

PAY POLICY (Teaching Staff)

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INTRODUCTION

This policy sets out the framework for making decisions about teachers’ pay. It has been developed in consultation with the school’s teaching staff and the recognised trade unions. All teachers employed at Katharine Lady Berkeley’s school are paid in accordance with the provisions of the current School Teachers’ Pay and Conditions Document (STPCD). A copy of the latest version is available on request from the Headteacher and is also on the DfE website at:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2015>

It is anticipated that the 2016 document will be available in September 2016

All pay related decisions are taken in compliance with The Disability Discrimination Act 1995, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Equality Act 2010 and the 2012 amendment to the Equality Act.

In adopting this policy, the school aims to:

- support the recruitment and retention of a high quality teacher workforce;
- ensure that decisions on pay are made in a fair, just and transparent way;
- recognise and reward teachers appropriately for their contribution to the school;
- support the provision of high quality teaching and learning in the school;
- provide the basis for sound financial and personnel management.

PAY SCALES

For 2016/17, the school’s pay scales will reflect the national pay scales of 2015/16 with the addition of a 1% pay increase.

Leadership Group

The Headteacher, Deputy Headteachers and Assistant Headteachers will be paid on the Leadership Pay Scale shown in Appendix 1. For each post, there will be a pay range which will include 7 points for the Headteacher and 5 points for other posts.

The lowest point on the pay range for any leadership post must be greater than the highest paid teacher on the qualified teachers’ pay scale (including any teaching and learning responsibility or other

allowances). The lowest point for a Deputy Headteacher pay range must be greater than the highest point of any Assistant Headteacher pay range.

A Deputy Headteacher or an Assistant Headteacher may be paid up to two points above the top of the relevant pay range for substantial additional responsibilities either on a fixed term or a permanent basis.

Other qualified classroom teachers

Other qualified classroom teachers will be paid on a nine point scale as shown in Appendix 1. The pay scale is divided into three bands with descriptors as shown in Appendix 2.

Unqualified Teachers

Unqualified teachers will be paid on the six point scale as shown in Appendix 1.

Leading Practitioners

It is not the Governors' policy to use the Leading Practitioners Pay Scales referred to in STPCD.

Teaching and Learning Responsibilities (TLR)

Teaching and Learning Responsibility points will be paid to teachers who undertake a sustained additional responsibility for the purpose of ensuring the delivery of high quality teaching and learning and for which the teacher is made accountable. The TLR structure is shown in the relevant section of this document.

TEACHING APPOINTMENTS

When placing a classroom teacher on the main scale, the governing body will place the teacher on the point on the main or upper pay scale which is as close as possible to and not less than the salary they would have received if they had remained at their previous school (excluding any teaching and learning, recruitment, retention or other allowances). Teachers who have no previous relevant experience will be placed on point 1 of the main scale.

In most cases, this will mean one point for each year of service up to point 6 of the Main Scale and one point for every two years of service on the Upper Pay Scale as:

- a) a qualified teacher in a maintained school, an Academy, a free school, a university technology college, a studio school, a privately funded independent school or a British School Overseas.
- b) a qualified teacher in higher or further education, a sixth form college, or in countries outside England and Wales in a sector equivalent to those listed in (a) above.

The governing body will consider awarding, on a case by case basis:

- c) one point on the scale for every three years of work outside teaching but working in a relevant area. This might include industrial or commercial training, time spent in an occupation relevant to the teacher's work at the school and experience with children/young people.

Part-time teachers

Teachers employed on a permanent or fixed term contract basis at the school but who work less than a full working day or week are deemed to be part-time. The governing body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay (see Appendix 3), subject to the provisions of the statutory pay arrangements. See the Teaching and Learning Responsibility section of this document for details of the payment of these allowances to part time teachers.

Short contract/supply teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their daily salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

Unqualified teachers

The governing body, will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience.

PAY REVIEWS

The governing body will ensure that every teacher's salary is reviewed with effect from 1 September and no later than 31 October each year. A written statement setting out their salary and any other financial benefits to which they are entitled will be given to each member of teaching staff as soon as possible after the November meeting of the Governors' staffing committee and by 30 November at the latest. 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. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will give the required notification as soon as possible and no later than one month after the date of the determination.

PAY PROGRESSION

In the following section, the expressions 'Outstanding', 'Good', 'Requires Improvement' and 'Inadequate' (summarised as grades 1 to 4 respectively) refer to the current Ofsted grading structure.

Headteacher

The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any progression within the Headteacher's pay range takes place. The Governing Body will take into account the advice of an independent adviser who will support the Headteacher's review process when making any pay related decisions.

