

## Staff Pay Policy 2018-19

### 1. Policy & Purpose

The overall aim of the pay policy is to ensure that all teaching and support staff are valued and receive recognition for their work and contribution to school life.

The purpose of the policy is to:

- a) Enable the Governing Body to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and school policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- b) Maintain and improve the quality of education provided for students in the school by having a whole school pay policy that supports the school improvement plan and reflects the agreed aims of the school.
- c) Support the equitable and objective determination of appropriate pay for staff under the school's appraisal policy.
- d) Provide for a staffing structure that will enable the school to achieve its aims and objectives under the school improvement plan.

The Governing Body is committed to:

- e) Reviewing the pay policy annually against the targets set under the school improvement plan, the confines of the agreed budget and the Governing Body's spending priorities.
- f) Working within framework documents referred to in staff contracts, specifically:
  - a) **For teachers:** The School Teachers' Pay and Conditions Document and statutory regulations affecting the employment and conduct of teaching staff.
  - b) **For support staff:** Surrey Pay.
- g) Consulting staff members and local representatives of recognised trade unions as part of the annual review of this Pay Policy and ensuring that members of school staff have ready access to the up-to-date version.
- h) Complying with equalities legislation, specifically the following (as amended): the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

### 2. The Pay Committee: Terms of Reference (full ToR in Governors' Pay Committee Documents)

- a) The Governing Body will annually appoint, from its members, a Pay Committee with the delegated powers described in the following terms of reference.
- b) The Pay Committee will consist of three governors who are not members of staff at the school, and the Head of School in an advisory capacity.

The Pay Committee will have fully delegated powers to:

- c) Implement the Pay Policy with reference to staffing and financial budget plans. If the Committee feels it to be appropriate, any matter may be passed to the full Governing Body for ratification.

- d) Achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations.
- e) Apply the criteria of the Pay Policy in determining the pay of each member of staff in the annual review.
- f) Recommend to governors the annual budget needed for the payment of staff.

The Committee shall be required to:

- g) Minute all decisions taken and submit their minutes to be noted by the full Governing Body.
- h) Keep abreast of relevant developments and advise the Governing Body when the Pay Policy needs to be revised.

### **3. Determining Salary for New Appointments**

#### **3.1 Classroom Teachers (All Teachers Other than SLT)**

The Governing Body will determine the pay range for a vacancy prior to advertising. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the School Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), the Governing Body may take into account a range of factors, including, but not limited to:

- The nature of the post
- The level of qualifications, knowledge, skills and experience required
- The wider school context at the time of the application.

In determining the specific starting salary for a successful applicant, the selection panel will take into account the applicant's relevant career history, previous salary, skills and qualifications based on the evidence collected through the selection process, including references.

The selection panel may, at its discretion, recognise a teacher's upper pay range status, as awarded by another school, without requiring the teacher to reapply separately through the school's procedure. This is provided there is scope within the established pay range for the post to award a starting salary on the upper pay range and on the condition that there is sufficient evidence collected through the selection process that the teacher meets the relevant criteria (see 5.2).

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

Additional allowances may be awarded to new appointments where the Governing Body deems this to be appropriate (see Section 6). Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in 6.2 has been met.

#### **3.2 SLT**

The salary range for all staff paid on the leadership pay range will be determined by reference to the provisions of the STPCD and will include consideration of any broader responsibilities that attach to the role.

##### Head of School

The Governing Body will determine a pay range for the Head of School by reference to the school group size and taking into account all permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations, ensuring that there is appropriate scope in the range to allow for performance related progression over time. The school is currently a Group 5 School.

The Governing Body will only re-determine the Head of School's pay range in the circumstances specified in the STPCD.

The Governing Body may determine that additional payments be made to a Head of School for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined and which have not previously been taken into account when determining salary. Any such payments will be subject to the overall restrictions on Head of School's pay set out within the STPCD.

#### Deputy Head of School and Assistant Head of School

The salary range for a Deputy Head of School and Assistant Head of School shall be determined by reference to the STPCD, taking into account how the role fits within the wider leadership structure of the school, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations.

