. The Headteacher must demonstrate sustained high quality of performance in order to be considered for a performance point(s) increase.</p> <p>To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisals or reviews. Taking such performance into account, the Governing Body will determine whether no, one or more than one point are to be awarded for progression within the pay range. Progression within the range will be effective from 01 September each year.</p> <p>Leadership Group progression will be taken fully into account. Annual pay progression within the range for this post is not automatic. Any progression will normally be by one point, but the governing body may consider movement by more than one points in exceptional circumstances.</p>	
<p><b>DEPUTIES AND ASSISTANT HEAD TEACHERS</b></p> <p>The Governing Body will review Deputy or Assistant Headteacher’s pay range if it is determined that there is a need for consistency with pay arrangements for new appointments to the leadership group or with a member or members of the leadership group whose responsibilities have significantly changed in accordance with Appendix 4.</p> <p>The maximum of the Deputy or Assistant Head teacher’s pay range will not exceed the maximum of the Headteacher group for the school unless there are exceptional circumstances.</p> <p>The Governing Body will determine a pay range from the Pay Spine for the Leadership Group for each Deputy Headteacher and Assistant Headteacher.</p> <p>The individual pay ranges set will reflect the relative responsibilities and job weight of the roles concerned.</p>	<p><i>Appointments to pay ranges must be in accordance with Part 2 of the STPCD.</i></p> <p><i>Determination of Leadership pay range is in accordance with paragraph 9 of the STPCD</i></p>



<p>The Governing Body when determining the pay range will take into account and record all the permanent responsibilities of the role, any challenges that are specific to the role, how the role fits within the wider leadership structure of the school and have significant scope for progression.</p> <p>The Governing Body will be advised by the Headteacher of performance against objectives agreed for the preceding year, and must have regard to any recommendation on pay progression recorded in the teacher’s most recent planning and review statement. The Governing Body will take this into account when determining whether to award pay point progression (if any) within the individual range.</p> <p>Progression within the range will be based on evidence of sustained high quality of overall performance. To evaluate that there has been high quality performance, the performance review will need to assess that the Leadership Group member has grown professionally by developing their leadership and (where relevant) teaching expertise. Any increase in pay will be effective from 1 September each year.</p>	
<p><b>LEADING PRACTITIONERS</b></p> <p>The Governing Body will determine the pay of a Leading Practitioner post in accordance with the STPCD. Leading Practitioner Pay Range is attached at Appendix 1</p>	<p><i>Leading practitioner posts should be referenced on the schools staffing structure attached to this policy</i></p>
<p><b>PART-TIME TEACHERS</b></p> <p>Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time.</p> <p>The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school’s timetabled teaching week for a full-time teacher in an equivalent post.</p>	<p><i>Governing bodies are responsible for ensuring that part-time teachers, (including teachers on job share contracts) have a clear statement of the sessions and hours they will be required to work and that the STPCD in relation to part-time teachers’ pay and working time, is applied ( paragraph 43refers)</i></p>
<p><b>SHORT NOTICE/SUPPLY TEACHERS</b></p>	<p><i>Such teachers will be paid in</i></p>

<p>Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the framework for new appointments i.e. the job and grade is determined prior to recruitment.</p> <p>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.</p>	<p><i>accordance with paragraph 44 of the Document.</i></p> <p><i>A day is paid at 1/195 of the full salary; hourly rates are 1/1265 of full salary</i></p>
<p><b>UNQUALIFIED TEACHERS</b></p> <p>The pay committee will pay any unqualified teacher in accordance with the STPCD. The Governing Body will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The Governing Body will consider whether it wishes to pay an additional allowance, in accordance with the STPCD.</p> <p><b><u>Unqualified Teachers' Allowance</u></b></p> <p>The governing body will pay an unqualified teachers' allowance to unqualified teachers when the governing body consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience.</p>	<p><i>In accordance with paragraph 17 of the STPCD</i></p> <p><i>In accordance with paragraph 22 of the STPCD</i></p>
<p><b>TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRS)</b></p> <p>The Governing Body may award a TLR to a classroom teacher in accordance with the STPCD.</p> <p>Unqualified teachers may not be awarded TLRs</p> <p>TLR 1 or 2 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 as set out in the STPCD</p> <p>The pay committee may award a TLR3 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, in accordance with the range stipulated in the STPCD, for a specified amount paid</p>	<p><i>TLRs may only be awarded in the context of the school's staffing structure and pay policy.</i></p> <p><i>A teacher may not be awarded more than one TLR concurrently.</i></p> <p><i>Following the review of staffing structures, the implementation plan should be attached to the school's pay policy.</i></p> <p><i>–Part 4 of STPCD sets out the responsibility criteria and the ranges to be applied.</i></p>

<p>in monthly instalments.</p> <p>No safeguarding will apply in relation to an award of a TLR3.</p> <p>TLRs1 &amp; 2 are awarded to the holders of the posts indicated in the attached staffing structure.</p>	
<p><b>SPECIAL EDUCATIONAL NEEDS ALLOWANCES (SEN)</b></p> <p>The Governing Body will award an SEN spot value allowance on a range as stipulated in the STPCD, to any classroom teacher who meets the following criteria in the STPCD.</p> <p>Where the allowance is payable the school will determine the spot value of the allowance for each relevant teacher taking in to consideration the structure of the SEN provision and the following factors:</p> <ul style="list-style-type: none"> <li>• whether any mandatory qualifications are required for the post;</li> <li>• the qualifications and expertise of the teacher relevant to the post; <u>and</u></li> <li>• the relative demands of the post.</li> </ul>	<p><i>Part 4 of the STPCD sets out the range to be applied.</i></p> <p><i>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 maximum established in the national framework</i></p> <p><i>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.</i></p> <p><i>SEN allowances may be held at the same time as TLRs. However, the Governing Body should, when reviewing their staffing structure keep them under review and follow the general principles at paragraph 21</i></p>

## **PAYMENT FOR ACTIVITIES OUTSIDE NORMAL CONTRACTUAL DUTIES**

### **Continuing Professional Development**

Teachers who undertake voluntary continuing professional development outside the school day will be entitled to an additional payment

### **Initial Teacher Training Activities**

Teachers who undertake voluntarily school-based initial teacher training activities will be entitled to a payment

Activities that will attract payment include teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment.

