

PAY POLICY

The school's Pay Policy is to follow the current legislation and requirements of the School Teachers Pay and Conditions Document (STPCD) within which staff pay operates, whilst using the flexibility allowed to provide incentives for staff where particularly improvement in the quality of learning is achieved, but subject always to budgetary constraints.

It has been consulted on with staff and recognised trades unions.

The aims of this policy are to:

- ▶ Maximize the quality of teaching and learning at the school
- ▶ Ensure priorities and targets within the School Development Plan are fully supported
- ▶ Support the recruitment and retention of high quality staff
- ▶ Enable the school to recognise and reward all staff appropriately and fairly for their contribution and achievements
- ▶ Ensure all decisions on pay and reward are managed in a fair, just and transparent way

The Governing Body will undertake to:

- ▶ Reward all staff appropriately recognising their contribution to the school as individuals and as valued members of the school team
- ▶ Use the discretions and flexibility available within the various terms and conditions to recruit and retain the highest quality staff according to the needs of the school
- ▶ Ensure that appropriate funding is allocated for performance pay progression for all groups of staff
- ▶ Ensure all staff are treated fairly and equitably under this policy
- ▶ Communicate this policy and related procedures to all staff ensuring that any appeal or other concerns are managed promptly, fairly and objectively
- ▶ Consider appropriate pay relativities and differentials when conducting pay reviews
- ▶ Ensure all pay and reward decisions fairly reflect staff responsibilities, achievements and contributions throughout the school with regards to the relevant standards
- ▶ Ensure promotion and development opportunities are widely available to employees
- ▶ Abide by all relevant national and local agreements with particular reference to:
 - STPCD
 - Conditions of Employment for School Teachers in England and Wales
 - Kent Scheme Conditions of Service and pay provisions
 - NJC for Local Government Services

FRAMEWORK FOR PAY DECISIONS

The Governing Body is ultimately responsible for all pay decisions affecting staff in this school.

The Governing Body will delegate all decisions with the exception of decisions relating to the pay of the Leadership team to the Headteacher. Representatives of the Finance, Resource Committee (FRC) will be part of the panel for offering TLR awards.

All recommendations for decisions relating to the pay for members of the Leadership team, including the Headteacher will be taken by the FRC.

The Head will, in writing, communicate decisions to each individual. In the case of the Head, the Chair of the Governing Body will inform the Head in writing of the Governing Body's decision.

Equal Opportunities

The Governing Body recognises the principle of Equal Pay and Equal Pay for work of equal value and will adopt systems to support this principle. It will also ensure that as a general principle promotion opportunities (including the award of additional responsibilities) will be available to all and will be advertised openly within the school.

ANNUAL PAY REVIEW

The Governing Body, via the FRC will determine the budget to be set for pay progression and TCP after consideration of any recommendations by the Pay and Personnel Working Group.

An annual review of pay shall be conducted for all staff by the Headteacher in accordance with this policy and will comply with all equal opportunities, employment legislation and any instructions or guidance from relevant bodies such as the DfE. Pay will be assessed on the same basis for full and part time staff.

All decisions made by the Headteacher will take due account of the appraisal statement and all relevant information available from an appraisal or other review of an employee's skills, abilities, performance and any other factors deemed to be relevant, including any recommendation made by an employee's appraiser.

All decisions regarding pay progression for teachers, including the Leadership team appointments should be made without undue delay. These should be complete prior to or on 31st October for teaching staff and prior to or on 31st December for Leadership team members. Pay progression for teaching staff, including the Leadership team is normally with effect from 1st September unless otherwise determined within the discretions of this policy.

Decisions with regards to support staff eligible for salary progression will be made in accordance with the timescales set down by the Kent Scheme.

All qualified teachers will be given a formal statement each year stating their salary and how it has been arrived at, as required by the appropriate STPC Document. All other staff will be given relevant and updated information, in writing regarding their salaries.

Reviews may take place at other times of the year to reflect any changes in circumstances or job descriptions that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will be give information on the basis on which it was made.

Further information or details regarding an individual's pay can be obtained by a written request to the Headteacher.

The Chair of Governors will confirm, in writing any pay progression for the Headteacher. The chair will also advise the school's Personnel provider of the decisions of the Pay and Personnel

Working Group which have been ratified by the Governing Body, including the group number of the school and the Headteacher's Individual School Range.

