## **Appendix 2**

**Centrally Employed Teachers**

**Introduction**

There are four parts to this Appendix:

Part A – Pay Progression

Part B – Pay scales

Part C – Movement To The Upper Range

Part D – Centrally Employed Teachers Pay Appeals Procedure

Part E – Questions and Answers

One of the key pillars in the Council’s People Framework is **Performance and Development**, an ongoing regular cycle of performance conversations between an employee and their line manager.

It’s important to note the following when reading this appendix:

* In the context of Performance and Development, the employee is the Centrally Employed Teacher and for brevity they will sometimes be referred to simply as a “teacher”.
* This document refers to both ‘Director’ and ‘Assistant Director’ to identify the two most senior positions in a directorate that a service is aligned to. Some directorates may use slightly different titles.
* Where the STPCD refers to “appraisals” and “appraisal arrangements” this means Performance and Development and performance conversations.
* Where the STPCD refers to “teachers standards” and “criteria” these align to Mandatory Objectives under the Performance and Development Policy which covers professional practice requirements.
* This appendix must be read alongside the main body of the Model Pay Policy For Schools, in particular sections 6, 7 and 8, and not in isolation.

Further information about [Performance and Development](http://theintranet.westsussex.gov.uk/Library/Pages/performance-management.aspx) is available on The Point.

**Part A: Pay Progression**

From the 2024/25 academic year, the requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders was removed. However, the statutory requirement to make a pay decision following the completion of the appraisal process remains.

Following an individual teacher’s annual appraisal and, subject to the provisions of the overall pay policy, Centrally Employed Teachers should expect to receive pay progression within the maximum of their pay range unless they are subject to capability procedures.

The line manager will make a pay decision annually for Centrally Employed Teachers. This will be made in writing as part of the Performance Conversation cycle to the Head Of Service (or delegate) who will make the final decision about whether or not to accept.

Pay decisions for Centrally Employed Teachers will be made with reference to the Performance Conversations held between the teacher and their line manager throughout the year.

The line manager’s pay decision will be based on their overall performance i.e., how the teacher performed against all of their mandatory, performance and personal development objectives.

Each Centrally Employed Teacher will normally be notified of their line manager’s recommendation by no later than 31st October each year. This is predicated on the final version of the STPCD having been published. Any pay increase will be paid, with effect from 1st September, in the next available payroll run.

**Assessment Criteria for Pay Progression Recommendations**

A Centrally Employed Teacher’s overall performance will be assessed as follows:

* **Successful Performance:**
  + Exceeded all or most of their mandatory, performance and personal development objectives and made a significant contribution to the priorities of the service. They also consistently role modelled positive behaviours in how they achieved their objectives.
  + Met all of their mandatory, performance and personal development objectives and consistently demonstrated positive behaviours in how they achieved their objectives.
* **Unsuccessful Performance:**
  + Met or partially met only some of their mandatory, performance and personal development objectives and demonstrated some positive behaviours in how they achieved their objectives. Their overall performance does not meet the required standard in some aspects. **Note** – the teacher should have been informed of this well in advance of the line manager making their final assessment and a support or improvement plan will be in place. In other words, such a rating should not come as a surprise to the teacher.
  + Did not meet their mandatory, performance and personal development objectives and demonstrated some negative or inconsistent behaviours. Their overall performance is below the required standard and is inadequate. **Note** – the teacher will be managed under the Council’s capability procedure.

**Communication Of Pay Decision**

Once the Head Of Service (or delegate) has made their pay decision the teacher will be notified in writing of the details and Payroll contacted to process any changes.

**Part B: Pay Scales**

Line managers and Centrally Employed Teachers should refer to the details set out in Appendix 1 of the Model Schools Pay Policy.

**Part C: Movement To The Upper Pay Range**

This section covers details about moving to and progression through the Upper Pay Range.

**Applications, Evidence and Assessment**

Any qualified Centrally Employed Teacher may apply to be paid on the Upper Pay Range.

All applications must be submitted to the teacher’s line manager who will make an assessment in line with this policy. It is the responsibility of theCentrally Employed Teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.