### **Out-of-School Learning Activities**

Consideration will be given to payment for involvement in out of school hours learning activities which fall outside a teacher's directed time. Examples of such activities may include homework clubs, summer schools and sporting activities. All such activities should require the exercise of a teacher's professional skills or judgement.

In each of the above three categories additional payment will usually be made at the teacher's normal hourly rate. The hours to be predetermined and authorised in advance of undertaking the duties/activities.

### **Payment for Work undertaken for other Institutions**

Any services provided by the Headteacher (or other staff member) of one school to another school must be authorised formally by the Governing Body and where the work extends over more than a 12 month period, the agreement of the governing body must be formally reviewed annually, or sooner if appropriate. The Governing Body should also agree arrangements for terminating such work.

Arrangements for payment for external work, including personal remuneration and reimbursement of expenses incurred by the individual as a result of taking on additional work, must be clearly stated and formally incorporated into a protocol by the governing body (or the finance committee) and decisions duly minuted.

The head teacher and governing body should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be

*Before such work is undertaken, the Governing Body and the Headteacher must take into account the needs of the school and its pupils; and the benefits that the activity would bring to the school; the impact of any absence on other staff, including their workload; and the workload and work-life balance of all the individuals concerned.*

<p>unsatisfactory.</p> <p>The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the Governing Body. The terms of such an agreement must be set out in a memorandum signed by the Chair of Governors and the Headteacher and any other members of staff involved.</p> <p>Any income derived from external sources for the work of a school's staff should accrue to the school. The Governing Body should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities, and if so, determine the appropriate amount.</p> <p><b>Residential Duties</b> Need to insert here circumstances in which payment will be made and level of payment. Also need to say if the school is allied to the Joint National Council for Teachers in Residential Establishments</p> <p><b>Honoraria</b> The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.</p>	<p><i>Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments</i></p>
<p><b>PAY POLICY ANNEXES</b> [insert copy of the standards framework and the pay tables and pay reference points] [insert UP Application Form] [insert details of the school's procedure for the hearing of appeals] [insert the Head teacher groups, and pay ranges ] [insert copy of school's staffing structure]</p>	

<b>Discretionary Reference Points 2017/2018</b>	
<i>England and Wales (excluding the London Area)</i>	
<b>Reference point – Main Pay Scale - Qualified</b>	<b>£</b>
<b>1 Minimum</b>	<b>22,917</b>
<b>2</b>	<b>24,728</b>
<b>3</b>	<b>26,716</b>
<b>4</b>	<b>28,772</b>
<b>5</b>	<b>31,039</b>
<b>6 Maximum</b>	(a) 33,492 (b) 33,824
<b>Reference point - Upper Pay range</b>	<b>£</b>
<b>UPS 1 Minimum</b>	<b>35,927</b>
<b>UPS 2</b>	<b>37,258</b>
<b>UPS 3 Maximum</b>	<b>38,633</b>
<b>Leading Practitioner</b>	<b>£</b>
<b>LP Minimum</b>	<b>39,374</b>
<b>LP Maximum</b>	<b>59,857</b>
<b>Note: the minimum of the Leading Practitioners range equates to the minimum of the Leadership Range and maximum equates to Leadership point 18. Therefore the values of the pay points between are equal to Leadership points 1 to 18.</b>	
<b>Reference point - Unqualified teachers</b>	<b>£</b>
<b>1</b>	<b>16,626</b>
<b>2</b>	<b>18,560</b>
<b>3</b>	<b>20,492</b>
<b>4</b>	<b>22,427</b>
<b>5</b>	<b>24,362</b>
<b>6</b>	<b>26,295</b>

This 'Alternative' Appendix 1 is not supported by the TUs. Schools are advised that further consultation should take place with the staff and TUs in schools before adopting this 'Alternative Appendix 1' to enable the TUs to hold conversations with Schools about any further response by the Trades Union. The HR Locality Leads on request will assist schools in this process

<b>Discretionary Reference Points 2017/2018</b>	
<i>England and Wales (excluding the London Area)</i>	
<b>Reference point – Main Pay Scale - Qualified</b>	<b>£</b>
<b>1 Minimum</b>	22,917
2	24,486
3	26,454
4	28,490
5	30,735
<b>6 Maximum</b>	(a) 33,164 (b) 33,824
<b>Reference point - Upper Pay range</b>	<b>£</b>
<b>UPS 1 Minimum</b>	35,927
<b>UPS 2</b>	37,258
<b>UPS 3 Maximum</b>	38,633
<b>Leading Practitioner</b>	<b>£</b>
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18.	
Reference point - Unqualified teachers	£
1	16,626
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6	26,295

## Performance Related Pay: Benchmarking Framework for assessing Teachers' performance against the professional standards.

