

WHOLE SCHOOL PAY POLICY 2015

APPLICABLE TO TEACHERS WORKING IN A PUPIL REFERRAL UNIT AND UNATTACHED
TEACHERS



Contents	Page
P1. Introduction	Page 1
P.2 Support Staff	Page 2
P.3 Pay Reviews	Page 3
P.4 the Pay Committee	Page 4
P.5 Appeals	Page 4
P.6 Head teachers	Page 4
P.7 Deputy and Assistant Head teachers	Page 7
P.8 Leadership Group Progression Criteria	Page 7
P.9 Recruiting Teaching Staff	Page 8
P.10 Basic Pay Determination on Appointment of a classroom teacher	Page 9
P.11 Pay Progression based on Performance	Page 10
P.12 Leading Practitioner roles	Page 11
P.13 Determining Pay for Leading Practitioners	Page 12
P.14 Working Time	Page 13
P.15 – P.18 Upper pay range and assessment	Page 13
P.19 the Teachers Main Pay Range	Page 15
P.20 Unqualified Teachers Pay Range	Page 15
P.21 Unqualified Teacher Allowance	Page 16
P.22 Part-time Teachers	Page 16
P.23 Short Notice/Supply Teachers	Page 17
P.24 Allowances and Payments	Page 17
P.25 Recruitment and Retention	Page 18
P.26 Teaching and Learning Responsibility Payments (TLR's)	Page 19
P.27 Additional Payments	Page 21
P.28 Residential duties	Page 23
P.29 Support Staff	Page 23
P.30 Pay Progression for Support Staff	Page 23
P.31 Acting-Up Allowances	Page 24
P.32 Salary Sacrifice Arrangements / Childcare Vouchers	Page 25
P.33 Cover Arrangements	Page 25
P.34 Regrading Process and Appeal Process – Support Staff	Page 26
P.35 Appeals – Teachers	Page 26
P.36 Procedure for Considering Appeals Relating to Salary	Page 26
Appendix 1 – Role and Responsibilities of Pay Committee	Page 28
Appendix 2 – Upper Pay Range Application Form	Page 29
Appendix 3 – Procedure for Considering Appeals Relating to Salary	Page 30

Model Policy	Notes
<p>Introduction</p> <p>P1. This Policy sets out the framework for making decisions on pay for teachers' and support staff including the procedures for determining appeals. It has been developed to comply with current legislation and the requirements of the school teachers Pay and Conditions Document (STPCD) 2015¹ and the locally agreed 'Framework for Support Staff Profiles'. The Pay Policy has been consulted on with the teacher and support staff trade unions.</p> <p>In adopting this pay policy the decisions on pay will be managed in a fair, just and transparent way. This policy aims to support the School Improvement Plan by recognising that the school's staff are its most important resource and by providing a system which will enable Governors to recruit, retain and motivate staff of the best quality.</p> <p>Pay decisions at this school are made by the Pay Committee.</p> <p>When taking pay decisions, schools must have regard both to their pay policy and to the individual's particular post within the staffing structure. The staffing structure/establishment of the school should be available and a copy should be attached to the pay policy.</p> <p>All teachers employed at this school will be paid in accordance with the statutory provisions of the current STPCD. A copy of the latest version may be found in the school office and is also on-line at the DfE website.</p> <p>All support staff employed at this school will be paid in accordance with the scheme of conditions of service agreed by the National Joint Council for Local Government Services (referred to as the "Green Book" in this policy), unless specifically advised by</p>	<p>Introduction</p> <p>N1. Staffordshire County Council has devised a model pay policy in consultation with unions. The model policy makes suggestions about the way in which discretion should be used. The notes highlight where the item appears in the conditions of service and the discretions that need to be considered.</p> <p>Separate model policies are available regarding appraisal for teaching staff and the Support Staff Performance Management Policy.</p> <p>The NJC is currently the main negotiating body for specific groups of staff that are likely to be employed in schools.</p>

Model Policy	Notes
<p>Staffordshire County Council to apply alternative conditions.</p> <p>The head teacher and governing body will consult staff and unions on this policy and review it each year, or when other changes occur to:</p> <p>a) The School Teachers' Pay and Conditions Document, to ensure that it reflects the latest legal position. The pay policy will comply with the current School Teachers' Pay and Conditions Document and the accompanying statutory guidance. It will be used in conjunction with them, but, in the event of any inadvertent contradictions, the Document and guidance will take precedence.</p> <p>b) The scheme of conditions of service agreed by the National Joint Council for Local Government Services (referred to as the "Green Book" in this policy), as adopted and applied by Staffordshire County Council through local agreement.</p> <p>P2. Support Staff</p> <p>The Governing Body has adopted the County Council's Framework of Support Staff Profiles to ensure that the requirements of the Single Status Agreement 1997 are met. The Governing Body has the power to determine the job description and person specifications within the Framework that match the duties and responsibilities covered by positions within the support staffing structure for the school.</p> <p>The pay and grading of support staff, attached to the Framework, is the single status pay and grading structure agreed by the County Council from 1 April 2008. In adopting the Single Status Pay and Grading Structure and Framework the Governing Body is assured that:</p> <p>(a) all decisions will be based on an objective approach to pay and grading according to criteria laid down in the relevant national agreements;</p>	<p>The head teacher and governing body must consult trade unions/professional associations and staff in regard to the local provisions of their pay policy and any subsequent proposed changes to the Staffordshire County Council model document. For example, schools will have to state their local pay scales within the school pay policy and this will require consultation.</p> <p>N2. Support Staff</p> <p>This approach supports the Governing Body in ensuring that the risk of equal pay litigation for the Governing Body and or the County Council is mitigated.</p> <p>The Local Authority's Framework of Support Staff Profiles (including job descriptions and person specifications) has been assessed under the job evaluation scheme and the agreed grading structure within the County Council.</p>