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

The Governing Body will only re-determine the pay range of a Deputy or Assistant Head of School in the circumstances specified in the STPCD.

Certain additional allowances may be awarded to deputy and assistant Head of School where the Governing Body deems this to be appropriate (see Section 6).

### **3.3 Support Staff**

The appointment of support staff shall be in accordance with provisions set out in the School Staffing (England) Regulations 2009 (as amended).

The salary gradings for posts shall be based on the job description prepared by the Head of School or other appropriate person and have regard to the terms and grading applicable for similar roles or work throughout the LA and to any model frameworks for the pay and grading of support staff produced by the LA.

For support staff newly appointed on Surrey Pay grades, appointment will normally be made on the minimum of the salary range for the relevant grade. However the appointment can be made on a salary above the minimum of the range where the Governing Body wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.

Where an employee is promoted or re-graded onto a higher salary he/she must be placed on a salary within the new grade which is at least 2.5% higher than his/her previous salary position. This will often be the minimum of the new salary range. Whilst this is the general position, occasionally other assimilation arrangements will have been agreed or may be more appropriate.

## **4. Pay Reviews and Progression**

### **4.1 All Teachers (Including SLT)**

All teaching staff, including those on the leadership scale, will be provided with a salary statement to take effect from 1<sup>st</sup> September each year. This statement will contain details of the annual salary plus any allowances or safeguarded sums due to the teacher. This will be provided after pay decisions have been ratified by the Governing Body.

All eligible teaching staff will have their pay reviewed annually. The Governing Body will complete annual pay reviews for all eligible teachers, other than the Head of School, by **30<sup>th</sup> November**. The Head of School's annual pay review will be completed by 31<sup>st</sup> December. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated. Reviews may also take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and, where applicable, will give information about the basis on which it was made.

All teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future

development, and helps to enhance their professional practice. All teachers are expected to engage fully with this process. The current arrangements for teacher appraisal are set out in the school's appraisal policy which should be read in conjunction with this pay policy.

To be eligible for consideration of performance-related pay progression teachers must normally have been in post at the school for at least 26 weeks in aggregate during the previous academic year (including periods of absence for school closures, sickness, maternity or family-related leave). Newly-appointed teachers who have not been in post for 26 weeks as of 1<sup>st</sup> September will not be eligible for performance-related pay progression with effect from 1<sup>st</sup> September in that year unless their offer letter states otherwise.

Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances.

#### **4.2 Determining Pay Progression (Classroom Teachers)**

'Classroom teachers', for the purposes of this paragraph, includes all teachers other than the SLT.

All decisions regarding pay progression will be made with reference to teachers' appraisal reports and the pay recommendations contained within them. In the case of newly qualified teachers (NQTs), pay decisions will be made by means of the statutory induction process.

The school's scheme for determining pay progression for classroom teachers is contained within Appendix 1. This scheme will be applied to pay determinations made with effect from 1<sup>st</sup> September 2018, resulting from evidence collected during the previous appraisal cycle. In the event that the Governing Body determines that amendments to the scheme are required after the publication of this pay policy (to apply to decisions effective from September 2019), these will be inserted into this pay policy and will be made available to all teachers to inform the 2018/19 appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

The Governing Body's general policy is that any teacher who is at risk of not meeting the criteria for pay progression in Appendix 1 will receive prior warning of this during in-year reviews and given adequate opportunity to address concerns with appropriate support before the end of the appraisal year.

#### **4.3 Determining Pay Progression (SLT)**

All decisions regarding pay progression for the SLT will be made with reference to appraisal reports and the pay recommendations contained within them.

Salary determinations effective from 1<sup>st</sup> September 2018 shall be made in accordance with the school's scheme for determining pay progression for the SLT which is contained within Appendix 2, resulting from evidence collected during the previous appraisal cycle. In the event that the Governing Body determines that amendments to the scheme are required after the publication of this pay policy (to apply to decisions effective from September 2019), these will be inserted into this pay policy and will be made available to the SLT to inform the 2018/19 appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

#### **4.4 Determining Pay Progression (Support Staff)**

Arrangements for pay progression are determined by Surrey County Council subject to negotiations with the recognised trade unions and with effect from 1<sup>st</sup> April each year. Details of pay progression arrangements determined each year will be notified to eligible support staff separately.