If a teacher is simultaneously employed by another employer (e.g., by another local authority or school), they may submit separate applications if they wish to apply to progress on the Upper Pay Range by the other employer. However, the Council will not be bound by any pay decision made by another employer.

Applications may be made once a year as part of the Performance and Development process. A Centrally Employed Teacher who wishes to be assessed should notify their line manager in writing on the Performance Conversations record using the section on monthly development discussions.

The evidence to be used will mainly be what is available through the Performance and Development process. Other examples may include, pay progression recommendations or a statement which includes a summary of evidence to demonstrate that the teacher has met the assessment criteria. To show sustained performance over time, applications can contain evidence from up to the previous three years. Evidence should be collated and presented by the teacher in the most appropriate format to support the application. For example, a document, presentation, or portfolio. There is no standard form.

An application from a qualified teacher will be assessed by the line manager and deemed successful where the teacher has met their mandatory, performance and personal development objectives and the line manager is fully satisfied that:

* The teacher is highly competent in all elements of the relevant standards; and
* The teacher’s achievements and contribution to the service are substantial and sustained.

The line manager’s decision will be fully justified in writing and agreed with the Head Of Service (or delegate).

The **Council’s indicators** of ‘highly competent’, ‘substantial’ and ‘sustained’ in the context of this pay policy are as follows:

**‘Highly competent’** means that we would expect the teacher to demonstrate competence in the areas of:

* pupil progression
* teacher effectiveness
* wider contribution /effectiveness and
* personal and professional development.

**‘Substantial’** means that the teacher has at least four years’ experience within a classroom setting or has other relevant subject matter or other relevant transferable experience.

**‘Sustained’** means that a teacher will be able to supply evidence of at least two consecutive appraisals where the overall assessment of performance has been ‘Good’ or ‘Outstanding’. These will usually be obtained whilst working as a Centrally Employed Teacher for the Council. However, in exceptional circumstances evidence from another source may be considered by the line manager.

The line manager will complete the whole assessment including agreement with the Head Of Service (or delegate) by October 31st at the very latest.

The line manager will notify the teacher of the result of their application as part of the Performance and Development process. The feedback will include information about the appeals process.

If successful, the teacher will normally move to UPS 1 of the Upper Pay Scale, with effect from 1st September, in the next payroll run.

If unsuccessful, feedback will be provided by the teacher’s line manager within 10 working days of the decision.

Progression of Centrally Employed Teachers through the Upper Pay Range will be determined *every other year* as part of the Council’s Performance and Development process and only by a single point.

Pay progression will be recommended by the line manager to their Head Of Service where a teacher has been assessed as either ‘Outstanding’ or ‘Good’ for two consecutive years in the Upper Pay Range and they have fully demonstrated the Council’s indicators as set out above.

**Part D: Centrally Employed Teachers - Pay Appeals Procedure**

The Council is committed to ensuring that appeals against pay decisions meet and are consistent with the requirements of the dispute resolution provisions of employment law.

Centrally Employed Teachers may seek a review of any decision in relation to their pay or any other decision taken by their line manager and or Head of Service that affects their pay.

The list below includes some of the reasons a Centrally Employed Teacher may raise an appeal and seek a review of their pay determination.

That the decision made:

1. Incorrectly applied any provision of the STPCD.
2. Failed to have proper regard for statutory guidance.
3. Failed to take proper account of relevant evidence.
4. Took account of irrelevant or inaccurate evidence.
5. Was biased OR…
6. …otherwise unlawfully discriminated against the teacher.

The following sets out the order of proceedings:

1. The Centrally Employed Teacher receives written confirmation of the pay decision and where applicable the basis on which the decision was made.
2. If the Centrally Employed Teacher is not satisfied, they should seek to resolve this by discussing the matter informally with their line manager within ten working days of the decision.
3. Where this is not possible, or where the Centrally Employed Teacher continues to be dissatisfied, they may follow the appeal process.
4. The Centrally Employed Teacher should set down in writing the grounds for questioning the pay decision and send it to their line manager, within ten working days of the discussion referred to above (in point 2).
5. The line manager should discuss the appeal and work with their HR Business Partner to arrange a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the Centrally Employed Teacher an opportunity to make representations in person. The hearing can be chaired by either the Director or Assistant Director of the Service. Following the hearing the Centrally Employed Teacher should be informed in writing of the decision which is final.