Model Policy	Notes
<p>(b) decisions will be applied as consistently as possible across the staff groups concerned as well as within those staff groups;</p> <p>(c) any differences in pay between two employees within the same staff group will be justified in terms of a genuine and material difference in their circumstances and duties and responsibilities undertaken;</p> <p>(d) all decisions will have regard to equality of opportunity, and in particular, relevant employment legislation;</p> <p>(e) posts carrying similar levels of responsibility will be rewarded equally and all staff will be treated equitably.</p> <p>Governors will determine the staffing structure for the school. This will set out the agreed posts, duties and responsibilities, and reporting lines. Both the STPCD and Green Book require that salaries and salary ranges attached to each post be based on the duties and responsibilities attached to it in the staffing structure.</p> <p>P3. Pay Reviews</p> <p>The Governing Body will ensure that every teacher's salary is reviewed annually, with effect from 1 September and by no later than 31 October each year and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.</p> <p>Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.</p> <p>Decisions on the pay of the head teacher will be communicated by the chair of the</p>	<p>All job descriptions for Teachers should be set out as an amplification of the list of professional duties laid down in the STPCD and the Teacher Standards.</p> <p>N3. Pay Reviews</p> <p>31 October is the latest date for teachers detailed in the STPCD. In the case of head teachers, the deadline is 31 December. .</p> <p>Teachers should be allowed the opportunity to appeal against the assessment to the governing body's appeals committee; a suitable procedure for this is detailed below.</p> <p>Example written statements can be found here.</p> <p>Pay reviews should include a review of the duties of any teachers who are entitled to safeguarded sums that in total exceed £500 Appropriate additional responsibilities, commensurate with the safeguarded sum, may be allocated for the period of safeguarding. Appropriate notice should be</p>

Model Policy	Notes
<p>governing body, in writing, in accordance with the STPCD timing of salary determination and notification.</p> <p>Where a pay determination leads or may lead to the start or cessation of a period of safeguarding, the governing body will give the required notification as soon as possible and no later than one month after the date of the determination.</p> <p>P4. The Pay Committee</p> <p>The role and responsibilities of the Pay Committee are outlined at Appendix 1. Pay decisions are made by the governing body which has delegated pay responsibilities to the Pay Committee. The Pay Committee shall establish and review the pay policy, subject to the approval of the governing body and have the authority to take pay decisions on behalf of the governing body in line with the policy.</p> <p>P5. Appeals</p> <p>All employees are entitled to seek a review of any determination in relation to their pay and therefore the appeals process contained in this document will be adopted in all cases where an employee wishes to make an appeal against a pay decision.</p> <p>P6. Head Teachers</p> <p>The total sum of additional payments made to a Head teacher in any school year must not exceed 25% of the amount of the head</p>	<p>given of any new duties allocated. Such teachers should be made aware that if they unreasonably refuse to carry out such duties, payment of the safeguarded sums may cease. Written notice of any determination to withdraw a safeguarded sum must be given by no later than one month after the determination and is subject to appeal in the usual way.</p> <p>Where a teacher's pay or new allowance results in an increase to their pay by as much or more than their previous pay plus any safeguarding, then the safeguarding must be stopped.</p> <p>N4. The Pay Committee</p> <p>It is recommended that the governing body establish a committee to make determinations of pay in accordance with the pay policy. This function might either be performed by a dedicated pay committee or be part of a more wide-ranging personnel committee. It is recommended that the committee has fully delegated powers and, if so, must be established in accordance with the appropriate school government regulations.</p> <p>N5. Appeals</p> <p>Appeals against pay decisions must meet the requirements of the provisions of employment law.</p> <p>The process is consistent with the provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.</p> <p>N6. Head Teachers</p> <p>The STPCD describes how to calculate the unit total (modified unit total in the case of special schools) and identifies the school group normally indicated by each unit total.</p>

Model Policy	Notes
<p>teachers point on the leadership group spine other than in wholly exceptional circumstances where the payments have been approved by the full Governing Body after receiving external independent advice.</p> <p>This does not apply to additional payments made:</p> <ul style="list-style-type: none"> • in accordance with any payments for residential duties as a requirement of the post or; • in respect of relocation expenses which relate solely to the personal circumstances of that head teacher. <p>For further information refer to part 2 of the STPCD</p> <p>A new process to determine the pay and allowances of head teachers and the leadership team was introduced in September 2014. This is only applicable to:</p> <ul style="list-style-type: none"> • New posts from September 2014 • For those in post where there are significant changes to responsibility 	<p>1. If Governors have assigned a group that is greater than that normally indicated by the unit total, this policy should give the reasons for that decision.</p> <p>2. Special Schools should alter the term “unit total” to “modified unit total”.</p> <p>Advice is available from the schools finance officer and calculations can be made using SIMS. A school should be assigned to a head teacher group whenever the relevant body sees fit. The circumstances in which governors can go outside the normal group are limited and are set out in STPCD.</p> <p>The unit total is calculated once an academic year and is based on evidence from one day (normally in January)</p> <p>Heads of more than one school (permanent arrangement) This could be a permanent arrangement where the schools are part of a hard federation with a single governing body. The remuneration in these cases should be based on the calculation of the total number of pupil units across all schools, which will give a group size for the federation. The relevant body should then determine the head teacher’s seven point ISR and appropriate starting point in that range.</p> <p>Heads of more than one school (temporary arrangement) There is an expectation that temporary arrangements will be time-limited and subject to regular review and the maximum duration should be no longer than two years.</p> <p>Governing bodies need to establish clarity around how the arrangements will work in practice and how they will end.</p> <p>When the head teacher becomes responsible for more than one school on a permanent or temporary arrangement. In all cases, consideration needs to be given to the remuneration of deputy and assistant heads and teachers who as a</p>

