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# FOREST HILL SCHOOL

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## STAFF PAY POLICY

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*November 2015*  
*Review: Annually*

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This model pay policy has been produced in line with changes to the STPCD that took effect from September 2013. The Local Authority, school leaders from all phases and teacher union representatives have worked in partnership to produce this policy. All parties are satisfied that the model policy will support the shared aim of ensuring that children attending maintained schools in Lewisham enjoy high quality teaching at all times. By working in consultation to produce this policy all parties are confident that individual governing bodies will apply the policy with fairness and transparency. Individual school pay policies will ensure that teacher pay progression is based on clear criteria that are applied fairly and that teacher performance is judged in a measured and rounded fashion. By working in partnership school leaders and teacher representatives have been able to ensure that all concerns have been raised and addressed to the satisfaction of all. The policy is an expression of our shared commitment to provide a framework to ensure that teaching in Lewisham is of the highest standard.

### **Statement of Intent**

The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school." The pay policy is intended to support that statutory duty, and will be reviewed annually.

The governing body of Forest Hill School will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

Where in this policy 'the Document' is referred to, this relates to the guidance set out in Section 3 of the Schoolteachers' Pay and Conditions Document 2013 (the Document).

### **Equalities Legislation**

The governing body will comply with relevant equalities legislation:

\* Employment Relations Act 1999

- \* Equality Act 2010
- \* Employment Rights Act 1996
- \* The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- \* The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- \* The Agency Workers Regulations 2010

The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development. See 'Governing Body obligations' in relation to monitoring the impact of this policy.

### **Equalities and Performance Related Pay**

The governing body will 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, and taking account of the Equality Act 2010 section in the DfE advice 'implementing your school's approach to pay' September 2015.

### **Job Descriptions**

The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility. Job descriptions may be reviewed as appropriate as part of the annual appraisal process.

### **Access to Records**

The Headteacher will ensure reasonable access for individual members of staff to their own employment records.

### **Appraisal**

The governing body will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers. Assessment will be based on evidence from a range of sources. Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence that they deem is appropriate in relation to meeting the Teachers' Standards their objectives, and any other criteria (i.e. application to be paid on Upper Pay Range) so that such evidence can be taken into account at the review.

Support staff appraisal will be carried out in line with the school's policy/procedures.

The Headteacher will moderate objectives to ensure consistency and fairness; the Headteacher will also moderate performance assessment and pay recommendations to ensure consistency and fairness

### **Governing Body Obligations**

The governing body will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (the Document), the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book') and the Harmonisation of Conditions of Service for Lewisham Teachers document.<sup>1</sup>
- **Support staff:** as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) or any LA pay/grading system that applies e.g. the Single Status Agreement.

The governing body will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay decisions can be objectively justified.

The governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy (see 'Procedures') and the school's spending plan.

The governing body will monitor the outcomes of pay decisions, including the extent to which different groups of teachers may progress at different rates, ensuring the school's continued compliance with equalities legislation.

### **Headteacher Obligations**

The Headteacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the governing body for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- submit pay recommendations to the governing body and ensure the governing body has sufficient information upon which to make pay decisions;
- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made.

### **Teachers' Obligations**

A teacher will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser;
- ensure they have an annual review of their performance.

### **Differentials**

Appropriate differentials will be created and maintained between posts within the school, recognising accountability and job weight, and the governing body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

### **Discretionary Pay Awards**

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Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

## **Safeguarding**

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 Document and will give the required notification as soon as possible and no later than one month after the determination.

## **Procedures**

The governing body will determine the annual pay budget on the recommendation of the Management (pay) committee, taking into account paragraph 21.2(e) of the Document.

The governing body has delegated its pay powers to the Management committee. Any person employed to work at the school, other than the Headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of the school is under consideration. The Headteacher must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

The Management committee will be attended by the Headteacher in an advisory capacity while the committee reaches its decision.

The terms of reference for the Management committee will be determined from time to time by the governing body. The current agreed terms of reference are:

- to achieve the aims of the whole school pay policy in a fair and equal manner;
- to apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review;
- to observe all statutory and contractual obligations;
- to minute clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the full governing body;
- to recommend to the governing body the annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay discretion;
- to keep abreast of relevant developments and to advise the governing body when the school's pay policy needs to be revised;
- to work with the Headteacher in ensuring that the governing body complies with the Appraisal Regulations 2012 (teachers).