May 2013

### The Role of Professional Standards in determining Teachers' Pay

- The Teachers' Professional Standards apply to all teachers regardless of their career stage, and **define the minimum level of practice expected of teachers from the point of being awarded QTS**
- **With effect from September 2013, the performance of teachers against these standards will determine whether or not they progress up the pay scales.**
- **As a result, the standards will need to be applied as appropriate to the role and context within which a teacher is practising.** Pay progression will be determined as a result of a consideration of how the teacher's performance compares with the professional standards, and the expectations which a Headteacher or appraiser may reasonably expect of a teacher paid at a certain level.
- **Pay should reflect the standard of the Teacher's work, and this is not linked to chronological progression.**
- Headteachers (or appraisers) will therefore **assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role;** where a teacher is performing at a level commensurate with the expectations of performance at a given pay level, it is for the Headteacher or appraiser to determine the level of pay for the teacher. This may include Upper Pay Spine pay, should the teacher request this at any stage of their career, and should their performance be commensurate with working at that level.
- The professional judgement of head teachers and appraisers will therefore be central to appraisal against these standards, and any subsequent pay progression. This document is designed to support Headteachers and appraisers in carrying out their task, and to maintain consistency between appraisal judgements in the same school and across schools in the East Riding. The purpose of this is to ensure that all teachers are treated with equal fairness, and that the standards applied when recommending progression up the pay scales are uniform throughout the Local Authority. When teachers move schools, the judgements made about their performance will allow their new Headteacher to be secure in recommending a particular level of pay and all schools will be able to demonstrate a clear link between standards and pay.
- In order to meet the standards, a teacher will need to demonstrate that their practice is consistent with the definition set out in the Preamble, and that they consistently meet the standards in both Part 1 and Part 2 of the Teachers' Professional Standards document. They should also be successful in meeting their specific appraisal objectives to a degree which satisfies the Headteacher or appraiser that they have undertaken the degree of work necessary for successful completion, allowing for circumstances which may have impeded absolute conformity with the expectations of the objective.
- This document has been designed to set out a basic framework within which all teachers should operate from the point of initial qualification onwards. Appropriate



self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. **As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards**, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

## The Standards

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Benchmarking Framework of Expectations at given Pay levels.

Judgements should be made against both **conditional** and **absolute** criteria.

**Conditional criteria** are those which are exhibited in the behaviours of teachers who comply with the requirements of the Professional Standards; such behaviours are observable, but not necessarily quantifiable. They will usually be measured through appraisal objectives

**Absolute criteria** are those which can be clearly measured, and should form at least part of the evidence submitted by the teacher as proof of overall performance. There are two effective quantifiable data measures

1. pupil progress

A judgement should be made, against expectations determined by the school, of the extent to which pupils make progress:

- Broadly in line with expectations: which would lead to a judgement of “requires improvement”
- Better than expected which would lead to a judgement of “good”
- Significantly better than expected which would lead to a judgement of “outstanding.”

2. lesson observation outcomes

A judgement should be made about the extent to which teaching is habitually observed which

- requires improvement
- is good
- is outstanding

There will usually be clear correlation between the quality of teaching and the pupil progress judgements, and the policy should make it clear as to how these judgements will be used in determining overall performance, and therefore pay progression.

**Pay scales suggest six referencing points on the Main-scale; and three further referencing points may be established on the Upper Pay Spine.**

**Teachers operating at standards which show**

- **Emergent practice (reference points 1-2):** are able to show these characteristics within their own classroom, not necessarily consistently, will show an increasingly secure grasp of attainment standards, so that their assessment of pupils' progress is increasingly reliable, but they will not yet demonstrate readiness to share their practice beyond their immediate sphere of operation; they will, in primary schools, be developing the skills of subject coordination. Teaching may still require improvement, but teachers are working towards good.
- **Expected practice (reference points 3-6):** will be consistent in their performance, secure in their judgements, so that they can contribute positively and accurately to analysis of pupils' progress, and be developing elements of their practice which may show influence outside their immediate sphere of operation, i.e. within their Year Group, Key Stage or Department; where required to do so, this will include effective subject coordination at primary level. Teaching will usually be good, and may show outstanding features
- **Exceeding expected practice (Upper Pay Spine):** will make a sustained and effective contribution to the formulation and implementation of school policy; their teaching is of a standard which can influence the practice of others in the school, and they can be seen as role models, for instance in the mentoring of Newly Qualified Teachers. They should be proactive in seeking opportunities to influence and shape the direction of practice and to show understanding of the standards of pupils' performance, so that they can moderate the judgements of less skilled teachers. Teaching will be consistently good, and will often be outstanding.

*Developing depth and breadth of knowledge, skill and understanding that teachers demonstrate in meeting the standards*



A teacher must:	Reference points 1-2	Reference points 3-6	Upper Pay Spine reference points 1-3
<p><b>1. Set high expectations which inspire, motivate and challenge pupils</b></p> <p>a) establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>1a (i) The learning environment is welcoming and well-managed; it helps to foster engagement and consistently respectful and productive relationships between teacher and pupil and pupil to pupil are developing</p> <p>1b (i) Prior attainment data are used, along with other appropriate information to set challenging targets for all students</p> <p>1c (i) Teachers demonstrate at all times the positive attitudes, values and behaviour which are expected of pupils</p>	<p>1a (ii) The learning environment is engaging and relationships with pupils and colleagues which are consistently respectful and productive are the norm</p> <p>1b (ii) High expectations of what all students can achieve are consistently demonstrated in target setting, lesson planning and all interactions</p> <p>1c (ii) Teachers consistently model within and beyond their own classroom, the positive attitudes, values and behaviour which are expected of pupils</p>	<p>1a (iii) Teachers support and coach their colleagues to develop these attributes; their learning environment is used as an example of good practice to support the development of less skilled teachers</p> <p>1b (iii) Teachers support and coach colleagues to develop lessons based upon challenging objectives and targets</p> <p>1c (iii) Teachers contribute to the development and implementation of policy which leads to the positive attitudes, values and behaviour which are expected of pupils, and support others in doing this</p>