The Headteacher will be responsible for notifying all other members of staff, including the Leadership team in writing and informing the school's Personnel provider concerning decisions regarding the pay progression for this group of staff.

The Governing Body will take into account the need to consider appropriate pay relativities when conducting pay review exercises. Pay differentials applied under this policy will reflect staff responsibilities throughout the school.

Criteria (for teaching staff)

Basic pay determination on appointment

- the pay range for a vacant post will be determined by the Headteacher prior to the post being advertised
- the Headteacher will determine the starting salary within the range determined for the position at the point the job offer is made
- in making such determinations the following factors will be taken into consideration
 - the nature and demands of the post
 - the level of skills, qualifications and experience required
 - market conditions
 - the wider school context including its ethos and principles
- The school will give every regard to the current salary of a teacher appointed from another school. A teacher may be paid at their current salary however there is no assumption that a teacher will be paid at the same rate as they were in their previous school

Main Professional Scale

- Teachers join the staff on the main professional scale MPS (6 points) according to their length of experience in the teaching profession.
- Progression up MPS is not automatic and all progression within this scale is linked to length of service and performance.
- Awards of incremental pay increases on the MPS are permanent
- Each teacher takes part in the school's arrangements for Performance Management and appraisal. Performance Management is a formal and annual process that measures the effectiveness of the teacher against the Teachers Standards (TS) Document. The standard of effectiveness is also qualified to take

into account length of experience with the assumption that the professional competence of a teacher will improve with experience.

- The evidence to be used will include:
 - Self-assessment
 - Peer review
 - Pupil progress
 - Lesson observations
 - Informal observations from learning walks
 - Reports from stakeholders/partners/consultants
 - Pupil voice
 - Parent/carer views
- The judgments will be made against the objectives in performance management and the Teacher Standards
- Progression by one point up the scale is recommended if teacher performance is effective or better (consistently good)
- Progression by one point up the scale is recommended if teacher performance is effective but if it is recognised that there is a risk of falling below this standard in the future then an improvement programme will be agreed with an action plan.
 - Improvement programme will have an action plan identifying targets with support needed to help achieve them to be implemented over the full period of the appraisal cycle
 - Its focus is moving teaching from satisfactory to good
 - Mentoring
 - Coaching
 - Assessment of pupils
 - Curriculum planning
 - Teaching strategies
 - Room management
 - Resource management
 - Teaching team management
 - Behavior management
 - Safe systems
 - Observations of good practice
 - Training
 - Additional classroom observations
- Progression will not be recommended if performance is judged to be below the standards of effectiveness. A support programme will be agreed with an action plan.
 - Support programme will have an action plan identifying targets with support to help achieve them to be implemented over the period of one term

- Mentoring
 - Coaching
 - Assessment of pupils
 - Curriculum planning
 - Teaching strategies
 - Room management
 - Resource management
 - Teaching team management
 - Behavior management
 - Safe systems
 - Observations of good practice
 - Training
 - Additional classroom observations
- If the support programme does not move the teachers performance to being effective then competency procedures will commence
- Teachers on MPS 6 are considered for the 'threshold' to move to the Upper Pay Scale (UPS) 1
- The teacher will decide whether they wish to do this and make one application in the year to the headteacher
- Teachers will complete a portfolio of evidence against the Teacher Standards
- Teachers will receive additional support from a member of the SLT to complete their portfolio
- If the teacher is highly competent in all elements of the Teacher Standards and if the teacher's achievements and contribution to the school are substantial and sustained then they will be recommended to proceed to UPS 1
 - Highly competent : evidence of consistently good teaching and learning, able to give advice and guidance to others on effective teaching practice and how to make a wider contribution to the work of the school in order to help others meet the professional standards and develop their teaching practice
 - Substantial: of real importance, validity and value to the school; evidence the teacher plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning
 - Sustained: means sustained over the review period or a significant part thereof
- If the teacher is unsuccessful they will remain on MPS 6 and will participate in an improvement programme with an action plan

Upper Pay Scale

- Progression on the UPS is after two years
- Progression on the UPS is based on improved effectiveness against all of the Teacher Standards (consistently good with features of outstanding)
- The annual performance review will be used to make decisions about recommendations to progress on the UPS
- Progression on the UPS is not automatic and is linked to performance
- Awards of pay increases on the UPS are permanent but remain linked to performance and are subject to performance remaining at the same high standard
- If annual review demonstrates that a teacher on UPS has fallen below or is at risk of falling below the effectiveness criteria in the Teacher Standards then an improvement or support programme will be agreed with an action plan
- If the teachers performance after the support programme is still below the standard of effectiveness then competency procedures will commence

Teaching and Learning Responsibility points

The school will award TLR3 points to teachers for:-

Clear time-limited school improvement projects or one off externally driven responsibilities. The Governing body will set out in writing to the teacher the duration of the fixed term and the amount of the award that will be paid in monthly installments.