Pay progression may be withheld when an employee has performed unsatisfactorily. This will take place only within the context of the Governing Body's disciplinary/capability procedure.

### **5. Movement to the Upper Pay Range**

#### **5.1 Applications and Evidence**

Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in accordance with this policy. It is the responsibility of the teacher to decide whether

or not they wish to apply to be paid on the upper pay range. The teacher must have achieved M11 on the Main Pay Range and should request assessment by contacting their appraiser and Head of School before the end of the academic year.

Applications should be made by 30<sup>th</sup> September in each academic year.

If a teacher is simultaneously employed at another school(s), he/she may submit separate applications if he/she wishes 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 will include the results of recent appraisals, including any recommendation on pay. The evidence should usually cover at least the previous two year period.

## 5.2 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 Teachers' 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 in all elements of the Teachers' Standards" means:
  - that the teacher's practice is secure, well-informed and consistently good or outstanding;
  - that the teacher is able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.
- "substantial and sustained" achievements and contribution means:
  - that the teacher makes a distinctive contribution to the raising of student standards and have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
  - that the teacher contributes significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation;
  - that the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
  - that the teacher contributes more broadly to the life of the school including an agreed leadership role;
  - that such contribution has been maintained over a period of time ie that the teacher has had at least two consecutive appraisal reports demonstrating the required standard has been met;
- UPR 3 teachers should play a critical role in the life of the school by:
  - providing a role model for teaching and learning;
  - making a distinctive contribution to the raising of standards;
  - contributing effectively to the work of the wider team;
  - taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve students' learning.

All members of staff on the UPR scale are expected to take on a leadership role; this would be a different role to any other role for which a TLR is awarded.

The initial feedback will be made by the appraiser who will, in assessing against the criteria above including evidence specified in the appraisal policy, ensure that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours commitment.

The appraiser will consult closely with their line manager, as appropriate, when considering the evidence and the SLT line manager will make the final recommendation about the application to the Head of School. This will be subject to moderation by the Head of School.

### **5.3 Notification and Feedback**

After completing the assessment, the Head of School will notify the Governing Body of his/her recommendation. Once the Governing Body has determined the final decision, the Head of School will then provide written feedback to the teacher as promptly as possible, but in any event by no later than 31<sup>st</sup> December in each academic year.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the school's pay appeals procedure (see Section 8).

### **5.4 Pay Progression for Successful Applicants**

Successful applicants will be moved onto the upper pay range from 1<sup>st</sup> September following the application. It is the school's policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range.

## **6 Allowances & Other Payments (Teaching Staff)**

### **6.1 Teaching and Learning Responsibility Payments (TLRs)**

#### TLR1s and TLR2s

TLR1s and TLR2s are awarded to the holders of the posts indicated in the school's staffing structure. TLRs are awarded where the Governing Body is satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD. For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.

In setting the values of TLR1s and TLR2s the Governing Body will have regard to the relative weight of different TLR posts, taking into account the range of responsibilities entailed, the level of accountability, the number of people for whom the individual has line management responsibilities and any other factors the Governing Body deems to be relevant. Where posts are deemed to be of equal weight they will be allocated the same value. TLRs may not be awarded to SLT postholders or unqualified teachers.

#### TLR3s

The Governing Body may award a fixed-term TLR (a TLR3) to a classroom teacher who has been given a time-limited school improvement project or one-off externally-driven responsibilities. To award a TLR3, the Governing Body must be satisfied that the significant responsibility is one not required of all classroom teachers and which is focussed on teaching and learning, requires the exercise of a teacher's professional skills and judgement and has an impact on the educational progress of students other than the teacher's assigned classes or groups of students.

The pro-rata principle does not apply to TLR3s.