The report of the Management committee will be placed in the confidential section of the governing body's agenda and will either be received or referred back. Reference back may occur only if the management committee has exceeded its powers under the policy.

Although an external advisor can give a professional judgement that, as a result of the appraisal, it might be appropriate for the governors to award performance points, it is the governing body's responsibility to decide on the pay of the Headteacher, taking account of

paragraph 6.2 (b) of the Document. It is not within the external advisor's remit to advise the governing body on the determination of the Individual School Range, nor to advise on the pay of any other leadership group member.

### **Annual Determination of Pay**

All teaching staff salaries, including those of the Headteacher, deputy head(s) and assistant head(s) will be reviewed annually to take effect from 1 September. The governing body will do their utmost to complete teachers' annual pay reviews by 31 October and the Headteacher's annual pay review by 31 December, save in exceptional circumstances. They will however, complete the process without undue delay.

### **Notification of Pay Determination**

Decisions will be communicated to each member of staff by the head in writing in accordance with paragraph 3.4 of the Document and will set out the reasons why decisions have been taken. Decisions on the pay of the Leadership team will be communicated by the Management committee, in writing, in accordance with paragraph 3.4 of the Document. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

### **Appeals' Procedure**

The governing body has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). It is set out as an appendix B of this pay policy.

### **Headteacher Pay**

#### Pay on appointment

The headteacher groups, and Inner London Area pay ranges in relation thereto, are as follows from 01 September 2015:

|         |                    |
|---------|--------------------|
| Group 1 | £50,966 - £65,324  |
| Group 2 | £53,177 - £69,750  |
| Group 3 | £56,776 - £74,518  |
| Group 4 | £60,479 - £79,642  |
| Group 5 | £65,978 - £87,101  |
| Group 6 | £70,448 - £95,330  |
| Group 7 | £75,264 - £104,353 |
| Group 8 | £82,256 - £114,437 |

The full list of Leadership Annual Salary Reference Points (L1 – L43) for 2015 are attached as Annex B.

- the Management committee will review the school's Headteacher group and the head's Individual School Range (ISR) in accordance with paragraphs 4 – 8 of the Document.
- if the Headteacher takes on permanent accountability for one or more additional schools, the management committee will set an ISR in accordance with the provisions of paragraphs 6.6 or 7.9 as the case may be.
- The Management committee will determine a pay range, taking account of the full role of the Headteacher (part seven), all permanent responsibilities of the role, any challenges

that are specific to the role and all other relevant considerations (paragraph 9.3), including recruitment issues. The pay committee will take into account the factors set out in annex A of this policy when determining an appropriate pay range. It will also take into account any other considerations it feels are relevant and minute carefully its decisions and reasons for the decisions.

- The pay committee will exercise its discretion under paragraph 27 of the Document where there are recruitment issues, provided it has not already taken such issues into account when setting the pay range.
- The pay committee will have regard to the provisions of paragraph 9.3 in particular and will also take account of any other permanent payments, made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability.
- The pay committee will consider the use of temporary payments for clearly time-limited responsibilities or duties only, in accordance with paragraph 10.
- The total sum of the temporary payments made to a Head will not exceed 25% of the annual salary which is otherwise payable to the Head; and the total sum of salary and other payments made to a Head must not exceed 25% above the maximum of the headteacher group, except in wholly exceptional circumstances.
- The pay committee may determine that temporary and other payments be made to a Head which exceeds the limit above in wholly exceptional circumstances and with the agreement of the governing body. The governing body will seek external independent advice before providing agreement.
- The Management committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in paragraph 11.6.2. However, before agreeing to do so, it will seek the agreement of the governing body which in turn will seek external independent advice before providing such agreement.

#### Serving Headteachers

The governing body will determine only the salary of a serving Headteacher in accordance with paragraph 9 of the Document.

#### **Deputy Headteachers, Assistant Headteachers**

##### Pay on appointment

The governing body will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

- the Management committee will determine a pay range in accordance with paragraph 12 of the Document, taking account of the role of the senior leader set out at paragraph 55 of the Document;
- the Management committee will record its reasons for the determination of the senior leaders pay range, in accordance with paragraph 29 of the section 3 guidance;
- the Management committee will exercise its discretion under paragraph 12.3 of the Document, and pay any of the bottom three points on the leadership spine pay range, in order to secure the appointment of its preferred candidate.

- the Management committee will exercise its discretion under paragraph 47 of Document where there are recruitment issues.