The school will award TLR2 points to teachers for:-

- Key Stage Manager – Foundation
- Key Stage Manager – KS1
- Key Stage Manager - KS2
- Key Stage Manager – KS3
- Key Stage manager – Satellite Classes
- Key Stage Manager - KS4

The school will award TLR1 points to teachers for:-

- Positive Behaviour Support
- 14-19 Curriculum, Transition and Work Related Learning
- Key Skills (Literacy and Numeracy)

These roles have specific job descriptions

Recruitment and Retention Incentives and Bonuses

The Governing Body may make an appropriate payment to a teacher (including the Headteacher) as considered necessary as an incentive for the recruitment or retention of a teacher. The Governing Body will determine the circumstances and set out the criteria for such an award at the time.

Additional Payments

The Governing Body will use discretion to make appropriate additional payment to teachers (including the Headteacher) who undertake voluntary continuing professional development outside the school day.

Teachers (including the Headteacher) who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to an appropriate payment.

Payments to part time teachers will be made through the existing mechanisms of supply/additional hours payments up to full time.

Pay Progression based on Performance

In this school all teachers will receive regular and constructive feedback on their performance and are subject to annual appraisal that recognises their strengths and informs plans for their future development. These arrangements are set out in the school's performance management policy. The school will ensure that appraisal reviewers have undertaken appropriate training.

Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the key pay recommendations they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

In the case of NQTs whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

To be fair and transparent, assessments of performance will be properly rooted in evidence. The Headteacher will ensure fairness by moderating all pay decisions prior to confirmation, thus ensuring a consistent application and interpretation of criteria and evidence.

The general expectation for a teacher to progress within the main pay range is evidence of consistently good teaching and learning. The general expectation for teachers on the upper pay range is that the evidence will demonstrate aspects of outstanding teaching and learning. All teachers should be able to demonstrate evidence of appropriate pupils' progress. The Teachers Standards will also be important in making pay decisions.

The pay recommendation will be agreed by the headteacher and added to the written appraisal report.

Final decisions regarding pay for the Leadership team will be made by the Pay and Personnel Working Group and for all other staff by the Headteacher.

The Governing Body will consider its approach in the light of the school budget and ensure that appropriate funding is allocated for pay progression at all levels.

Special Educational Needs Points

One point shall be awarded on a mandatory basis to all teachers in St. Nicholas School. An additional SEN point will be awarded to those teachers who undertake a curriculum co-ordinator or lead role.

Leading Practitioner Posts

The Governing body will determine whether there is a need for such posts. Currently it determines not.

Part Time teachers

Teachers employed on an on-going basis at the school but who work less than a full week are deemed to be part-time. The Governing Body will ensure that the teacher is issued with a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full time teacher in an equivalent post.

Short Notice/ Supply Teachers

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

Teachers who work less than a day will be hourly paid and will also have their salary calculated as an annual amount.

Unqualified Teachers

The Headteacher will determine where a newly appointed unqualified teacher will enter the range for unqualified teachers, having regard to any qualifications or experience they may have.

The Headteacher may consider making an appropriate additional allowance where there are sound and justifiable grounds for doing so.

Whilst regards will be given to the current salary of a teacher appointed from another school there is no assumption that a teacher will be paid at the same rate as they were in their previous school.

In order to progress up the unqualified teacher range , unqualified teachers need to show evidence of a successful appraisal with evidence of appropriate teaching and learning outcomes in line with national standards.

Head Teacher, Deputy Head Teacher and Assistant Headteacher

The Governing Body will confirm the membership of the school's Leadership team and the salary scales will be determined by the Pay and Personnel Working Group taking into account the respective level of responsibilities, recruitment and retention issues, internal differentials throughout the school and affordability. Only teaching staff can be paid on the Leadership scale.