The duration of the fixed term will be established at the outset and payment will be made monthly during this period. Pay safeguarding will not apply at the end of the fixed period. As for other TLRs, TLR3s may not be awarded to SLT postholders or unqualified teachers. Current values of TLRs are shown in Appendix 1.

### **6.2 Recruitment and Retention Allowances**

The Governing Body will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Governing Body anticipates or encounters recruitment and/or retention difficulties. In determining whether a post will be eligible for a recruitment and retention allowance the Governing Body will take into account the following factors:

- Whether the post is in a nationally-recognised shortage subject area;

- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
- Whether previous recruitment to posts of a similar nature has proven difficult;
- Whether there has been a high rate of staff turnover;
- Any other relevant circumstance that the Governing Body believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the Governing Body will determine:

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value;
- **When/how it will be paid\*;**
- **The start date and expected duration of the award (unless it is a one-off award);**
- The review date after which the award may be withdrawn;
- **The basis for any uplift that may be applied.**

(\*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods.)

Recruitment and retention allowances cannot be paid to the SLT except where they relate to a reimbursement of reasonably incurred housing or relocation costs. Any other recruitment and retention considerations will be taken into account when determining the leadership pay range.

### **6.3 Special Educational Needs Allowances**

The Governing Body reserves the right to pay a SEN allowance where appropriate as set out in the STPCD. These will be paid to a teacher:

- in any SEN post that requires a mandatory SEN qualification; and/or
- who teaches students in one or more designated special classes or units within the school; or
- in a non-designated setting, analogous to a designated special class or unit, where the post:
  - involves a substantial element of working directly with children with special educational needs;
  - requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
  - has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

The spot value of any SEN allowance within the range will be paid in accordance with the eligibility criteria above.

### **6.4 Additional Payments**

The Governing Body has decided not to exercise its discretion to make additional payments to teachers except for teachers undertaking one-to-one tuition or agreed 'Easter School' sessions outside of the normal school day/1265 hours of directed time.

### **6.5 Allowances for Unqualified Teachers**

Unqualified teachers are not permitted to hold TLR or SEN allowances.

The Governing Body may, however, exercise its discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

- A sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or
- Qualifications or experience which bring added value to the role being undertaken.

## **7. Allowances & Other Payments (Support Staff)**

The Governing Body reserves the right to approve payment of honoraria to support staff in recognition of work that goes beyond that normally expected of the post holder.

## **8. Pay Appeals**

### **8.1 All Teachers (Including SLT)**

In the event of a teacher seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision-maker (usually either the Head of School or the Chair of the Pay Committee) within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher may put his/her concerns in writing to the Pay Committee within 10 working days of the original decision, or the outcome of the informal discussion. The Pay Committee should convene a hearing within 10 working days to consider the teacher's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired. The teacher should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

If the teacher wishes to appeal against the decision of the Pay Committee he/she should do so within 10 working days of the written notification of the Pay Committee's decision, setting out the grounds for appeal. Any appeal against the decision of the Pay Committee should be heard by a panel of governors who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the teacher at least 10 working days' notice of the date of the appeal.

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

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

- Incorrectly applied a provision of the STPCD or this policy;
- Failed to have proper regard to statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased;
- Otherwise unlawfully discriminated against the teacher.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of his/her appeal then he/she must do so at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the Head of School, and they are appealing against the decision of the Pay Committee, it will be for the Chair of that committee to determine whether a representative of the committee and/or the Head of School should be present to explain their decision.

An agenda for hearing a pay appeal is included as an appendix to this policy.

The decision of the appeal committee should be notified in writing to the teacher within 10 working days of the appeal hearing. If the appeal is rejected then the appeal committee should explain the reasons for their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

## **8.2 Support Staff**

Where a member of support staff is dissatisfied with any decision relating to his/her pay, this should be raised in accordance with the Governing Body's adopted grievance procedure.

## **9. Access to Salary Records**

Staff may have access to their salary records by giving reasonable notice during term time to the School Business Manager.

