ABBEY VIEW SCHOOL

Policy: Pay Policy

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1. Aims

This policy aims to:

- Clearly explain how we will determine teachers' pay and clearly explain how decisions will be made based on the teacher's performance
- Set out a clear framework for pay and progression throughout the school

Adopting this policy will:

- Support the recruitment and retention of high-quality teachers
- Enable us to recognise and reward teachers for their contribution to the school
- Ensure that pay decisions are made in a fair and transparent way

This policy has been consulted on by staff and relevant trade unions.

2. Legislation and guidance

As an academy, we are free to determine our own approach to deciding teachers' pay. However, since some of our staff have a contract that specifically incorporates conditions from the School Teachers' Pay and Conditions Document (STPCD), these will continue to apply due to the Transfer of Undertakings (Protection of Employment) (TUPE) Regulations 2006, which protect employees' terms and conditions when a maintained school becomes an academy.

As such, this policy complies with the STPCD. It is also based on the model pay policy created by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

When implementing our pay policy, we will abide by:

- The Employment Relations Act 1999, which establishes a number of statutory work rights
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, which require us to ensure part-time and fixed-term workers are treated fairly
- The Equality Act 2010, which requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it
- The Seven Principles of Public Life, which require those conducting the procedures to be objective, open and accountable

Our procedures for addressing grievances in relation to pay are based on the Acas grievance code of practice and are set out in our staff grievance procedures.

Our procedures for assessing early career teachers' performance and progress comply with the DfE's statutory guidance on Induction for Early Career Teachers (England).

3. Definitions

- **Teacher** includes all staff qualified and appointed to teach at the school. This includes the leadership team and the Principal, unless otherwise stated
- **Teaching and learning responsibility** is a payment awarded to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable
- **Main and upper pay ranges** are the ranges on which a classroom teacher's salary will be set
- **Unqualified teacher pay range** is the range on which an unqualified teacher's salary will be set
- **Leadership group** comprises the Principal, Deputy Principal and Assistant Principal

4. Roles and responsibilities

The Principal will make recommendations on a teacher's pay following the teacher's appraisal.
Final pay decisions are made by the governing board.

Responsibility for making pay decisions is delegated to the people committee of the governing board and ratified by the full governing board.

5. How we will decide pay on appointment

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

To determine the salary, the governing board will take into account a range of factors, including:

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

5.1 Unqualified teachers

Unqualified teachers will be paid on the unqualified teacher pay range. Where an unqualified teacher gains qualified teacher status (QTS) while in post, they will be transferred to a salary on the main pay range for teachers, which will be equal to or higher than their previous unqualified teacher salary and any other payable allowances.

In cases where an unqualified teacher gains QTS retrospectively, they will be paid a lump sum calculated as the difference (if any) between their unqualified teacher salary and the salary they would have been paid as a qualified teacher for the same period (not including any allowances). The lump sum will cover the period from which they obtained QTS to the date the lump sum is paid.

6. How we will decide on pay progression

6.1 Annual reviews

The governing board will ensure that each teacher's salary is reviewed annually between 1 September and 31 October, in alignment with our annual appraisal period.

Pay progression will be decided based on their performance during the previous appraisal period. The salary will be decided with reference to the appraisal reports and the pay recommendation they contain.

When making decisions, the governing board will take into account:

- The performance of the teacher over the appraisal period, using evidence of their performance against their objectives and the Teachers' Standards collected throughout the appraisal period. Our appraisal arrangements, including what evidence will support judgements, are set out in full in our appraisal policy
- The pay recommendation made in the teacher's appraisal report
- Advice from the senior leadership team
- Any changes to the responsibilities and expectations of the teacher's role
- The wider school context, including the budget

When deciding pay progression based on performance, we will be fair and transparent, assessments of performance recorded in the teacher's appraisal report will be properly rooted in evidence. The evidence we

will use to assess performance may include, but is not limited to, self-assessment, tracking pupil progress and lesson observations.

The decision can be 'no pay progression' without triggering the capability policy.

6.2 Mid-year reviews

Reviews may take place at other times of the year if an individual's role or job description changes. Changes include going part-time and taking on or removing additional roles and responsibilities.