#### Serving senior leaders

The governing body will determine the salary of a serving senior leader in accordance with paragraph 12 of the Document.

- the Management committee will review pay in accordance with paragraphs 12.1 or 12.2 and award up to two points where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the senior leader's most recent appraisal report;
- the Management committee will review and, if necessary, re-determine the senior leaders' pay range where there has been a significant change in the responsibilities of the serving senior leader (paragraph 29 of section 3 guidance);
- the Management committee may determine the leadership pay range at any time in accordance with paragraph 29 of the section 3 guidance pursuant with the discretionary provisions of that paragraph and to maintain differentials;

#### **Acting Allowances**

Acting allowances are payable to teachers who are assigned and carry out the duties of Head, Deputy Head, Assistant Head in accordance with paragraph 30 of the Document. The management committee will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher, who carries out the duties of a senior leader, for a period of four weeks or more, will be paid at an appropriate point of the senior leaders pay spine, as determined by the management committee. Payment will be backdated to the commencement of the duties.

#### **Classroom Teachers**

##### Pay on appointment

The governing body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within the pay range to be offered to the successful applicant.

The governing body undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

On appointment, the Governing Body will determine the starting salary within the advertised range to be offered to the successful candidate. In making such determinations the governing body may take into account a range of factors:

The requirements of the post

Any specialist knowledge required for the post

The experience required to undertake the specific duties of the post

The wider school context

This school is committed to the principle of pay portability and will apply this principle in practice when making all new appointments. On appointment, classroom teachers moving



from one school to another will be placed on the same or higher pay point to ensure their current salary is not reduced.

Pay determinations for existing main scale teachers, effective from 01 September 2013

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

|        |    | £ (2015 Inner London Area) |
|--------|----|----------------------------|
| Band 1 | M1 | 27,819                     |
|        | M2 | 29,270                     |
|        | M3 | 30,795                     |
| Band 2 | M4 | 32,400                     |
|        | M5 | 34,893                     |
|        | M6 | 37,862                     |

The governing body will follow the provisions of the Document 2012 and award a point on the main scale pay range (paragraph 18.1.1), unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The Management committee will normally exercise this discretion only in the context of a formal capability procedure. The Management committee will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.

Where the teacher is subject to the Appraisal Regulations 2012, the Management committee may decide to award one additional point provided the teacher's performance in the previous school year was excellent, having regard to the results of the most recent appraisal (paragraph 18.2.1 (c), the Document 2012).

Where the teacher is not subject to the Appraisal Regulations 2012, the Management committee may decide to award one additional point where the teacher's performance in the previous 12 months was excellent having regard to all aspects of his/her professional duties and the Teachers' Standards, but in particular classroom teaching, in accordance with paragraph 18.2.1 (c) of the Document 2012.

Appraisal objectives will become more challenging as the teacher progresses up the main pay range.

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

If the evidence shows that a teacher has exceptional performance, the governing body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of 2 points. Teaching should be consistently good or better over time.

Judgments will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- consistent and sustained positive impact on pupil progress
- consistent and sustained impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, eg behaviour management or lesson planning
- consistent contribution to the work of the school
- consistent impact on the effectiveness of staff and colleagues relevant to the teacher's current post

On completion of a successful induction year newly qualified teachers will progress from the minimum pay point to reference point 1 of the main pay spine.

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

Classroom teachers will be awarded pay progression on the Main Pay Range following each successful appraisal review unless significant concerns about standards have been raised in writing with the teacher during the annual appraisal cycle.

A written notice of cause for concern will also document the support to be provided by the school to address the area requiring improvement.

The Management committee will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The Management committee will be able to justify its decisions.

### **Applications to be paid on the Upper Pay Range**

From 1 September 2014, any qualified teacher can apply to be paid on the Upper Pay Range. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). This school will not be bound by any pay decision made by another school.

The Management committee will use reference points. Therefore the pay scale for upper pay range teachers in this school is:

|                | £ (2015 Inner London Area) |
|----------------|----------------------------|
| Minimum (U1)   | 42,756                     |
| Mid-Point (U2) | 44,857                     |
| Maximum (U3)   | 46,365                     |

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay. Where such information is not applicable or available, eg 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 must be submitted by the applicant.

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

### **Process:**

One application may be submitted annually. The closing date for applications is normally 31<sup>st</sup> October of each academic 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 Headteacher by the cut-off date at the end of the Autumn term

- The Headteacher will assess the application, which will include a recommendation to the management committee of the relevant body;
- The management committee will make the final decision, advised by the Headteacher;
- Teachers will receive written notification of the outcome of their application within 10 working days. 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 Headteacher. 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 point of the UPR on 1 September of the current year.
- Unsuccessful applicants can appeal the decision. The appeals process is set out at the back of this pay policy.