## **10. Data Protection**

The school processes personal data as part of the payroll process in accordance with the Governing Body's adopted data protection policy. The school has in place arrangements with its payroll provider to ensure that it takes appropriate measures to process employees' personal data safely and securely.

## **11. Policy Review**

This policy will be reviewed following the publication of the School Teachers' Pay & Conditions Document 2019.

Date approved: November 2018

Review Date: November 2019

## APPENDIX 1

### PAY PROGRESSION FOR CLASSROOM TEACHERS FROM SEPTEMBER 2018

This appendix explains how pay progression will be determined for classroom teachers.

#### Pay Structure

The school recognises, and adheres to, the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD).

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the tables below. These salary figures reflect those valid for the 2018/19 academic year and include an uplift applicable from 1<sup>st</sup> September 2018 which will be applied to salaries in payment as well as new appointments.

Main Pay Range	£
<b>Minimum</b>	<b>M1 = 24,859</b>
	<b>M2 = 25,541</b>
	<b>M3 = 26,469</b>
	<b>M4 = 27,485</b>
	<b>M5 = 28,506</b>
	<b>M6 = 29,562</b>
	<b>M7 = 30,620</b>
	<b>M8 = 31,777</b>
	<b>M9 = 32,937</b>
	<b>M10 = 34,192</b>
<b>Maximum</b>	<b>M11 = 35,449</b>

Unqualified Teachers	£
<b>Minimum</b>	<b>18,339</b>
<b>Maximum</b>	<b>28,343</b>

Upper Pay Range	£
<b>Minimum</b>	<b>U1 = 37,758</b>
	<b>U2 = 38,113</b>
<b>Maximum</b>	<b>U3 = 40,520</b>

#### Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, is contained within the school's appraisal policy. The appraisal review will include an overall performance rating for the purposes of determining pay progression. These performance ratings are subject to moderation in accordance with the arrangements outlined in the appraisal/pay policies.

The performance ratings for pay decisions are shown below:

Exceptional (1)	Three points on the MPR awarded / One point on the UPR
Effective (2)	Two points on the MPR awarded / One point on the UPR if maintained for 2 years
Developing (3)	One point on the MPR / No points on the UPR
Unsatisfactory (4)	No pay increase awarded (should be managed through capability procedures)

All pay awards are subject to available headroom within the applicable pay range.

## **Further details on performance ratings using evident as stated in the Appraisal and Pay Policies**

**Exceptional Performance:** means that the teacher consistently meets or exceeds the Teachers' Standards and performance regularly exceeds expectations of a teacher at his/her career level. Teaching is mostly or always outstanding and the teacher has met or exceeded his/her targets and objectives. The teacher regularly contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

**MPR and UPR - GCSE results must be significantly above FFT20 level.**

**Effective Performance:** means that the teacher consistently meets the Teachers' Standards and performance generally meets expectations of a teacher at his/her career level and may sometimes exceed expectations. Teaching is consistently good and may sometimes be outstanding and the teacher has met, or very largely met, his/her targets and objectives. The teacher contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

**UPR – GCSE results must compare well with FFT20.**

**Developing Performance:** means that the teacher largely meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a teacher at his/her career level. Teaching may sometimes be good but overall requires improvement. The teacher has largely met his/her objectives. The teacher sometimes contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

**Unsatisfactory Performance:** means that the teacher does not regularly meet the Teachers' Standards and performance regularly falls below that expected of a teacher at his/her career level. Teaching requires a significant improvement. The teacher's progress against targets and objectives is limited. The teacher requires extensive support and does not contribute to improving the efficiency and effectiveness of the wider school through his/her own work or participation with the work of others.

Descriptors such as these will be applied adopting a 'best fit' approach. An individual teacher's performance may not exactly match all the criteria but the overall evidence base should clearly fit one category more closely than another. The evidence base is clearly stated in the Appraisal/Pay Policies.

### **Pay Recommendations**

Final decisions about whether a pay recommendation is accepted will be made by the Governing Body, having regard to the evidence from the appraisal review advice from the SLT and Head of School. No pay recommendation should be considered final until it has been ratified by the Governing Body.