Model Policy	Notes
	<p>result of the head teachers role, are taking on additional responsibilities. An increase in remuneration should only be agreed where the post accrues additional extra responsibilities as a result of the head teacher's enlarged role, it is not automatic.</p> <p>New head teacher When determining the salary of a new Head teacher, relevant bodies should take account the full responsibilities of the post which may include, in any permanent appointment, responsibility for more than one school. Discretionary payments may be considered for the following matters: schools causing concern, difficulties filling a vacant post or retaining the current head teacher and temporary appointment as a head teacher of more than one school.</p> <p>A new head teacher may be placed at any of the four bottom points of the ISR</p> <ul style="list-style-type: none"> • The starting point is at least the next higher point above the maximum of the pay range of any Deputy or Assistant Head teacher at the school, or not less than the next leadership group pay spine point above the salary of the highest paid classroom teacher. <p>The reasons will be specific to the school but are likely to refer to:</p> <ul style="list-style-type: none"> • Maintaining the required structure in relation to other posts in the leadership group; • the particular challenges of managing the School in comparison with other schools within the head teacher group; • recruitment and retention issues. If the school is not making recruitment and retention payments to other teachers it is recommended that Governors seek advice from the authority on the experience of other schools in recruiting head teachers before reaching a judgement on this issue. <p>The head teacher's salary should not be less than the minimum of the ISR nor shall it normally exceed the maximum of the ISR.</p>

Model Policy	Notes
<p>P8. Leadership Group Progression Criteria</p> <p>Members of the leadership group must demonstrate sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded.</p> <p>The governing body will consider movement by more than one point in line with the provisions of the STPCD.</p> <p>The salary of members of the leadership group will be reviewed annually taking account of the performance objectives set under the school's appraisal system and the progression arrangement set out in the STPCD.</p> <p>P9 Recruiting Teaching Staff</p> <p>Advertisements for vacant posts in the school will be considered by the head teacher and relevant Committee where appropriate. All posts will be advertised.</p> <p>The advertisement will include the relevant pay range for the post determined by the governing body as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement must reflect the expected level of skills and</p>	<p>N8. Leadership Group Progression Criteria</p> <p>Salaries of members of the leadership group are normally reviewed during the Autumn term, in accordance with Appraisal arrangements. It is necessary to inform the Shared Service Centre, of any increase so that appropriate adjustments are made to pay.</p> <p>To achieve progression, the STPCD requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.</p> <p>A successful appraisal review will involve an appraisal process of:</p> <ul style="list-style-type: none"> • performance objectives; • classroom observation (where relevant); • other evidence. <p>To ensure there has been high quality performance, the appraisal review will need to assess that the teacher has grown professionally by developing their leadership and (where relevant) teaching experience.</p> <p>N9 Recruiting Teaching Staff</p> <p>Temporary contracts should only be used where the need is to cover maternity or long term sickness absence.</p> <p>Fixed term contracts should be used where:</p> <ul style="list-style-type: none"> • the funding is of short-term duration and <u>longer-term funding is unlikely</u> • the post is for a specific project or relates to a specific event • the contract is to provide a secondment or career development opportunity

Model Policy	Notes
<p>experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.</p> <p>Where the post is on a temporary or fixed term basis, the advertisement will specify the reason for and duration of the post.</p> <p>P10. Basic Pay Determination on</p>	<ul style="list-style-type: none"> • where specific or specialist expertise or recent experience is a necessary element of the job and will only be required for a specified period • a project is shortly to come to an end • to cover a period up to the closure of a school • to cover a vacancy whilst recruitment for a permanent position is carried out. <p>The statement of particulars of employment for a fixed-term contract should always include:</p> <ul style="list-style-type: none"> • the reasons for the appointment being temporary • the duration/likely duration of the period of employment • and/or the event that will bring about the termination of the contract. <p>Fixed-term contracts should not be used to create a “trial period” or because of general anxiety of the possibility of budget problems at an unspecified point in the future: all schools face a degree of uncertainty in terms of pupil numbers and budget from year to year.</p> <p>If a post covered by an individual employee on a fixed-term contract is to continue unchanged beyond the date of the fixed-term, the contract should be renewed. Only if the duties of the post have changed significantly can it be advertised.</p> <p>Fixed-term contracts should not be used as a form of probationary contract in order to evaluate suitability for a post.</p> <p>Where the fixed-term contract is not renewed it is deemed as a dismissal in law therefore the statutory 3 step dismissal process must be followed.</p> <p>The non-renewal of a temporary fixed term contract is a dismissal and could incur redundancy rights.</p> <p>N10. Basic Pay Determination on Appointment of a classroom teacher</p>