A written statement will be given after any review and will give information about why it was made.

6.3 Early career teachers

Early career teachers (ECTs) starting their induction on or after 1 September 2021 are not subject to annual appraisal and pay review cycles during their induction period.

Decisions on ECTs' pay will be by means of the statutory induction process for ECTs.

ECTs may be awarded pay progression at the end of the first year of their induction period. However, annual progression is not automatic or guaranteed, and decisions regarding pay progression will be made based on:

- Evidence gathered during progress reviews and assessment periods
- Formal assessment reports

There is no statutory requirement to award ECTs pay progression on completing their induction. The decision on any pay progression will instead be made:

- With regard to the ECT's performance and their final review
- With due regard to the government's expectation that good classroom teachers should expect to reach the maximum of their pay range within 5 years of starting their career teaching

7. Moving to the upper pay range

7.1 Making applications

All qualified teachers can apply to be paid on the upper pay range, and any application will be assessed in line with this policy.

Applications can be made at least once a year. Applications can be submitted in the summer term for progression at the start of the Autumn term. Applications will be submitted in writing to Principal. All applications will be treated fairly and impartially.

When submitting an application, please include:

- Results of appraisals under the 2012 regulations, including recommendations on pay
- Where this information is not applicable or available, a statement and summary of evidence to demonstrate that you have met the assessment criteria

7.2 Assessment

In order to be eligible to be paid on the upper pay range, the governing board must be satisfied that:

- The teacher is highly competent in all elements of the Teachers' Standards; and
- The teacher's achievements and contributions are substantial and sustained

For the purpose of this policy:

- **'Highly competent'** means:
  Performance which is good enough to provide coaching, mentoring and advice to other teachers, and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice
- **'Substantial'** means:
  The teacher's contributions are of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the

raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- **'Sustained'** means:
  The teacher's contributions have been maintained over a long period

7.3 The decision
The assessment will be made and the applicant notified within 20 working days.

The decision will be made by the governing board who will also determine where the teacher will be placed on the upper pay range. Considerations will include the nature of the post, the responsibilities it entails, and the qualifications and skills of the teacher.

If successful, applicants will move to the upper pay range from the start of the next term.

If unsuccessful, feedback will be provided by line managers in a 1-to-1 meeting, within 10 working days of the decision notification. The line manager will set out why the application was unsuccessful, and provide advice on how the teacher can improve when making another application in the future.

Decisions will also be communicated in writing. Any appeals against decisions are covered by our staff grievance procedures.

8. Additional allowances

TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.

TLR payments will be awarded to a teacher on the main scale or upper pay scale where a teacher is required to undertake a sustained additional responsibility within the school's staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e. where a post:
- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of others.

The governing body will award TLR payments within the range prescribed in the School Teacher's Pay and Conditions Document. In this school the governing body has determined that TLR payments will be as follows:

TLR 1 (post includes significant line management responsibility in addition to that outlined in paragraph 9.1.2 above)

A teacher will not be awarded more than one TLR of any value

A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 9.2 of this policy in respect of Special Educational Needs.

The governing body may award a temporary TLR (TLR3) payment (of between £500 to £2,000) to a post requiring additional duties for a time limited period for a specific project identified as a priority within the school development plan or other substantial school improvement projects or exceptional one off externally driven responsibilities.

The value of any temporary TLR3 will be determined within the above range on an individual basis according to complexity and level of responsibility of the role.

The duration of such temporary TLR3 payments would normally not exceed 3 years after which time they will be reviewed and may be extended if appropriate.

There will be no safeguarding of any temporary TLR3 payments

9. Leadership pay

9.1 The Principal

The governing body will assign a seven-point Individual School Range based on the school group size, as determined by the School Teachers' Pay and Conditions document. The governing body will ensure that there is no overlap of salary bands between the Principal and other leadership posts.

The governing body will calculate the Principal's group size at the start of each academic year and determine the appropriate Individual School Range for the year. The governing body will determine the group size for the school in accordance with the provisions of the School Teachers' Pay and Conditions Document.

On appointment the principal will be appointed on one of the first 4 points on the range.