### **Review**

The Governing Body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers will be notified of any changes which may affect their future pay progression. 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.

### **PAY AMOUNTS FOR TLRs FROM SEPTEMBER 2018**

	<b>TLR1</b>	<b>TLR2</b>	<b>TLR3</b>
c	1c = £11,475	2c = £6,646	3c = £1,610
b	1b = £9,663	2b = £4,531	3b = £1,074
a	1a = £7,853	2a = £2,721	3a = £540

## APPENDIX 2

### PAY PROGRESSION FOR SLT FROM SEPTEMBER 2018

This appendix explains how pay progression will be determined for members of the SLT.

#### Pay Structure

The school recognises, and adheres to, the minimum and maximum of the leadership pay range as outlined in the School Teachers' Pay and Conditions Document (STPCD), including the broad bands used as the basis for calculating head teachers' pay.

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the table below. These salary figures reflect those valid for the 2018/19 academic year and include a 1.5% uplift applicable from 1<sup>st</sup> September 2018 which will be applied to salaries in payment as well as new appointments.

#### SLT Pay Range

Annual Salary £pa	
Minimum	£41,065
Maximum	£83,798

#### Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers, including members of the SLT, can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the school's Appraisal Policy. The appraisal report will include an overall performance rating for the purposes of determining pay progression.

These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy.

Performance ratings will be linked to a pay recommendation as follows:

**Exceptional Performance (1):** means that the school leader consistently meets or exceeds the Teachers' Standards and performance regularly exceeds expectations of a leader at his/her career level. Where the leader has a regular teaching commitment, the quality of teaching is mostly or always outstanding. The leader has met or exceeded his/her targets and objectives. As appropriate to his/her role, the school leader contributes exceptionally effectively to strategic planning, leading teaching and learning, the management of people and resources and working with the school community. The school leader has a very strong focus on continuous improvement and always challenges underperformance. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control.

**Effective Performance (2):** means that the school leader consistently meets the Teachers' Standards and performance generally meets expectations of a leader at his/her career level and may sometimes exceed expectations. Where the leader has a regular teaching commitment, teaching is consistently good and may sometimes be outstanding and the leader has met, or very largely met, his/her targets and objectives. As appropriate to his/her role, the school leader contributes effectively to strategic planning, leading teaching and learning, the management of people and resources and working with the school community. The school leader strives for continuous improvement and challenges underperformance.

**Developing Performance (3):** means that the school leader largely meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a leader at his/her career level. Where the leader has a regular teaching commitment, teaching may sometimes be good but may require improvement overall. The leader has largely met his/her targets and objectives. As appropriate to his/her role, the school leader makes some positive contribution to strategic planning, leading teaching and learning, the management of people and resources and working with the school community. The school leader may not always have a focus on continuous improvement or on challenging underperformance.

**Unsatisfactory Performance (4):** means that the school leader does not regularly meet the Teachers' Standards and performance regularly falls below that expected of a leader at his/her career level. Where the leader has a regular teaching commitment, teaching may require significant improvement. The leader's progress against targets and objectives is limited. The leader requires extensive support and his/her contribution to strategic planning, leading teaching and learning, the management of people and resources and working with the school community, as appropriate to his/her role, is limited. The school leader does not focus on continuous improvement or challenging underperformance.

Performance ratings will be linked to a pay recommendation as follows:

Exceptional (1)	Two points on the leadership pay range awarded
Effective (2)	One point on the leadership pay range awarded
Developing (3)	No pay increase awarded
Unsatisfactory (4)	No pay increase awarded (should be managed through capability procedures)

All pay awards are subject to available headroom within each individual's defined pay range.

### **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 HOS (or the Governors responsible for appraisal in respect of the HOS). No pay recommendation should be considered final until it has been ratified by the Governing Body.

### **Review**

The Governing Body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers, including members of the SLT, will be notified of any changes which may affect their future pay progression. 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.

All pay awards are subject to available headroom within each individual's defined pay range.