Model Policy	Notes
<p>Appointment of a classroom teacher</p> <p>On appointment the governing body will determine the starting salary within that range to be offered to the successful candidate.</p> <p>In making such determinations, the Governing Body will take into account a range of factors including;</p> <ul style="list-style-type: none"> • the nature of the post • the nature of the qualifications, skills and number of years' experience required • the wider school context • current salary <p>There is no assumption in the STP&CD that a teacher will be paid at the same rate as they were being paid in a previous school.</p> <p>It is the responsibility of Governors to decide on this issue.</p> <p>P11. Pay Progression based on Performance for Main Pay Range Teachers</p> <p>In this school all teachers can expect to receive regular constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plan for their future development and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the schools appraisal policy.</p> <p>The governing body has agreed the professional skill levels for teachers at this school; these are detailed in the school's Appraisal Policy.</p> <p>Progression between pay points will be based on the teacher demonstrating, through their appraisal that they meet the teacher standards and Professional Skills Level Descriptors for the new pay point.</p> <p>. In the case of NQT's, whose appraisal arrangements are different, pay decisions</p>	<p>When offering the post to the successful candidate the governing body will confirm the starting salary within the range to be offered.</p> <p>N11. Pay Progression based on Performance</p> <p>The evidence to support pay recommendations will be detailed in the Appraisal review.</p> <p>Where there is an unsuccessful appraisal as defined in the appraisal policy there should not be pay progression. A teacher does not have to be engaged in performance improvement measures before progression can be stopped.</p> <p>The systems and processes to moderate</p>

Model Policy	Notes
<p>will be made by means of the statutory induction process.</p> <p>The governing body has determined that normally progression within a range will be by annual increments. However, where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, the governing body may award accelerated progression within the range. Progression to the next point will be subject to the criteria for the higher point being met.</p> <p>To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by the arrangements detailed in the Appraisal Policy.</p> <p>The evidence used will be only that available through the appraisal process and this is detailed in the Appraisal Policy.</p> <p>Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the designated member of the senior leadership team.</p> <p>Reviews will be deemed to be successful unless significant concerns about their performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.</p> <p>For teachers on the upper pay range, pay progression will be based on STP&C..</p> <p>For unqualified teachers on the unqualified teachers' pay range, pay progression will be awarded following each successful appraisal review.</p>	<p>objectives and assessments are detailed in the appraisal policy. The link is to the Model Appraisal Policy commended to governing bodies by Staffordshire County Council</p> <p>This will be a summary of the tools used to assess teacher performance, for example, self-assessment, peer review, tracking pupil progress, lesson observations, the views of the pupils and parents.</p> <p>The pay decision must be confirmed to the teacher in writing along with the reasons for the pay decision and provide the right of appeal against the pay decision.</p> <p>The STPCD states that the governing body must decide how pay progression will be determined.</p> <p>This model pay policy determines that pay progression will be awarded following each successful appraisal review for teachers on the main pay range.</p> <p>Please note that Appraisal documentation is confidential, so please refer to the Appraisal policy. Therefore, 'having regard to' the appraisal report' must be via the input from the designated member of the senior leadership team.</p>
<p>P.12 Leading Practitioner Roles</p>	<p>N.12 Leading Practitioner Roles</p>

Model Policy	Notes
<p>This school has decided not to establish post of Leading Practitioner.</p> <p>Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.</p> <p>When determining the pay scales for such posts, the governing body will do this by reference to the weight of the responsibilities of the post and consider pay equality with other posts and fair pay relativities between posts of differing levels of responsibility.</p>	<p>Leading Practitioners are posts whose primary purpose is the modelling and leading improvement of teaching skills and they are paid above the maximum of the upper pay range.</p> <p>Should the school create a Leading Practitioner post?</p> <p>Some points to be considered:</p> <ul style="list-style-type: none"> • Whether a school needs a post that leads on modelling and improving teaching skills? • How does this post fit in with the current structure? • Does such a post represent good value for money? • What impact is expected on the quality of teaching and pupil outcomes? <p>What would the role entail?</p> <p>Leading Practitioners must be a qualified teacher and must be an exemplar of teaching skills, lead on the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a head teacher.</p> <p>They must take a leadership role in developing, implementing and evaluating policies and practice in their workplace that contributes to school improvement. This might include:</p> <ul style="list-style-type: none"> • teaching, mentoring and induction of teachers, including trainees and NQT's • sharing materials and advising on practice, research and CPD provision • assessment and impact evaluation including demonstration lessons and classroom observation • helping teachers who are experiencing difficulties. <p>In addition schools should consider how much of their time will be spent teaching their own classes and how much working directly with colleagues, will the post holder work across the school or within a particular department or phase and will there be any element of outreach work?</p> <p>Appointing to Leading Practitioner roles</p>

Model Policy

Notes

There are no national criteria for appointments to these roles except that the teachers must have QTS. Schools should consider what skills and experience the post holder will need to enable them to be a leading practitioner at the school. Successful leading practitioners would normally be expected to have a sustained track record of successful performance as a teacher in the upper pay range, to demonstrate excellence in teaching and to have contributed to leading the improvement of teaching skills.

P13. Determining Pay for Leading Practitioners

The overall pay range for leading practitioners is:

Pay range for Leading Practitioners		
Range	Point	Salary
Minimum*	1	£38598
Maximum*	2	£58677

14. Working Time

A qualified teacher employed full-time must be available for work for 195 days, of which-

- (a) 190 days must be days on which the teacher may be required to teach pupils and perform professional duties; and
- (b) 5 days must be days on which the teacher may only be required to perform other duties

N13. Determining Pay for Leading Practitioners

Schools should take into account the challenges and demands of an individual post and be mindful of internal pay relativities.

Schools will need to determine an individual post range for each post within the minimum and maximum of the overall range.

The post range for each leading practitioner should be determined separately and need not be identical.

Salaries will be for specific posts.

N14. Working Time

The meaning of “qualifying employment” is contained in STPCD.

P15. Upper pay range and assessment

Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy.** It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

The Governing Body has established the following pay structure for classroom teacher posts paid on the upper pay range.