<b>A teacher must:</b>	<b>Reference points 1-2</b>	<b>Reference points 3-6</b>	<b>Upper Pay Spine reference points 1-3</b>
<p><b>2. Promote good progress and outcomes by pupils</b></p> <p>a) be accountable for pupils' attainment, progress and outcomes</p> <p>b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</p> <p>c) guide pupils to reflect on the progress they have made and their emerging needs</p> <p>d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>e) encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>2a (i) The majority of pupils and groups of pupils make progress in lessons that is at least broadly in line with that made by pupils nationally with similar starting points</p> <p>2b (i) Teaching is based upon careful assessment of pupils' current and prior learning</p> <p>2c (i) Pupils are informed about the progress they are making and how to improve through regular feedback and marking which is timely and encouraging. As a result pupils reflect upon their progress and set targets to improve</p> <p>2d (i) Teachers use their pedagogical understanding to construct lessons and sequences of learning that promote learning progression</p> <p>2e (i) Pupils take responsibility for their work and are encouraged to be independent learners</p>	<p>2a (ii) Almost all pupils and groups of pupils make expected progress in lessons and the majority make good or better progress, in comparison with pupils nationally with similar starting points</p> <p>2b (ii) Accurate assessment of pupils' current and prior skills, knowledge and understanding is used to plan for the progression for all pupils</p> <p>2c (ii) Pupils are well informed about the progress they are making and how to improve further. As a result of this effective feedback and marking pupils reflect upon their progress and can set appropriate targets to meet their learning needs</p> <p>2d (ii) Teachers use their deep pedagogical understanding to employ effective strategies that, together with appropriately targeted support and intervention, match pupils' needs</p> <p>2e (ii) Pupils take responsibility for their work, demonstrate independence and are increasingly resilient</p>	<p>2a (iii) The majority of pupils make very good progress in comparison with pupils nationally with similar starting points</p> <p>2b (iii) Teaching is based upon systematic and accurate assessment of pupils' prior knowledge, skills and understanding. As a result all pupils are set appropriate, challenging tasks</p> <p>2c (iii) Constructive and precise feedback means that pupils show a strong grasp of what they have learned and its significance. They are able to apply this knowledge to challenge themselves within and beyond the classroom</p> <p>2d (iii) Teachers are able to use a range of highly appropriate teaching strategies that are tailored to the learning needs of different students; support and intervention are timely and sharply focussed</p> <p>2e (iii) Pupils display a strong commitment to their learning, demonstrating independence and resilience when confronted with challenging tasks</p>

<b>A teacher must:</b>	<b>Reference points 1-2</b>	<b>Reference points 3-6</b>	<b>Upper Pay Spine reference points 1-3</b>
<p><b>3. Demonstrate good subject and curriculum knowledge</b></p> <p>a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misconceptions</p> <p>b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p>	<p>3a (i) Secure subject knowledge helps to foster pupil engagement and maintain interest. Common misconceptions are recognised and challenged</p> <p>3b (i) Teachers demonstrate an up-to-date knowledge of their subject(s) and have a secure understanding of the assessment requirements and arrangements for the subjects they teach, including requirements for national tests and/or public examinations</p> <p>3c (i) Teachers are aware of the relevant literacy policies and understand the importance of literacy to their subject area. Literacy and communication skills are promoted within lessons</p>	<p>3a (ii) Strong subject knowledge helps to secure high levels of engagement and interest over sequences of learning. Common concepts are deconstructed and made accessible to learners at each key stage. Common and new misconceptions are challenged</p> <p>3b (ii) Teachers demonstrate good knowledge of their subject(s), and use a well-developed understanding of the assessment requirements and arrangements for the subjects they teach to develop highly relevant programmes of learning for use across the school or subject</p> <p>3c (ii) Teachers skilfully integrate the development of literacy and communication skills within sequences of learning</p>	<p>3a (iii) Strong subject and curriculum knowledge is used to: secure high levels of interest; engage students in innovative ways; anticipate and address misconceptions, enabling pupils to overcome them</p> <p>3b (iii) Teachers use an extensive knowledge and well-informed understanding of their subjects, including the assessment requirements and arrangements, to support and coach colleagues across the school</p> <p>3c (iii) Teachers promote and secure high standards of literacy and communication and use this expertise to develop practice across the school</p>

<b>A teacher must:</b>	<b>Reference points 1-2</b>	<b>Reference points 3-6</b>	<b>Upper Pay Spine reference points 1-3</b>
<p><b>4. Plan and teach well structured lessons</b></p> <p>a) impart knowledge and develop understanding through effective use of lesson time</p> <p>b) promote a love of learning and children’s intellectual curiosity</p> <p>c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>d) reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<p>4a (i) The role of the teacher and pupil activities are planned for within well structured lessons</p> <p>4b (i) Plan and teach lessons that promote positive attitudes to learning</p> <p>4c (i) Plan, set and mark homework in line with school policy that consolidate and extend understanding</p> <p>4d (i) Reflection leads to the adaptation and modification of future lessons. Professional development opportunities are grasped to improve practice</p> <p>4e (i) Teachers contribute to curriculum planning and to the development of schemes of learning</p>	<p>4a (ii) Lesson planning and delivery are well structured in order to provide activities and interventions which secure good progress</p> <p>4b (ii) Plan and teach lessons that facilitate successful independent and resilient learners</p> <p>4c (ii) Plan set and mark homework which challenges pupils to deepen their knowledge and understanding</p> <p>4d (ii) Reflection upon lesson effectiveness is shared with colleagues in order to improve and adapt schemes of learning and curriculum content</p> <p>4e (ii) Teachers help to meet curriculum aims and objectives through the creation and development of sequences of learning within a subject area</p>	<p>4a (iii) Lesson planning and delivery are skilfully executed in order to secure very high participation and rapid and sustained progress for all learners</p> <p>4b (iii) Teaching inspires learning and full participation in lessons, promoting a desire to extend learning beyond the classroom</p> <p>4c (iii) Homework is used to stretch students’ understanding beyond schemes of learning and to engender creative responses</p> <p>4d (iii) Teachers support other colleagues to improve their practice through mentoring and coaching</p> <p>4e (iii) Schemes of learning are evaluated and adapted in response to learner need. Expertise in curriculum planning is used to support colleagues design learning sequences</p>