### **Assessment:**

The teacher will be required to meet the criteria set out in paragraph 17 of the Document, namely that:

- the teacher is highly competent in all elements of the relevant standards
- the teacher's achievements and contribution to the school are substantial and sustained
- the teacher has a positive impact on the effectiveness of staff and colleagues

In this school, this means that the teachers' performance is assessed as demonstrating consistently and over time. For the purposes of this Pay Policy, the Management Committee will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where two successful and consecutive Appraisal reviews provide the evidence that the Upper Pay Range criteria have been met.

For new appointees the teacher's appraisal reports from previous schools can be considered by the governing body as appropriate.

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

### **Pay determinations effective from 1 September 2013**

In accordance with paragraphs 19.5 and 19.6 of the Document 2012 the management committee will determine that one point be awarded to a teacher on the upper pay spine whose achievements and contribution to the school, throughout the relevant period have been substantial and sustained (paragraphs 19.5.1 and paragraphs 57 to 59 of the section 3 guidance, the Document 2012).

In reaching its decision, the management committee shall have regard to the results of the teacher's two most recent appraisal reports, including any pay recommendation, when exercising its discretion in accordance with the provisions of paragraph 19.5.1 of the Document 2012. For new appointees the teacher's appraisal reports from previous schools can be considered by the governing body, as appropriate.

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

- paragraph 21 and the criteria set out in paragraph 17.2 of the Document 2013;

- the evidence base, which should show that the teacher has had a successful appraisal and has made good progress towards objectives;
- evidence that the teacher has maintained the criteria set out in paragraph 17.2 of the Document 2013. For the purpose of this Pay Policy, the management committee will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where two successful and consecutive Appraisal reviews provide the evidence that the Upper Pay Range criteria have been met. For new appointees the teacher's appraisal reports from previous schools can be considered by the governing body as appropriate.
- Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The management committee will be able to objectively justify its decisions.

Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and have made good progress towards their objectives, the teacher will move to the mid-point on the Upper Pay Range; or if already on the mid-point, will move to the top of the Upper Pay Range.

Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and where the teacher has met or exceeded their objectives, the management committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching should be consistently 'outstanding'.

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

The management committee will be advised by the Headteacher in making decisions, and such decisions will take consideration of the school's financial position.

For new appointees the teacher's performance appraisal reports from previous schools can be considered by the governing body as appropriate.

Decisions not to progress up the pay range will only be made in circumstances where significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle.

A written cause for concern will also document the support to be provided by the school to address the area requiring improvement.

### **Leading Practitioner Roles**

The governing body will take account of paragraph 56 of the Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a strong leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching schools within school (*and within the wider school community*) which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as classroom management, planning for progress

### **Pay on appointment**

The pay committee will determine a five point pay range from minimum to maximum for each leading practitioner post in accordance with paragraph 18 of the Document; and

paragraphs 33 to 37 of the section 3 guidance. In setting the pay range for each post the pay committee will ensure appropriate differentials (see 'Differentials').

### **Pay determinations effective from 1 September 2015**

The Senior Leader with line management responsibility will agree appraisal objectives for the leading practitioner.

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

- has made good progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

The Management Committee will determine pay progression such that the amount is clearly attributable to the performance of the leading practitioner. The Management Committee will be able to objectively justify its decision.

Where it is clear from the evidence that the teacher's performance is exceptional, the Management Committee may award enhanced progression of two points.

Decisions not to progress up the pay range will only be made in circumstances where significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle.

A written cause for concern will also document the support to be provided by the school to address the area requiring improvement.

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

The Management Committee will be advised by the Headteacher in making all such decisions.

### **Unqualified Teachers**

#### **Pay on appointment**

The management committee will pay any unqualified teacher in accordance with paragraph 19 of the Document. The management committee 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 management committee advised by the Headteacher will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22 of the Document.

### **Pay determinations effective from 1 September 2015**

The Management Committee will use reference points. Therefore the pay scale for unqualified teachers in this school is:

|                   |                            |
|-------------------|----------------------------|
|                   | £ (2015 inner London Area) |
| Minimum           | 20,496                     |
| Reference point 1 | 22,391                     |

|                   |        |
|-------------------|--------|
| Reference point 2 | 24,287 |
| Reference point 3 | 26,182 |
| Reference point 4 | 28,076 |
| Maximum           | 29,970 |

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards their objectives.