Progression on the range for the Principal will be subject to a review of the Principal's performance set against the annual appraisal review. This review will be conducted by the Chair of governors, one other governor and an independent reviewer. They will make the recommendation to the governing body who may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression. The pay review for the Principal will be completed by 31 December of each year with any progression effective from the 1st September of the academic year in which the appraisal has been done.

The governing body will ensure that reasons for setting the range at a given level are recorded and that the process for the determination of the Principal's salary is fair and transparent.

The governing body may consider a discretionary payment not exceeding 25% of the Principal's salary, as determined above, for reasons not already taken into account in determining the ISR, and which may include:

- the school is a school causing concern;
- without such additional payment the governing body considers that the school would have substantial difficulty filling a vacant Principal post
- without such additional payment the governing body considers the school would have substantial difficulty retaining the existing Principal; or
- the Principal is appointed as a temporary Principal of one or more additional schools.

In wholly exceptional circumstances the governing body may consider a payment in excess of 25%. In such circumstances the governing body will seek external independent advice.

The governing body may also consider additional payments 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 agreed between the Principal and the governing body;
- additional responsibilities and activities due to, or in respect of, the provision of services by the Principal relating to the raising of educational standards to one or more additional schools.

9.2 Other Leadership Posts

The governing body will determine a 5 point pay range for all other leadership posts from within the leadership scale contained in the School Teachers' Pay and Conditions Document.

The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designated deputy role in the absence of the Principal will be remunerated accordingly above the range for other leadership posts.

The governing body will ensure that there is no overlap of pay points between the principal and any other leadership post.

On appointment a teacher paid on the leadership scale will be appointed on one of the first 3 points on the pay range.

The pay range for teachers paid on the leadership spine will be reviewed 1 September each year or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership spine.

Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review. The governing body may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression. The pay review will be completed by 31 October.

10. Salary safeguarding arrangements

We will abide by the STPCD and safeguard teacher salaries if the post is revised or removed as a result of:

- Closure of the school or education establishment
- Organisational restructuring

Circumstances where higher pay is safeguarded include a removed or reduced:

- Teaching and learning responsibility (TLR) payment: TLR1 or TLR2
- Special educational needs (SEN) allowance
- Unqualified teacher's allowance
- Leadership pay range or leading practitioner pay range

We will follow the STPCD when applying and managing salary safeguarding.

11. Information to be included in pay statements

When pay is changed, teachers will receive a written statement confirming this as soon as possible and not later than 4 weeks after the decision.

The statement will be issued by the governing board.

For all teachers, statements will include:

- Payments or other financial benefits awarded
- Any safeguarded sums
- Information on where the teacher can access a copy of the school's staffing structure and pay policy

Statements for members of the leadership group and teachers paid as leading practitioners will also include:

- The basis on which the salary has been determined
- The criteria on which their salary will be reviewed in future

Statements for teachers appointed to the leadership group or paid as a leading practitioner for a fixed period or under a fixed-term contract will also include:

- The date that the fixed period or the contract will end, or the circumstances that will lead to the contract ending

Statements for classroom teachers or unqualified teachers who are paid and eligible for allowances as a qualified teacher will also include:

- The teacher's position within the pay ranges
- The nature and value of any allowance received
- The value of any teaching and learning responsibility (TLR) payment awarded and details of what it was awarded for
- Where a TLR was awarded to cover a teacher's absence, the end date, or the circumstances in which it will end
- For TLR3s, the letter should also include a statement that the payment will not be safeguarded

Statements for unqualified teachers will also include:

- The teacher's position within the unqualified teachers' pay range
- The value of any unqualified teacher's allowance awarded and the additional responsibility, qualifications or experience in respect of which the allowance was awarded

12. Appealing a decision on pay progression

Where any teacher feels that a decision made over their pay is unfair, they have the right to appeal.

Teachers should attempt to resolve the matter informally at first, by speaking to the Principal.