<b>A teacher must:</b>	<b>Reference points 1-2</b>	<b>Reference points 3-6</b>	<b>Upper Pay Spine reference points 1-3</b>
<p><b>5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <p>a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p>c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <p>d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<p>5a (i) Teachers plan and deliver appropriately differentiated learning activities and approaches for all pupils, based on prior attainment and identified need</p> <p>5b (i) Teachers show awareness of pupils who are in receipt of the Pupil Premium, show a secure understanding of how a range of factors, including SEN/D, EAL, LAC, FSM, G&amp;T, can impact learning. They adapt their teaching accordingly to ensure all pupils make expected progress</p> <p>5c (i) Teachers' planning and teaching shows they understand that all pupils develop at different rates both socially and intellectually. They adapt their teaching accordingly</p> <p>5d (i) Teachers show a clear understanding of the specific needs of SEN/D, EAL and G&amp;T pupils and use distinctive teaching and support strategies to ensure these pupils make progress that is at least in line with similar learners nationally, and which narrows the gap between these and other learners</p>	<p>5a (ii) Teachers' planning and teaching is well informed by prior attainment and knowledge about all pupils. It is skilfully adapted to the individual needs of all pupils</p> <p>5b (ii) Teachers show a sophisticated understanding of how a range of factors, including SEN/D, EAL, LAC, FSM, G&amp;T, can impact learning. They adapt their teaching imaginatively and creatively to ensure all pupils make good progress</p> <p>5c (ii) Teachers' planning and teaching shows an in depth understanding that that all pupils develop at different rates both socially and intellectually. They plan their teaching to accelerate progress and narrow the skills and attainment gaps</p> <p>5d (ii) Teachers show a clear understanding of the specific needs of SEN/D, EAL and G&amp;T pupils and use distinctive teaching and support strategies to ensure these pupils make progress that is better than similar learners nationally</p>	<p>5a (iii) Teachers' planning and teaching is seen as best practice in terms of meeting the needs of all pupils. Colleagues are supported to develop effective and inclusive teaching and learning</p> <p>5b (iii) Teachers are highly adept at removing barriers to learning for SEN/D, EAL, LAC, FSM, G&amp;T pupils. As a result these pupils make very good progress. They support colleagues to improve their practice</p> <p>5c (iii) Teachers are viewed as equipped with the necessary knowledge and experience in terms of their understanding of the intellectual and social development of pupils. They support colleagues to improve their expertise</p> <p>5d (iii) Teachers are fully conversant in the field of SEN/D, EAL and G&amp;T teaching and learning. They advise colleagues about appropriate differentiation for individual and groups of pupils to maximise progression</p>

A teacher must:	Reference points 1-2	Reference points 3-6	Upper Pay Spine reference points 1-3
<p><b>6. Make accurate and productive use of assessment</b></p> <p>a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>b) make use of formative and summative assessment to secure pupils' progress</p> <p>c) use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p>	<p>6a (i) Teachers regularly assess pupils in their subject area (including statutory assessments)</p> <p>6b (i) Summative and formative assessment are used as a basis for intervention and to inform future planning</p> <p>6c (i) School and national level data is used in order to set challenging targets, monitor progress and plan subsequent lessons</p> <p>6d (i) Teachers give regular feedback both orally and through accurate marking and encourage pupils to respond to the feedback given</p>	<p>6a (ii) Teachers use a range of techniques in order to accurately assess pupil progress against different learning objectives</p> <p>6b (ii) Precise use of formative and summative assessment helps to secure good rates of progress for different groups of learners</p> <p>6c (ii) Accurate assessment is used to monitor the progress of different groups of students against challenging targets and informs subsequent lessons</p> <p>6d (ii) Detailed feedback and marking enables pupils to know how to progress and provides opportunities to reflect upon and respond to feedback</p>	<p>6a (iii) Teachers produce assessments to be used by colleagues, and are able to moderate their colleagues' judgements</p> <p>6b (iii) Teachers provide support to others in formative and summative assessment</p> <p>6c (iii) Teachers mentor/coach others in monitoring pupil progress; they contribute to the monitoring of progress within a subject area</p> <p>6d (iii) Teachers mentor/coach others in providing exemplary feedback and marking and providing opportunities for students to respond to feedback</p>