If the evidence shows that a teacher has exceptional performance, the governing body may award enhanced pay progression of 2 points.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- consistent and sustained positive impact on pupil progress
- increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the school

Information on sources of evidence is contained within the school's appraisal policy. The management committee will be advised by the Headteacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The management committee will be able to objectively justify its decisions.

Decisions not to progress up the pay range will only be made in circumstances where significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle.

A written cause for concern will also document the support to be provided by the school to address the area requiring improvement.

### **Teaching and Learning Responsibility Payments**

The management committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the Document and paragraphs 47 to 54 of the section 3 guidance. 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 set out at paragraph 20 of the Document.

The TLR 1 and 2 payments for 2015 (Inner London Area) are:

|        |      |        |       |
|--------|------|--------|-------|
| TLR 2A | 2613 | TLR 1A | 7546  |
| TLR 2B | 4351 | TLR1B  | 9287  |
| TLR 2C | 6230 | TLR 1C | 11026 |
| TLR 2D | 6386 | TLR 1D | 12770 |

The management committee may award a TLR3 of between £517 to £2577 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 20.3. The governing body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

## **Special Needs' Allowance**

The first SEN allowance will be paid to all classroom teachers who are wholly or mainly engaged in teaching pupils with statements of SEN in designated classes. The current level at FHS is £2064 annually.

When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post (paragraph 21.3 of the Document). 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. The governing body will take account of paragraphs 55 to 59 of the section 3 guidance within the document.

## **Support Staff**

The management committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The management committee will determine the pay grade of support staff on appointment in accordance with the scale of grades, currently applicable in relation to employment with the LA, which the management committee consider appropriate for the post. In reaching its determination, the management committee will consider the advice of the LA and, taking into account the LA Single Status Agreement. The appeals process is set out in the appendix to this policy.

## **Part-Time Employees**

**Teachers:** The governing body will apply the provisions of the Document in relation to part-time teachers' pay and working time, in accordance with paragraph 42 and 43, and paragraphs 39-45 and 79-87 of the section 3 guidance.

**All staff:** The head and governing body will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.

## **Teachers Employed on a Short Notice Basis**

Such teachers will be paid in accordance with paragraph 44 of the Document.

## **Additional Payments**

In accordance with paragraph 26 of the Document and paragraphs 60-69 of the section 3 guidance, the relevant body may make payments as they see fit to a teacher, including a Headteacher in respect of:

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

The management committee will make additional payments to teachers in accordance with the provisions of paragraph 26 of the Document where advised by the head.

Payment will be calculated on a daily basis at 1/195<sup>th</sup> of the teacher's actual salary.

The governing body will, nevertheless, conduct an annual formal review of all such awards to ensure a consistency and fairness in application.

### **Recruitment and Retention Incentive Benefits**

The governing body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the Document and paragraphs 70-72 of the section 3 guidance).

The Management committee may consider exercising its powers under paragraph 27 of the Document where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The governing body will, nevertheless, conduct an annual formal review of all such awards.

In relation to a Headteacher, any 'additional payments' under this section will form part of the 25% limit on the use of all discretions, unless the governing body choose to use the 'wholly exceptional circumstances' discretion. The governing body will not award a recruitment or retention payment under paragraph 27 if they have already made an award under paragraph 11.5(c) or have taken such reason (recruitment or retention) into account when determining the ISR under an earlier Document (paragraph 11.4.1 of the Document).

### **Salary Sacrifice Arrangements**

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and his gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 29 of the Document and paragraph 73 of the section 3 guidance.



## Teachers' Standards (England)

### 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.

### Part One: Teaching

#### A teacher must:

##### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

##### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- 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;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

##### 4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- 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;
- 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.

### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- 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;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and;
- rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **8. Fulfill wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part Two: Personal And Professional Conduct**

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **Appendix B**

### **Pay Appeals' Procedure**

#### **General context**

The School Teachers' Pay and Conditions Document ("the Document") requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling pay appeals.

These procedures are intended to comply fully with the requirements of:

- the relevant ACAS codes of practice and
- The School Teachers' Pay and Conditions Document 2013.
- The procedures also comply with the spirit of the statutory guidance contained within the Document, at section 3.