Deputy and Assistant Headteachers

Deputy and Assistant Headteachers must demonstrate sustained high quality of performance in respect of school leadership and management, pupil progress and their own teaching and will be subject to a review of performance against their performance objectives before any progress within their respective pay ranges takes place. Progression within the relevant pay range will take place annually on the basis of a satisfactory performance review.

Other classroom teachers

Progression for qualified and unqualified teachers will be dependent upon a successful performance review which will take into account the teacher's appraisal review and other evidence based judgements about performance. For Newly Qualified Teachers, pay decisions will be made by means of the statutory induction process.

Progression in bands 1 and 2 will take place annually unless there are concerns about performance, for example:

- lesson observations show that teaching is inadequate;
- lesson observations show that teaching is in the category of 'requires improvement' and there is insufficient evidence of that improvement being made;
- there is evidence of poor progress being made by students;
- there is evidence of inadequate preparation, marking or assessment.

Progression to the Upper Pay Scale

Teachers who have reached point 6 on the main pay scale for Qualified Teachers may apply for progression to the Upper Pay Scale by writing to the Headteacher by the end of July in the academic year preceding that in which progression would take place. The performance review in term 1 of the following academic year will be made against the criteria outlined below.

Progression from band 2 to band 3 (Upper Pay Scale) will be dependent on lessons being graded as Good or Outstanding and the teacher being judged as being highly competent against all of the Teacher Standards (DfE, May 2012). The teacher must also be making a sustained and substantial contribution to the school, for example through their contribution to the wider work of their subject department beyond their own teaching. This additional contribution must be described in the performance review.

Progression on the Upper Pay Scale

Progression within band 3 will take place every two years and will be dependent on the sustained wider contribution referred to above being maintained and lessons being graded as good or outstanding.

Capability

Main Pay Scale

If a teacher's lessons are judged to be inadequate or if other serious concerns are raised about their professional practice, for example with respect to marking and feedback, the school's capability procedure may be used. Pay progression will not take place while a member of staff is subject to the school's capability procedure.

If progression is withheld as described in the above sections, then the teacher is not automatically subject to the school's capability procedure.

Upper Pay Scale

If a teacher's lessons are judged to be inadequate or requiring improvement and do not move to the good or outstanding category after support has been provided, the school's capability procedure will be used. The capability procedure may also be used if other serious concerns are raised about their professional practice, for example with respect to marking and feedback.

Teaching and Learning Responsibility

If a teacher is receiving a Teaching and Learning Responsibility allowance, that is a part of their contract and unsatisfactory performance with respect to that responsibility may instigate the capability procedure.

Leadership Scale

If the lessons of a member of the Leadership Team are judged to be inadequate or requiring improvement, this is a serious cause for concern. If they do not move to the good or outstanding category after support has been provided, the school's capability procedure will be used. The capability

procedure may also be used if other concerns are raised about their professional practice, for example with respect to marking and feedback, or with respect to the Leadership responsibilities.

Accelerated Progression

Progression for the vast majority of teachers will take place as described above, at the rate of one point per year for points 1 to 6 and one point every two years on the Upper Pay Scale. For 2016/17, it is not the Governors' Policy to offer accelerated progression.

TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)

TLR 1 and 2

TLRs will be awarded to the holders of the posts indicated in the staffing structure published in the staff handbook. The TLR awarded will reflect the points score of the post of responsibility which will take into account:

- the numbers of pupils and students on whose learning the responsibility impacts and the extent of that impact;
- the numbers of staff whose teaching practice is led, managed and supported by the post holder and the level of accountability involved.

The values of the TLRs to be awarded in 2016/17 are set out below:

Scale	Value	
T1	2,639	TLR2A
T2	4,396	TLR2B
T3	6,449	TLR2C
T4	7,621	TLR1A
T5	9,377	TLR1B
T6	11,138	TLR1C
T7	12,897	TLR1D

Where a teacher with teaching and learning responsibilities is absent for an extended period, other staff may be allocated those responsibilities on a fixed term 'acting' basis. If appropriate, and only for such fixed term arrangements, acting allowances may be divided between members of staff.

TLR 3

In addition to the above, a fixed term Teaching and Learning Responsibility allowance (TLR3) may be paid to a teacher for a time limited school improvement project or to meet a one-off externally driven responsibility. The annual value will be between £500 and £2,500. If such an award is made, the fixed term will be made clear at the outset.

Part-time teachers

See Appendix 3

Stepping down from a TLR post

Where there are concerns about the effectiveness of a teacher with respect to their TLR role or if a teacher is finding the role particularly onerous, they may submit a request that they step down from that role. Such a request will be accepted unless it will create difficulties across the school in terms of organisation or curriculum delivery which cannot be efficiently resolved,

Staffing Structure

The staffing structure and the distribution of Teaching and Learning Responsibility allowances will be reviewed on an annual basis, during term 3 or 4 of the six term year. Changes may also be made when vacancies arise.