Teachers upper pay range		
Range	Point	Salary
Minimum*	1	£35218
Maximum*		£37871

P 16. Application Process

Applications may be made once a year. A teacher wishing to apply for assessment against the threshold standards should submit an application to the head teacher by no later than 31 October a template application form is at [Appendix 2](#) and their appraisal review.

If a teacher is simultaneously employed at another school they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or other schools. The schools will not be bound by any pay decision made by another school.

P17 Evidence to be included in the

N15. Upper pay range and assessment

Teachers must have qualified teacher status (QTS) and will be eligible for progression to the upper pay range from any point on the main pay range.

It is the responsibility of the individual teacher to decide whether they wish to apply to their head teacher to be paid on the upper pay range.

N16. Application Process

Schools may set a deadline to receive applications from teachers. Some considerations:

- Do you want there to be a single cut-off date for all applications, if so what date?
- How will the date be communicated to teachers allowing them time to apply, and considering working patterns?
- Do you want to align the application process to the appraisal process?
- How will you make sure all teachers are treated fairly? Have all teachers got the same access to the information to apply?

Each head teacher and Governing body will make its own assessment.

N17. Evidence to be included in the application

Model Policy	Notes
<p>application</p> <p>All applications should be made using the application form, including any recommendation on pay (or where that information is not available a summary or statement of evidence designed to demonstrate that the teacher has met the assessment criteria)</p> <p>All pay related decisions will be taken in accordance with relevant equalities legislation, Employment Relations Acts and Part-time Workers and Fixed-term Employees Regulations. Appropriate consideration will be given where staff have been absent for long periods e.g. due to sickness or maternity leave.</p> <p>P18. The Assessment</p> <p>An application from a qualified teacher will be successful where the Governing Body is satisfied that:</p> <ol style="list-style-type: none"> 1. the teacher is highly competent in all elements of the relevant standards and; 2. the teacher's achievements and contribution to the school are substantial and sustained. (STPCD 17.2) <p>For the purposes of this policy the Governing body will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the above assessment criteria have been evidenced.</p> <p>The assessment will be made within 10 working days of the receipt of the application or the conclusion of the appraisal process whichever is later.</p> <p>If successful, a teacher will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of the range.</p> <p>If unsuccessful, feedback will be provided</p>	<p>Under the 2012 performance management regulations all applications should include the results of appraisals reviews.</p> <p>Schools will want to ensure equal access to the application process and should consider how those with different working patterns or protected characteristics are treated fairly and equitably.</p> <p>N18. The Assessment</p> <p>The line manager, the head teacher, the subject leader may assess an application or have a role in the assessment.</p> <p>The Governing body will need to define the assessment criteria for example:</p> <p>Highly competent may mean: performance which is not only good enough to provide coaching or mentoring to other teachers but give advice to them 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 to meet the relevant standards and develop their teaching practice.</p> <p>Substantial may mean; 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 pupils standards, take advantage of appropriate opportunities for professional development and use outcomes effectively to improve pupils learning.</p> <p>Sustained may mean; maintained continuously over a significant period of time.</p>

Model Policy

by the head teacher as soon as possible and at least within 5 working days of the decision.

This will include the right of appeal against this pay decision under the [appeal arrangements](#)

P19. The Teachers Main Pay Range

Other qualified teachers will be paid on the main pay range and must be paid such salary within the minimum and maximum of the main pay range set out below:

Teachers main pay range		
Range	Point	Salary
Minimum*	1	£22244
Maximum*		£ 32831

The advertisement will clearly state the pay range applicable to the post.

P20. Unqualified Teachers Pay Range

An unqualified teacher will be paid on the pay range for unqualified teachers and must be paid such salary within the minimum and maximum of the unqualified pay range set out below:

Unqualified Teachers pay range		
Range	Point	Salary
Minimum*	1	£16298
Maximum*		£25776

P21. Unqualified Teacher Allowance

The governing body may pay an additional

Notes

N19. The Teachers Main Pay Range

The STPCD permits Governing Bodies to determine the form of pay scales for classroom teachers within the national minimum, and maximum of their pay range.

This model pay policy should provide for prescribed pay reference points between the minimum and maximum of the pay ranges. Governing Bodies should be mindful of consistency, fairness and equity in their approach to such.

N21. Unqualified Teacher Allowance

To ensure transparency of how an allowance for an unqualified teacher is decided the Governing Body will need to

Model Policy	Notes
<p>allowance to unqualified teachers when the governing body considers that the teacher has:</p> <ul style="list-style-type: none"> • taken on a sustained additional responsibility which: <ul style="list-style-type: none"> ○ is focused on teaching and learning and; ○ requires the exercise of a teachers' professional skills and judgement or • qualifications or experience which bring added value to the role being undertaken. <p>There are no UQT at BSM.</p> <p>Unqualified teachers may not hold TLR's or SEN allowances.</p> <p>P22. Part-time Teachers</p> <p>Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The governing body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, 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 . Please refer to Part 6 Paragraph 42 of the STPCD.</p>	<p>define the criteria for the award of the unqualified teachers' allowance.</p> <p>Sustained may mean: maintained continuously over a significant period of time.</p> <p>Added Value main mean: of real importance, or value to the school; make a distinctive contribution to the raising of pupils standards,</p> <p>Some circumstances are likely to reflect the individual skill set of an unqualified teacher, for example, where the teacher has worked in industry, law or business.</p> <p>If this results in a new allowance which is lower, then the difference should be protected for up to three years,</p> <p>N22. Part-time Teachers</p> <p>Part-time teachers' entitlement to Planning Preparation and Assessment (PPA) time is pro-rata to full-time teachers.</p> <p>Part-time teachers must be paid the pro rata percentage of the appropriate full time equivalent salary. The same percentage must be applied to any allowances awarded to a part time teacher.</p> <p>Any additional hours a part-time teacher may agree to work from time to time at the request of the head teacher, should also be paid at the same rate.</p> <p>The Governing Body should ensure that the deployment of directed time within and beyond the school day are agreed confirmed in writing and that part time teachers have a clear statement of them.</p> <p>Teachers should be paid for all the hours they are required to be on the school premises. Allowance should be made for</p>