The Centrally Employed Teacher is entitled to be accompanied by a work colleague or union representative.

Each step and action of this process must be taken without unreasonable delay.

The timing and location of formal meetings must be reasonable.

Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows:

* Introductions and outline of roles (e.g., Chair, Centrally Employed Teacher, work colleague / representative, line manager, HR Business Partner, witness(es), meeting minute taker).
  + **Note:** Confirmation of any witness(es) attending (these must be communicated to the Director or Assistant Director of the Service in advance of the meeting).
* The Centrally Employed Teacher or their representative states their case and presents any witnesses.
* The Chair asks questions.
* The line manager ask questions.
* The line manager states their case.
* The Chair asks questions.
* The Centrally Employed Teacher or their representative ask questions.
* The Chair sums up both sides.
* The Chair and HR Business Partner adjourn for deliberation.
* The Chair reconvenes the meeting and informs all parties to their decision.
* Written notification of the decision is sent to the Centrally Employed Teacher and the line manager. The meeting minutes/notes are published to all attendees.

**Part E: Questions and Answers**

**Q1:** At WSCC we refer to Centrally Employed Teachers. How are Centrally Employed Teachers referred to in the School Teachers’ Pay and Conditions Document (STPCD)?

**A1:** The STPCD refers to ‘unattached teachers’.

**Q2:** Is a Centrally Employed Teacher, who is nominally based at one of the Council’s Crawley locations (e.g., Crawley Library) but whose work will require them to travel around the County to perform their role at other locations, entitled to be paid the Fringe rate for their pay point?

**A2:** No. The Fringe rate would only apply to staff who are working full time in Crawley.

**Q3:** What hours should Centrally Employed Teachers work?

**A3:** Centrally Employed Teachers are covered by the STPCD just like any other teacher, which refers to directed time. This is when teachers are ‘directed’ (by their headteacher if working in a school) to be at work *and* available for work. For full-time teachers, this works out as 1,265 hours (maximum) per academic year, spread out over 195 days (teachers can be required to teach on 190 days which is the maximum length of the pupil year and work on a further five non-teaching days (INSET days). Hours for part-time teachers are pro-rated.

**Q4:** What is the policy for Centrally Employed Teachers regarding leave (holiday) and directed time?

**A4:** Each year, the Council publishes a document which sets out its recommended school term and holiday dates for the academic year in West Sussex. This is sometimes referred to as the Standard School Year. These dates apply to Centrally Employed Teachers in the same way as they apply to teachers working in schools. The Discretionary Leave Policy applies for leave taken during normal term time.

**Q5:** Where are the Pay Policy and Appraisal Policy documents held for Centrally Employed Teachers to access?

**A5:** These documents are held on the Council’s intranet site.

**Q6:** The Council uses Job Evaluation, does this apply to job roles performed by Centrally Employed Teachers?

**A6:** No, the Council’s Job Evaluation processes do not apply to job roles linked to teaching terms and conditions.

**Q7:** What are ‘INSET days’ and do Centrally Employed Teachers (CETs) attend them?

**A7:** The STPCD refers to directed time. This is when all teachers, including CETs, are ‘directed’ to be at work *and* available for work. For full-time CETs, this works out as 1,265 hours (maximum) per academic year, spread out over 195 days. CETs can be required to teach on 190 days which is the maximum length of the pupil year and work on a further five non-teaching days (known as ‘In Service Training’ days or ‘INSET days’ for short). INSET days are for Continuing Professional Development, such as education and training, planning, and administrative activities. CETs should attend INSET days just as a teacher in a school does. As a headteacher of a school would do, the service leader should (a) determine and publish in advance the dates for the five INSET days for each academic year and (b) make arrangements for the organisation of the activities for each of those five INSET days.

**Q8:** Can Centrally Employed Teachers (CETs) claim travel expenses?

A8: Yes, refer to the Council’s [Business Travel Policy](http://theintranet.westsussex.gov.uk/Library/Documents/business_travel_policy.pdf) on the intranet for more information.

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END OF APPENDIX 2