OTHER ALLOWANCES

Special educational needs allowances

A SEN allowance will be awarded to classroom teachers who are engaged wholly or mainly in taking charge of special classes of children who are hearing-impaired or visually impaired or who teach pupils with statements of special educational needs for the majority of their timetable. For 2016/17, the SEN allowance will be £2,061.

Recruitment and Retention Allowances

It is not currently the Governors' policy to pay recruitment and retention allowances.

APPEALS

The arrangements for considering appeals are as follows:

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

The following list includes the usual reasons for seeking a review of a pay determination which are that the person or committee by whom the decision was made:

- a) did not act within the provisions made in this policy;
- b) failed to have proper regard for the provisions of the current School Teachers Pay and Conditions Document;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

Initially, attempts will be made to resolve the issue informally as follows:

- 1) The teacher informs the Headteacher that they require a review of the pay determination.
- 2) Within 5 working days, the teacher receives written confirmation of the basis on which the decision was made.
- 3) If the teacher is not satisfied, they should seek to resolve this by discussing the matter informally with the Headteacher. This should take place within ten working days of receipt of the written confirmation.
- 4) Where this is not possible, or where the teacher continues to be dissatisfied, they may follow a formal appeal process described below.

Appeal Process

Stage 1

- 1) The teacher should set down in writing the grounds for questioning the pay decision and send it to the Chair of the Governors' Staffing Committee, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
- 2) Two members of the Governors' Staffing Committee should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. The Headteacher will also be invited to this hearing in order to confirm the reasons for the pay determination. Following the hearing the employee should be informed in writing of the decision and the right to progress to stage 2.

Stage 2

- 3) A further panel of three governors who were not involved in the original determination hear the case within 20 working days of the receipt of the written notification of the outcome of stage 1. The teacher will be given the opportunity to make representations in person. The Headteacher will also present the case describing the reasons for the pay determination. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

Associated policies:

Recruitment policy for teaching staff

Appraisal policy for teaching staff

Capability procedure for teaching staff

Appendix 1 – 2016/17 Pay Scales

Leadership Group Pay

Point	Salary	Point	Salary
10	48,710	26	72,088
11	49,975	27	73,874
12	51,126	28	75,707
13	52,404	29	77,582
14	53,711	30	79,512
15	54,862	31	81,477
16	56,511	32	83,503
17	57,809	33	85,578
18	59,263	34	87,693
19	60,732	35	89,872
20	62,238	36	92,099
21	63,777	37	94,388
22	65,362	38	96,723
23	66,981	39	97,128
24	68,642	40	99,552
25	70,348		

Qualified Teachers

Band	Point	Salary
Band 1	1	22,466
	2	24,241
	3	26,190
Band 2	4	28,204
	5	30,427
	6	32,834
Band 3 (Upper Pay Scale)	7	35,570
	8	36,887
	9	38,250

Unqualified Teachers

Point	Salary
1	16,459
2	18,373
3	20,287
4	22,264
5	24,116
6	26,031

Appendix 2 – Qualified Teachers’ Pay Scale Band Criteria

Old	New	Band	Description
M1	1	Band 1	Newly qualified, early years, gaining classroom experience
M2	2		
M3	3		
M4	4	Band 2	Fully established classroom practice; increasing contribution to teaching and learning in subject area
M5	5		
M6	6		
UPS1	7	Band 3	Consistently good or outstanding; competent against Teachers’ Standards; substantial and sustained contribution to teaching and learning in the school
UPS2	8		
UPS3	9		

Appendix 3 – Calculation of part-time teachers' salaries

A part time teacher will be paid a decimal fraction of the remuneration that would be payable if the person was employed in the same post on a full time basis. The decimal fraction is calculated to be the number of timetabled hours that the person is contracted to be in school over a fortnight divided by the number of hours in the school's timetabled teaching fortnight.

The number of teaching periods is the relevant decimal fraction of the number of teaching periods if the person was in a full time post, rounded down to the nearest whole number. Part time teachers may be asked to take a registration group on a cover, short term or permanent basis in line with the expectations of full time staff.

If a part time teacher has a TLR, it will be paid on a pro rata basis unless:

The teacher is undertaking the full responsibility to the same extent as they would if they were full time. This will mean that some of the tasks involved in the responsibility are likely to be undertaken when the teacher is not contracted to be in school. Under these circumstances, the whole TLR will be paid.

Discussed by Governors' staffing committee: 4 May 2016

Approved by Full Governing Body: 18 May 2016