#### **General provisions**

- The employee is entitled to be accompanied by a workplace colleague or union representative at each formal stage. The person(s) whose decision has given rise to the "grievance" may exercise their discretion and allow the employee to be accompanied at any informal stage.
- The employee must take all reasonable steps to attend meetings.
- Meetings should be arranged without undue delay. A maximum of 10 working days between steps (e.g. between receipt of a request for an appeal hearing and that hearing being convened) is normally seen as reasonable.
- The timings and location of meetings must be reasonable and should be mutually agreed.
- There is no further internal process available to the employee once the appeal stage has been completed, i.e. the matter is closed as far as the school is concerned.
- The governing body will establish an appeal committee, which will consist of three governors, none of whom are employees in the school, nor have previously been involved in the process.
- If an employee has left the employment of the school, there shall be no contractual entitlement to initiate any appeal process in relation to a pay decision – see the modified procedure below.

## **Appeals against pay determinations**

### **Assumptions**

- In practice the governing body will have delegated decisions relating to pay progression to the pay committee ie. the "decision maker".
- The "decision maker" must take account of any pay recommendation from the reviewer(s), ie. the "recommendation provider", normally the head teacher, save in the case of the headteacher where this will be the governors appointed to carry out this role .

### **Procedural stages**

As part of the overall appraisal process, a performance assessment will be made by the appraiser (normally the line manager) and discussed with the teacher at the review meeting.

The performance assessment will be passed to the headteacher to consider an appropriate recommendation in respect of pay. The head teacher will moderate performance assessment and initial pay recommendations across the school to ensure consistency and fairness. The headteacher's recommendation on pay will be included in the draft statement that is provided to the teacher. At this stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/headteacher, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any such discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

The "recommendation provider" will make recommendations to the "decision maker" with respect to each individual employee. These may include an outline of the evidence that has been used to arrive at the recommendation, how this relates to the guidance in the Document and the school's pay policy. Copies of the teacher's review statements including the pay recommendation may be read by the "decision maker", as part of the deliberations.

The "decision maker" will reach a decision and write to the employee, advising him/her of that decision, the reasons for the decision and the employee's right to make representations to the "decision maker". If the employee wishes to take advantage of this right, he/she must write to the "decision maker" within 10 school working days. His/her letter must include a statement, in sufficient detail, of the representations that he/she intends to make.

The "decision maker" must then arrange to meet with the employee to receive representations about their decision. Any "recommendation provider" should be invited to attend the meeting, to respond to the employee's representations and to clarify the basis for the original recommendation. If the "recommendation provider" does attend the meeting it will be in the role of a witness, as the representations are against the decision of the "decision maker" not against the recommendation.

The "decision maker" will reconsider the decision in private and write to the employee to notify him/her of the outcome of the fresh deliberations and of the employee's right of appeal to a committee of the governing body. If the employee wishes to take advantage of this right, he/she must write to the Clerk to Governors or the school's HR Adviser in Lewisham

Schools' HR within 10 school working days. He/she must include a statement of the grounds for his/her appeal and sufficient details of the facts on which he/she will rely.

The Clerk to Governors or the school's HR Adviser should convene a meeting of the appeal committee within 20 school working days of receiving written notification from the employee. The "decision maker" will also be invited to attend this meeting along with the "recommendation provider". A Schools' HR Adviser may also be present to advise the appeal committee.

The chair of the appeal committee will invite the employee to set out his/her case in detail. The employee may also call witnesses in support of his/her case. The employee and his/her witnesses, if any, may be questioned in turn by the other parties, in order to clarify the evidence that has been presented.

Both the "recommendation provider" and the "decision maker" will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process and to explain the reasons for the original recommendation/decision. They may also present additional evidence in response to the evidence presented by the employee (this may include calling witnesses as necessary). The "decision maker", "recommendation provider" and other witnesses (if any) may be questioned in turn by the other parties, in order to clarify the evidence that was presented.

The appeal committee will then deliberate in private with the Schools' HR Adviser if present and reach a decision.

The appeal committee will write to the employee to advise him/her of their decision. If the decision is to reject the appeal, the notification should include a note of the evidence that they considered and the reasons for the decision.

The committee will also inform the "recommendation provider" and the "decision maker" of the outcome of the meeting.

### **The Modified Procedure**

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing;
2. The teacher must have sent a copy of their appeal to the Chair of the Governing Body;
3. The Chair of the Governing Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

This policy should be read with Section 3 of the Schoolteachers' Pay and Conditions Document 2013 (the Document).