Model Policy	Notes
<p>P23. Short Notice/Supply Teachers</p> <p>Teachers who work on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.</p> <p>P24. Allowances and Payments</p> <p>Special Education Needs Allowance</p> <p>A SEN allowance of no less than £2064 - and no more than £4075 - per annum is payable to a classroom teacher if that teacher:</p> <p>is in any SEN post that requires a mandatory SEN qualification, refer to P21.2 Part 4 STP&CD</p> <p>BSM school has no SEN posts.</p>	<p>non-contact and PPA time.</p> <p>N24. Allowances and Payments</p> <p>Careful consideration should be given to ensuring that specific responsibilities for SEN are reflected in the job descriptions for those staff that hold an SEN allowance. Schools should consider how they determine Special Educational Need e.g. does it include gifted and talented pupils. It is an expectation that all class teachers within an inclusive school will be expected to teach a range of pupils with SEN. It is also acknowledged that some cohorts may be more demanding than others and that at any time any teacher may be expected to teach such cohorts. It is expected that the demands of these cohorts is such that additional, specialised support will be provided and that the demands on this teacher are no greater than could be expected of any other teacher in the school. To this extent it should not be appropriate to award an SEN allowance to a teacher purely on the basis of the needs of a particular cohort of pupils</p> <p>To determine the relative values of SEN allowance payments to be allocated in the school:</p> <ul style="list-style-type: none"> • Schools will need to determine and reflect in their pay policy rational, transparent and fair decisions on levels of payment for SEN allowances. This will need to reflect the school's organisation of/or provision for SEN. • The value of the allowances should be based on whether any mandatory qualifications are required, other qualifications relevant for the post and the relative demands of the post. This will

Model Policy	Notes
	<p>require schools to make a judgment about the nature and challenge of a teacher's work with pupils with SEN compared and related to that of other teachers in the school.</p> <ul style="list-style-type: none"> • In establishing appropriate levels for your SEN allowance you should ensure that you have considered the full range of payments available and that the values chosen are properly positioned between minimum and maximum established in the national framework. <p>Differential values relating to SEN roles in the school should be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. It is suggested therefore that in most schools the roles are likely to fall within the minimum or maximum point of the range. A mid point of £3008 may be appropriate for those teachers who for example have a greater level of knowledge and expertise than the majority of teachers in say a special school but where there are others in the school who have a broader and more complex knowledge and expertise and qualifications.</p> <p>N25. Recruitment and Retention</p> <p>Governors are free to determine the value of any award.</p> <p>Financial assistance may be paid normally where there is evidence of serious difficulty in recruiting or retaining specific types of staff either at the school, in the locality or in similar types of schools.</p> <p>The governing body should specify clearly the basis on which such incentives may be paid and for how long (e.g. to all teachers; to those in shortage subjects as defined by the school; or after one/two advertisements have failed to produce a suitable candidate for appointment). A review of rates will be necessary if the governing body intends to increase the level of these awards in line with general increases to salaries, or in</p>

Model Policy	Notes
	<p>other circumstances which the governing body may determine.</p> <p>N26. Criterion and factors for award of TLRs</p> <p>Criterion A Teaching and Learning Responsibility payment (“TLR”) may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school’s staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which s/he is made accountable.</p> <p>Factors Before awarding a TLR, the relevant body must be satisfied that the teacher’s duties include a significant responsibility that is not required of all classroom teachers, and that -</p> <ul style="list-style-type: none"> a) is focused on teaching and learning; b) requires the exercise of a teacher’s professional skills and judgement; c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; d) has an impact on the educational progress of pupils other than the teacher’s assigned classes or groups of pupils; and e) involves leading, developing and enhancing the teaching practice of other staff. <p>Before awarding a TLR 1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition, line management responsibility for a significant</p>

Model Policy	Notes
	<p>number of people.</p> <p>The definition of “significant” in this context is a matter for the governing body.</p> <p>Before awarding a TLR 3, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraphs apply, except:</p> <p>c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; and</p> <p>e) involves leading, developing and enhancing the teaching practice of other staff.</p> <p>The governing body will ensure that the use of TLR3 applies only to clearly time limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need.</p> <p>TLR3 payments will not be used to replace or otherwise limit teachers’ pay progression on the Main, Upper or Leading Practitioner Pay Ranges.</p> <p>Values from 1st September 2015 The values of TLRs must fall within the following ranges:</p> <p>a) the annual value of a TLR1 is £7546 - £12770;</p> <p>b) The annual value of a TLR2 is £2613-£6386.</p> <p>c) The annual value of a TLR3 is £517-£2577</p> <p>If the relevant body awards TLRs of different values to two or more teachers, the minimum difference in value between each award of a TLR1 is £1,500; and between each award of a TLR2 is £1,500. Details of TLRs to be awarded at the school will depend on the outcome of the review of the staffing structure and the timing of introduction will be in line with the implementation plan.</p> <p>If a post meets the criterion and all of the</p>