The statutory criteria (Paragraph 4.4.1 of the Document) governing the pay of Heads, Deputy Headteacher(s) or Assistant Headteacher(s) are:

- the responsibilities of the post;
- the social, economic and cultural background of the pupils attending the school;
- whether the post is difficult to fill;
- sustained high quality performance by the Headteacher, Deputy Headteacher(s) or Assistant Headteacher, in the light of performance criteria previously agreed between the Governing body and the post holder;

On appointment

The full range of salary (Leadership Scale L26-L32) appropriate to the group size of the school (5) should be advertised with an indication of the base salary on offer, the potential for any negotiation on appointment and an indication that the salary will be reviewed annually along with the pay of all serving teachers. The base salary should be determined by considering the first three criteria quoted above. (NB: under review February 2008)

Annual Review and Target Setting

The salary of Headteacher, Deputy Headteacher(s), or Assistant Headteacher(s) will be considered along with all other salaries at the time of the annual review. The governing body and the post holder will agree performance objectives relating to school leadership and management and pupil progress. Annual pay progression on the Leadership scale is not automatic. The Headteacher will advise on the pay progression for the other members of the leadership team.

Support Staff Pay

All non-teaching staff will be paid on the Kent County Council system with a starting salary that recognises previous earnings, qualifications and experience. There will be an annual appraisal meeting in the Autumn term. Overtime may be authorised by the Headteacher.

The Governing Body will ensure through the performance management system for the support staff that suitable arrangements are in place for to assess the total contribution of all support staff and will use this assessment to determine annual pay decisions in accordance with the Kent range.

The school will also make appropriate use of any merit award or other reward system both cash and non-cash developed by KCC to recognize the performance and contribution of support staff in a positive and flexible way. The school will ensure that any such decision is in accordance with the schemes' provisions.

Where a member of staff achieves a work related qualification that entitles them to be paid on a higher grade (e.g. HLTA) for those duties then the school will endeavor where possible to engage the employee in the higher graded duties for the duration of their working hours at the school rather than use a split contract arrangement.

Communication

The Governing Body is committed to ensuring that the staff are aware of the school's pay policy and that the reasons for pay related decisions are understood. The application of the policy will therefore be carried out in as open a way as possible. Individual's salary details will be treated as confidential between them and the Headteacher and the Governing Body.

Appeal arrangements

There will be a right of appeal to the Governing Body if a teacher does not accept the decision of the Governing Body having followed the advice from the Headteacher.

- An employee has 10 days from receipt of the written confirmation of the pay decision to appeal
- Reasons for appeal are:
 - Incorrect application of the relevant national or local terms and conditions of service
 - Failed to have proper regard for any applicable statutory guidance
 - Failed to take proper account of relevant evidence
 - Took account of irrelevant or inaccurate evidence
 - Bias was demonstrated
 - Unlawful discrimination
- A pay appeals committee of at least three governors will be convened to consider decisions regarding pay and reward for staff of the school within 20 days of receipt of the appeal
- The employee must submit to the chair of the appeal committee any documentation in support of their appeal together with a summary of their case at least 5 days before the date of the meeting
- The committee may accept other evidence if they deem it fair and transparent
- The employee is entitled to be represented at the appeal by a workplace colleague or a trade union or professional association representative
- The appeal hearing
 - The chair shall set out the purpose of the meeting and the way in which it will be conducted
 - The chair will invite the employee to set out their case
 - The chair will invite the school to set out its case
 - The employee may then question the school's evidence
 - Final summary statements of case can then be made
 - The committee will then adjourn to reach a decision that day
- Communicating the decision

- The decision with its reasons will then be communicated in writing to the employee and the Headteacher
- There are no further stages in the appeal process

Differentials

The Governing Body will ensure that there are suitable differentials maintained between the Leadership Group and teachers on the Upper Scale.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St. Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St. Nicholas aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnerships with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued

All aspects of safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

Code of Conduct Performance Management Finance Policy Safeguarding Health and Safety
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REVIEW

This pay policy will be reviewed annually alongside the review of the school development plan. The Governing Body may review the school's staffing structure and any related allowances at any time according to the needs of the school. The Headteacher will lead on the process and will ensure there is full and proper consultation with all staff and relevant recognised unions

DANIEL LEWIS REVIEWED TERM 6 2017 RATIFIED BY THE FULL GOVERNING BODY – OCTOBER 2017
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