A teacher must:	Reference points 1-2	Reference points 3-6	Upper Pay Spine reference points 1-3
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p> <p>a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <p>b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</p>	<p>7a (i) Teachers have clear rules and routines for behaviour and consistently implement the school's behaviour and anti-bullying policies in lessons and around the school. They model high standards of courtesy</p> <p>7b (i) Teachers have high expectations of behaviour, using a range of strategies (including praise, rewards and sanctions) to promote good and courteous behaviour in the majority of pupils, both in their own lessons and around school</p> <p>7c (i) Effective classroom management ensures that pupils work cooperatively with each other in a safe and orderly manner. Teachers motivate pupils to engage well with learning so that disruption to lessons is uncommon</p> <p>7d (i) Teachers build good relationships with the majority of pupils and pupils respond well to additional prompting from the teacher</p>	<p>7a (ii) Teachers take responsibility for applying the school's behaviour and anti-bullying policies in their lessons and around school, swiftly and successfully addressing incidents of misbehaviour and bullying that occur.</p> <p>7b (ii) Teachers use a broad range of effective and imaginative strategies (including praise, rewards and sanctions) to promote good behaviour in all pupils, both in their own lessons and around school</p> <p>7c (ii) Teachers engage pupils well with their learning and consequently disruption to lessons is rare. Pupils' behaviour makes a strong contribution to good learning in a safe and positive environment</p> <p>7d (ii) Teachers build good relationships with all pupils who consistently demonstrate positive attitudes towards their teacher</p>	<p>7a (iii) Teachers contribute to the development of behaviour and anti-bullying policies, applying them very effectively in their own practice and supporting colleagues to do the same</p> <p>7b (iii) Teachers are recognised as highly skilled in behaviour management and are proactive in supporting colleagues to develop their practice</p> <p>7c (iii) Teachers play a key role in upholding the ethos of the school. Pupils are highly motivated and excellent behaviour is a consistent factor in their successful learning</p> <p>7d (iii) Teachers are recognised as consistently successful in developing positive relationships with pupils and are proactive in supporting colleagues to develop positive relationships</p>

<b>A teacher must:</b>	<b>Reference points 1-2</b>	<b>Reference points 3-6</b>	<b>Upper Pay Spine reference points 1-3</b>
<p><b>8. Fulfil wider professional responsibilities</b></p> <p>a) make a positive contribution to the wider life and ethos of the school</p> <p>b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>c) deploy support teachers effectively</p> <p>d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>e) communicate effectively with parents with regard to pupils' achievements and well-being.</p>	<p>8a (i) Teachers model their professional duties and consistently implement the school values and policies. They increasingly participate in directed time whole school activities</p> <p>8b (i) Teachers work as a committed team member and identify opportunities for working with a range of different colleagues in order to seek advice and share good practice</p> <p>8c (i) Teachers carefully deploy other adult support, ensuring that they are appropriately involved in supporting learning and understand the roles they are expected to fulfil</p> <p>8d (i) Teachers have a creative and constructively critical approach towards innovation; actively seeking to adapt their practice where benefits and improvements are identified through coaching, mentoring and other professional development opportunities</p> <p>8e (i) Teachers use a variety of methods to provide all parents and carers with timely, accurate and constructive feedback on learners' achievements and well-being</p>	<p>8a (ii) Teachers contribute to the development, evaluation and consistent implementation of workplace policies and practice, including participation in directed time whole school activities</p> <p>8b (ii) Teachers have a well-developed awareness of those who can provide effective support and implement this practice in their teaching, whilst modelling good practice across the school</p> <p>8c (ii) Teachers share planning and deploy other adults in a structured way which contributes significantly to learning, and helps secure better than expected progress</p> <p>8d (i) Teachers work collaboratively with colleagues in order to enhance their own and others practice</p> <p>8e (ii) Teachers are increasingly confident and adept at engaging hard to reach parents and carers through effective communication</p>	<p>8a (iii) Teachers contribute significantly, where appropriate, to the development and evaluation of workplace policies and practice and promotion of collective responsibility for their implementation</p> <p>8b (iii) Teachers research and evaluate innovative educational practices in order to inform their own and others practice</p> <p>8c (iii) Teachers are able to support others in the effective deployment of other adults and thereby help to secure good rates of progress for all groups of learners, , narrowing gaps in achievement</p> <p>8d (iii) Teachers support the professional development of colleagues through coaching and mentoring, both at departmental and whole school level. They contribute to whole school CPD through planning, delivery and evaluation of training</p> <p>8e (iii) Teachers have sufficient depth of knowledge and experience to be able to give advice on the achievement and well-being of pupils, including the hard to reach at departmental and whole school level</p>

### Pay Progression to and on the Upper Pay Range

Eligibility criteria:

In order to be assessed you will need to:

- Hold Qualified Teacher Status on the date of your request; and
- Be statutorily employed under the STPCD; and
- Highly competent in all elements of the relevant standards; and
- Demonstrate substantial and sustained achievement and contribution to the School (15.2 STPCD 2017)

Please enclose copies of your appraisal reports and/or planning and review statements that relate to the 2 years immediately prior to the date on which you submit your request/ your two most recent appraisal reports and/or planning and review statements.

One application may be submitted annually. The closing date for applications is normally 31 October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's application form;
- Submit the application form and supporting evidence to the head teacher by the cut-off date of 31 October
- You will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the Body through its finance/pay/personnel/other committee
- The application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the head teacher is not the assessor;
- The pay committee will make the final decision, advised by the head teacher;
- Teachers will receive written notification of the outcome of their application by *[insert date]*. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include
  - advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPS on 1 September of the year in which they apply.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in the School's pay policy.

**Part 1: Teacher Details (to be completed by the Teacher)**

Surname .....

First name (s) .....

**Career details**

Please give details of all the teaching posts you have held during the period covered by your application. This will normally be a **2 year** period leading up to the date of your application, in order to demonstrate a substantial and sustained contribution. Please attach details of appraisal reports or performance management statements

Name and Address of School/LA	Date(s) of Employment	Name of Headteacher/Service Manager

Summary of current responsibilities (please continue on a separate page if necessary)

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**Part 2: Actions for the Headteacher**

Please read the Schools Pay Policy before completing this form – check that the Teacher is eligible to be assessed.