Model Policy	Notes
<p data-bbox="92 1160 491 1198">P27. Additional Payments</p> <p data-bbox="172 1234 751 1379">The circumstances in which additional payments may be made to teachers are set out in Part 4 of the School Teachers' Pay and Conditions Document STPCD</p> <p data-bbox="172 1417 770 1525">The STPCD does not provide for the payment of "honoraria" to teachers in any circumstances</p> <p data-bbox="172 1563 777 1895">Governors are permitted to make additional payments to all teaching staff (including the Leadership Group) in respect of continuing professional development and activities and out of school hours learning undertaken other than on any of the 195 days of the normal working year (i.e. at weekends and during school closure periods).</p> <p data-bbox="172 1933 786 2038">Governors accept that the absence from the normal duties of a Teacher undertaking training will cause disturbance</p>	<p data-bbox="868 174 1458 241">factors, this does not mean automatically that the post will be graded as a TLR1.</p> <p data-bbox="868 280 1465 425">A teacher may not hold more than one TLR1, but a TLR could be based on a job description that itemises several different areas of significant responsibility.</p> <p data-bbox="868 463 1485 795">TLRs may be awarded on a temporary basis only where the teacher is temporarily occupying a different post in the staffing structure to which a TLR payment is attached (such as in the cases of cover for secondments, maternity or sick leave or vacancies pending a permanent appointment) and for the duration of that responsibility.</p> <p data-bbox="868 833 1481 1050">Teachers in receipt of safeguarded allowances and temporarily paid a TLR sum to cover the responsibilities of a permanent post-holder revert to their safeguarded allowance when the period of temporary cover finishes.</p> <p data-bbox="868 1088 1422 1126">TLR3s are not subject to safeguarding</p> <p data-bbox="810 1160 1209 1198">N27. Additional Payments</p> <p data-bbox="888 1234 1497 1525">One possibility would be to determine an hourly rate as per short notice/supply teachers then multiply by a factor, e.g. x1.5, x2 etc to compensate for out of hours work. Another possibility would be a flat rate payment in line with the teacher's level of responsibility and size of the commitment.</p> <p data-bbox="888 1563 1497 1780">Some possibilities include: breakfast clubs, homework clubs; summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.</p> <p data-bbox="888 1818 1453 1926">N.B. Payments made under additional payments will be subject to TAX and NI but will not be pensionable.</p> <p data-bbox="888 1964 1465 2038">Each school should identify which of the options it prefers and include only this in</p>

Model Policy	Notes
<p>to the pupils' education. They have therefore authorised the payment of a special allowance where, in the opinion of the Head teacher, essential training can be received outside of the normal year and it is in the interests of the school for it to be received then. All such payments must be contained within the in-service training budget.</p> <p>The allowance will be calculated as follows:</p> <p>Option A: a daily rate for each full-time Teacher calculated as 1/195 of his/her actual salary (or of the full-time equivalent salary for part-time staff).</p> <p>Option B a daily rate of 1/195 of Point [to be determined by the Governors] on the Classroom Teachers' Scale, irrespective of the actual salary point of the Teacher concerned.</p> <p>Payments for part days will be based on the hours involved; a full day being deemed to be 6½ hours.</p> <p>The basis of these payments will be reviewed annually.</p> <p>In all cases, the Teacher's participation in training outside of the normal year is voluntary.</p> <p>P29. Support Staff The Framework of Support Staff Profiles and the County Council's Green Book Pay and Grading Structure form part of the Whole School Pay Policy.</p> <p>All support staff will be appointed to a profile within the Framework of Support Staff Profiles.</p> <p>The Pay and Grading Structure reflects a points-to-pay relationship; the points attached to each post within the Framework</p>	<p>its pay policy.</p> <p>Option B: Point 6 is recommended, as this is the threshold point.</p> <p>Part-time Teachers should be paid according to the number of hours spent on the training activity, rather than the daily rate.</p> <p>N28. Residential duties Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.</p> <p>N29. Support Staff The County Council has operates a market upper quartile grading structure; therefore there</p>

Model Policy	Notes
<p>determine the salary that will be paid.</p> <p>The Pay and Grading Structure has grades with incremental points within it. New employees will start at the bottom of the grade. The penultimate point is a Contribution Based Point.</p> <p>The staffing structure is normally reviewed annually. When this review covers the support staff staffing structure the Governing Body (through an appropriate Committee) will use the Framework of Support Staff Profiles to determine the positions within the support staff structure and the pay grade applicable to the post.</p> <p>When a position is not covered by the Framework, a job description and person specification schools should take advice from their HR provider and could submit such to Strategic HR, SCC to ensure that duties and responsibilities are evaluated and an appropriate grade attached.</p> <p>P30. Pay Progression for Support Staff</p> <p>In April of each year employees will automatically move to the next incremental point plus any standard of living increase.</p> <p>When the employee is due to move to the final incremental point within the grade it will not be an automatic progression. It will be dependent upon their satisfactory performance which will be identified within their Performance Management Review (PMR) or the Abbreviated Performance Management Process.</p>	<p>are no internal market force arguments.</p> <p>When recruiting internally, appointment should be on the minimum Spinal Column Point (scp), or if the post is on the same grade as the post the employee is leaving, then they should be appointed on the same scp regardless of where this is within the grade.</p> <p>N30. Pay Progression for Support Staff</p> <p>The Performance Management Review must include a performance assessment for the review period including:</p> <ul style="list-style-type: none"> (a) an assessment of the achievement of objectives for the review period by coding each objective; 'E' (exceeded), 'A' (achieved), 'P' (progressing), or 'U' (underperformed) and (b) an overall assessment of behavioural attributes for the post as outlined in the person specification which should be coded A' (achieved), 'P' (progressing), or 'U' (underperformed).