If the teacher wishes to lodge a formal grievance, they should set out their reasons for appealing in a letter to governing board within 10 working days of the pay statement being issued. Reasons may include:

- The pay policy was incorrectly applied
- The decision contravenes the STPCD the teacher is employed under
- The decision contravenes equality legislation
- Relevant evidence was not taken into account
- The decision was biased

The rest of the grievance procedure is set out in our staff grievance procedures, which is based on the Acas Code of Practice for addressing grievances.

If the appeal is upheld, governing board will re-issue the pay statement with the correct information.

13. Support Staff

13.1 Conditions of Service

The pay and conditions of service for support staff employed in this school are in accordance with the National Joint Council for Local Government Services national agreement on pay and conditions of service.

13.2 Pay scales

The pay scales adopted by the governing body for support staff employed in this school are in accordance with National Joint Council for Local Government Services. A copy can be obtained from School's HR Department.

The Governing Body recognises the important role played by support staff and will work within the National and local structures to ensure staff are remunerated appropriately and in accordance with the general principles established within reviews of the salaries of all school staff.

13.3 Job Descriptions
All members of the support staff of the school will receive a copy of their job description which will be the basis of job evaluation for the post. Any significant changes to job descriptions may require a re-evaluation of the post.

Where the governing body, on the advice of the Principal, considers that the duties and responsibilities of an individual member of support staff have evolved to a higher (or lower) level, this will be considered as part of the annual review process and, if necessary result in the staffing structure and job description being amended and the salary of the post re-evaluated. The member of staff may also request a re-evaluation where they can demonstrate that a significant change to duties and responsibilities has occurred.

13.4 Starting salaries
The governing body will normally appoint to the minimum of the grade, unless the individual member of staff was previously paid under the same conditions of service at a higher salary, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the grade.

Exceptionally, the governors may also consider appointing above the minimum of the grade where previous experience and/ or qualifications or previous salary justify doing so, within the overall grade of the post.

13.5 Incremental Progression
Support staff may, subject to satisfactory performance, progress by annual increments to the maximum of the scale for the post. In exceptional circumstances, incremental progression may be withheld where the performance of the member of staff is poor and where appraisal targets are not being met or if attendance or conduct record justifies such action. This action is likely to be used in conjunction with addressing the issues / shortcomings via appraisal / performance / capability / misconduct procedures.

Subject to the above, incremental progression, will take place on 1 April each year, except where a member of staff starts after 1 October in the previous year in which case incremental progression will occur at the start of the month following completion of 6 months service and then on 1 April in subsequent years.

13.6 Deductions from pay
In a case where a member of staff has been paid for work which they have not undertaken e.g. uncertified sickness absence, unapproved leave of absence or approved leave of absence without pay, the governing body may recover the amount from the member of staff. The member of staff will have the right of appeal through the pay appeals procedure if they are unhappy with the decision.

13.7 Acting up allowances / Additional responsibilities
Where a member of staff is requested and agrees to cover the full range of duties of a higher graded post, for an extended period of time the governing body will pay that member of staff on the appropriate point on the higher scale (normally the minimum) for the period of acting up.

Where a member of staff is covering some, but not all of the duties of the higher graded post, the governors will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the proportion of higher graded work undertaken. In exceptional circumstances the governing body may wish to recognise this additional work through the award of an additional increment within the pay band.

Where a member of staff is required to meet a short term excessive workload, to undertake essential tasks within a defined timescale, the Principal may give prior approval to the member of staff to work additional hours at their normal hourly rate or to be paid at agreed overtime rates where the weekly hours worked exceed the standard hours for a relevant full time member of support staff.

13.8 Other additional payments
The governing body will consider other additional payments for support staff in accordance with the arrangements set out earlier in this document for teaching staff, where these are relevant and appropriate to support staff.

13.9 Safeguarding

The arrangements for the safeguarding of salaries for support staff will determined according to the circumstances and in line with statutory minimum notice periods, up to a maximum of 12 weeks.

14. Monitoring arrangements

This policy will be reviewed and approved annually by the full governing board.

The governing board will consider the outcomes and impact of the policy, including trends in progression across specific groups of teachers, to ensure it complies with equalities legislation.

15. Links with other policies

This policy links with our policies on:

- Staff grievance procedures
- Teacher appraisal
- Early career teacher (ECT) induction