- Before assessing whether the teacher meets the post-Threshold standards the head teacher must first be satisfied that the teacher meets the Teachers’ Standards (England) or Practising Teacher Standards (Wales) having regard to the evidence cited in the application. If the Teachers’ Standards or Practising Teacher Standards are not met, the request for assessment must be rejected at this point and the form returned to the teacher with written feedback.
- Make an overall judgement on whether the post-Threshold standards are met/not yet met
- Complete the ‘head teacher’s statement’
- Sign, date and copy the form
- Promptly inform the governing body of this decision and notify the appropriate body that deals with payroll matters for the school.
- Inform the teacher of the outcome within 10 School days of informing the governing body/LA service of this decision.
- Notify the Teacher in writing of the outcome of the assessment where the standards have not yet been met
- Where the standards have been met provide the Teacher with verbal feedback

**To be completed by the Headteacher:**

Name of Teacher.....

School.....

Teachers’ Standards met / note met (delete where applicable). Please record your overall judgements below. A copy should be provided to the Teacher concerned.

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Signature.....

Print name.....

Date.....

## SCHOOL PAY POLICY - APPEALS PROCEDURE

An employee may seek a review of any determination in relation to his/her pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his/her pay.

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

- a) Incorrectly applied any provision of the STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence or took account of irrelevant or inaccurate evidence;

### **1. Informal Stage**

- 1.1 The employee receives written confirmation of the pay decision and where applicable the basis on which the decision was made.
- 1.2 If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within 10 school working days of the decision.
- 1.3 Where this is not possible or where the employee continues to be dissatisfied, he/she may appeal in accordance with the formal stage of the appeal process.

### **2. Formal Stage**

- 2.1 If decisions taken at the informal stage do not resolve the problem the employee can submit an appeal, in writing, within 10 school working days of receipt of a written reply from the person who dealt with the informal stage
- 2.2 The employee should set out the grounds of Appeal in writing (on the form provided at Appendix 3) to Head teacher/Governing Body detailing:
  - the grounds for questioning the pay decision including any information/evidence they wish to be considered
  - details of any informal attempt(s) at resolution
  - the pay determination/resolution sought
- 2.3 The person or Governing Body Appeal Panel dealing with the appeal will convene a meeting and reply to the employee. The person/Governing Body Appeal Panel should be a person or persons who were not involved in the original determination. The meeting will normally be convened within 20 working days of the receipt of the written appeal notification.
- 2.4 The employee will be given the opportunity to make representations in person, accompanied as above if they so wish. The person/ Governing Body Appeal Panel may seek information from sources including a representative of the first committee, the Headteacher and the Local Authority. The decision of the person/Governing Body 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.
- 2.5 This decision of the person/Governing Body Appeal Panel will be final.

**PAY DETERMINATION  
APPEAL FORM**

**NAME OF EMPLOYEE:** .....  
**TEL NO:** .....  
**JOB TITLE:**.....  
**NAME OF APPRAISER:**.....

**SCHOOL:** .....  
.....

**DETAIL YOUR GROUNDS FOR QUESTIONING THE PAY DECISION INCLUDING ANY INFORMATION/EVIDENCE YOU WISH TO BE CONSIDERED.**

(Continue on a separate sheet if necessary)

**DESCRIBE YOUR INFORMAL ATTEMPT(S) AT RESOLVING YOUR APPEAL. (Who has considered it? What was the result?) If not raised informally, explain why not.**



**DESCRIBE WHAT, IN YOUR VIEW, WOULD RESOLVE YOUR APPEAL TO YOUR SATISFACTION**

**Signed:** .....

**Date:** .....

Draft Letter

Dear

**Pay Determination - Appeal**

I acknowledge receipt of your written appeal form.

\*In accordance with the Schools Pay Policy and Procedure your appeal against your pay decision will be considered and I will contact you again shortly to arrange a meeting to discuss your appeal.

\*However, before I arrange a meeting I would like you to provide me with some further information as follows:

\* In order to explore your appeal and any possible resolutions I would like you to attend a meeting with me at x time, x date in x place.

I will be chairing the meeting/A panel of Governors will consider your Appeal and you have the right to be accompanied by either a work colleague or trade union representative at the meeting. There may also be a minute taker in attendance.

\*Please confirm your attendance at the meeting by x date by telephoning/ e-mailing x.

I attach a copy of the Pay Policy and Procedure for your information.

Yours sincerely

Head teacher/Chair of Governors

\*Use or delete as appropriate.

**Headteachers' Salary Assessment – in accordance with Part 2 of the School Teachers' Pay and Conditions Document 2017**

## **Stage 1 - Defining the role and determining the headteacher group**

Define and set out the specific role, **responsibilities and accountabilities** of the post as well as the **skills and relevant competences** required.

For headteacher posts you should assign the school to a headteacher group which will determine the appropriate broad pay range. This should be done by calculating the total unit score for the school as follows:-

Key Stage	Units per pupil (F.T.E)
Preliminary, first or second key stage	7
Third key stage	9
Fourth key stage	11
Fifth key stage	13

Pupil numbers are based on the most recent School Census figures. Pupils who attend for half a day count as half the units of a full-timer.

Each pupil with a statement of special educational needs, if in a special class consisting wholly or mainly of such pupils, should be counted as three units more. If not in a special class they should be counted as three points more only if the Governing Body determines. Advice should be sought from HR in these circumstances.

## **Unit totals and Head Teacher Groups**

Total Unit Score	School Group
Up to 1000	1
1001 to 2200	2
2201 to 3500	3
3501 to 5000	4
5001 to 7500	5
7501 to 11000	6
11001 to 17000	7
17001 and over	8

Group	Range of Spine Points
1	6 - 18
2	8 - 21
3	11 - 24
4	14 - 27
5	18 - 31
6	21 - 35
7	24 - 39
8	28 - 43

*For Current Leadership Pay Scale see Appendix 4*

## Special Schools

Calculation of the group for Special Schools takes into account both pupil and staffing numbers see Part 4 of the STPCD (2014) or contact the HR Help desk for guidance HR.AdviceCentre@eastriding.gov.uk. Once the Group has been determined the pay is determined in the same way as ordinary schools

### Calculation of Group Examples

#### Secondary

Key Stage 3 -  $427 \times 9 = 3843$

Key Stage 4 -  $280 \times 11 = 3080$

Key Stage 5 -  $133 \times 13 = 1729$

Unit Total = 8652

Using the above tables a unit total of 8652 indicates that the school is in Group 6 and that the range from which the indicative pay range should be selected is 21 to 35

#### Primary

Key Stage 1 -  $70 \times 7 = 490$  Unit Total

490 unit total indicates that the school is Group 1 and that the range from which the indicative pay range should be selected is 6 to 18.

A school is assigned to a group which will determine the appropriate broad pay range,. At this stage ensure that the total unit score has been modified to include, where appropriate, permanent responsibility for additional schools

### **Stage 2 – Setting the indicative pay range**

Discretionary payments, such as allowances for recruitment and retention, permanent additional responsibilities (e.g. the provision of initial teacher training (ITT)), and long-term provision to other schools, should be captured at this stage.

The total unit score should normally fully capture the complexity of the headteacher role and that the relevant broad pay range accommodates appropriate levels of reward.

Consideration should be given to whether the indicative pay range should start at the minimum of the headteacher group or whether it should start at a higher level because of the level of challenge of the post.

There may be circumstances in which there are additional factors that suggest the indicative pay range should be higher than would be provided by the basic calculation in stage 1. Below are some examples.

- **the context and challenge arising from pupils needs** e.g. if there is a high level of deprivation in the community (Free School Meal (FSM) entitlement and/or English as an Additional Language indicators may be relevant) or there are high numbers of looked after children or children with special needs or there is a high level of in-year churn/pupil mobility, and this affects the challenge in relation to improving outcomes;

- a **high degree of complexity and challenge** e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any headteacher of similar-sized school(s) and is not already reflected in the total unit score used at stage 1;
- **additional accountability not reflected in stage 1** e.g. leading a teaching school alliance;
- factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. location; specialism; level of support from the wider leadership team.

Please note the list is not exhaustive and provides initial guidance only. If you are considering setting the indicative pay range with a **maximum of up to 25%** above the top of the relevant headteacher group range further guidance should be sought from HR..

Above that limit, external independent advice must be sought and, should the advice suggest additional payment is appropriate; a business case must be made and agreed by the Local Authority and full governing body.

You should ensure that no **double counting** takes place, e.g. of things taken account of in stage 1, such as responsibility for an additional school already reflected in the total unit score; or from using overlapping indicators, such as FSM and the pupil premium.

You **should not** increase base pay nor pay an additional allowance for regular local collaboration which is part of the role of all headteachers.

For other leadership roles the process is broadly the same. You will wish to consider how the other leadership roles should be set in accordance with the level set for the headteacher and ensure that there is sufficient scope for progression and appropriate differential between the pay ranges for different leadership posts. The pay range for a deputy or assistant headteacher will only overlap the head teacher's pay range in exceptional circumstances.

You must also you consider the equality implications of any decisions over differentials and seek HR guidance on this matter if required.

At the end of this stage you should decide where in the broad range to position the indicative pay range and set this out clearly when you advertise the job. You should make an **overall judgement** on the position and breadth of range, allowing appropriate scope for performance-related progression over time, clearly linked to school improvement priorities and outcomes.

Consider any relevant benchmarking information available that would support your judgement and justify the pay range and ensure there is a clear audit trail for all decisions made and the reasoning behind them.

### Stage 3 – Deciding the starting salary and individual pay range

The first two stages provide the means for determining the appropriate pay range. The third stage is essentially about deciding on the starting salary for the individual who is to be offered the post.

At this stage there should be a preferred candidate for the role and the starting salary should be set in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post. There must be scope for performance-related progression over time.

Ensure there an audit trail to show the basis on which decisions have been made.

### **Fixed-term contracts**

The expectation is that the vast majority of headteacher appointments will be on permanent contracts.

A fixed-term contract may be considered where the Governing Body determine that the circumstances of the school require it, for example to attract a good candidate where there is a high degree of professional risk associated with the task, such as turning around a school assessed to be vulnerable to a poor Ofsted judgement or a school that is judged as requiring improvement or special measures. In establishing such a contract please seek advice on how reward should be structured and whether achievement of objectives should be assessed over a shorter or longer timescale than would normally be the case. This will need to be reflected in the Pay Policy

## 2017 Leadership Pay Scale (proposal to increase all by 1%)

*Spine point*      *Annual Salary England and Wales (excluding the London Area)*

	£
L1	39,374
L2	40,360
L3	41,368
L4	42,398
L5	43,454
L6	44,544
L7	45,743
L8	46,799
L9	47,967
L10	49,199
L11	50,476
L12	51,639
L13	52,930
L14	54,250
L15	55,600
L16	57,077
L17	58,389
L18*	59,264 L18 59,857
L19	60,733
L20	62,240
L21*	63,779 L21 64,417
L22	66,017
L23	67,652
L24*	68,643 L24 69,330
L25	71,053
L26	72,810
L27*	73,876 L27 74,615
L28	76,466
L29	78,359
L30	80,310
L31*	81,478 L31 82,293
L32	84,339
L33	86,435
L34	88,571
L35*	89,874 L35 90,773
L36	93,020
L37	95,333
L38	97,692
L39*	99,081 L39 100,072
L40	101,554
L41	104,091
L42	107,766
L43	109,366

\* These points and point 43 are the maximum salaries for the eight headteacher group ranges.