Model Policy	Notes
<p data-bbox="92 629 512 667">P31. Acting-Up Allowances</p> <p data-bbox="156 703 767 848">Governors reserve the right to pay any member of staff additional salary where he/she covers in the prolonged absence of a more senior colleague.</p> <p data-bbox="92 1861 620 1935">P32. Salary Sacrifice Arrangements/childcare Vouchers</p> <p data-bbox="165 1973 719 2047">The Governing Body will offer salary sacrifice arrangements to allow staff to</p>	<p data-bbox="890 170 1485 535">Only where the assessment concludes 'exceeded' or 'achieved' for both objectives and behavioural attributes should the employee move through to the final incremental point within the grade. Full details of the Performance Management Process is detailed in the Model Performance Management Policy for Support Staff in Schools which can be found on SLN.</p> <p data-bbox="810 647 1230 685">N31. Acting-Up Allowances</p> <p data-bbox="810 757 1493 1160">(i) The STPCD [Para 23] allows the payment of such an acting allowance. This might relate to a Deputy Head teacher acting as Head teacher, another Teacher acting as Head teacher or Deputy Head teacher. It also requires that the individual providing cover should be paid on the Leadership Scale at no less than the minimum of the range of the absent employee, but does not require payment at the same point as the absent employee.</p> <p data-bbox="810 1200 1493 1787">(ii) The "Green Book" requires that there should be arrangements for recognising temporary additional duties where employees act up in the absence of more senior employees. The higher salary is backdated to the first day of absence. This does not apply, however, if the absence is due to annual leave. Where an employee covers some, but not all of the duties, an honorarium may be paid. SCC recommends that this is calculated by reference to the increase in pay receivable if promoted to the post covered and then applying a fraction reflecting the proportion of the work undertaken. This should be in line with equal pay principles.</p> <p data-bbox="810 1899 1337 1973">N32. Salary Sacrifice Arrangements/childcare Vouchers</p> <p data-bbox="890 2007 1390 2047">The County Council has adopted a</p>

Model Policy	Notes
<p>participate in voluntary schemes such as the childcare voucher scheme and the cycle scheme adopted by the County Council.</p>	<p>childcare initiative scheme that allows staff to exchange their salary for childcare vouchers, saving the tax and national insurance they would otherwise pay. Initially available to staff employed on support staff conditions of service, salary sacrifice arrangements are available now to teaching staff also. Participation is voluntary and cannot be made a pre-condition for appointment, promotion, or other advantage.</p> <p>The County Council has joined a cycle scheme which is a money-saving scheme administered through a salary sacrifice/hire agreement and will be run in accordance with the Government's own Travel Plan.</p> <p>It offers an attractive employee benefit by encouraging staff to maintain a healthy and active lifestyle whilst making substantial savings on the cost of a bike and safety equipment. You can select any make/model of bike up to a value of £1000 through local, independent, 'partner' bike shops. And you will be supporting local businesses too.</p>
<p>P33. Cover Arrangements</p> <p>Teachers should be required to cover only rarely, and only in circumstances that are not foreseeable;</p> <p>This does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover.</p> <p>P34. Regrading Process and Appeal Process – Support Staff</p> <p>There is a regrading policy which outlines the regrading process and appeal mechanism for support staff.</p> <p>P35. Appeals - Teachers</p> <p>The arrangements for considering appeals are as follows:</p>	<p>N33. Cover Arrangements</p> <p>A PPA and Cover Strategy Document has been developed in consultation with unions. The document provides a framework for schools to consider when developing their approach to PPA and cover arrangements. The strategy document is available on the SLN:</p> <p>N34. Regrading Process and Appeal Process – Support Staff</p> <p>This can be found on the SLN at Support staff Grading Policy and Procedure</p> <p>N35. Appeals - Teachers</p> <p>Appeals against pay decisions must meet the requirements of the provisions of employment law.</p>

Model Policy	Notes
<p>An employee may seek a review of any determination in relation to his/her pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his/her pay.</p> <p>The following list includes the usual reasons for seeking a review of pay. i.e. that the person or committee by whom the decision was made –</p> <ul style="list-style-type: none"> a) incorrectly applied any provision of the relevant conditions of service; b) failed to have proper regard for statutory guidance; c) failed to take proper account of relevant evidence; d) took account of irrelevant or inaccurate evidence; e) was biased; or f) otherwise unlawfully discriminated against the employee. <p>P36. Procedure For Considering Appeals Relating to Salary</p> <p>The order of proceedings is as follows:</p> <ol style="list-style-type: none"> 1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made. 2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the headteacher making the recommendation to the Pay Committee within ten working days of the decision. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow a formal appeal process. 3. The employee should set down in writing the grounds for questioning the pay decision and send it to the chair of the appeal committee who was not involved in the original determination normally within 10 working days of receiving the outcome of the informal discussion with the 	<p>The process is consistent with the provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.</p> <p>N36. Procedure For Considering Appeals Relating to Salary</p> <ol style="list-style-type: none"> 3. For any formal hearing or appeal the employee 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 the formal meeting must be reasonable. The formal

Model Policy	Notes
<p>headteacher.</p> <p>4. Any appeal should be heard by a panel of three governors who were not involved in the original determination. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.</p>	<p>meeting must allow both parties to explain their cases.</p> <p>(3. to 5.) Appendix 3 details the procedure for the hearing of the appeal.</p>

Appendix 1

Role and responsibility of the Pay Committee of the Governing Body

The Pay Committee will comprise at least three governors. All governors, including those employed at the school, will be eligible for membership of the Pay Committee to establish the policy. However governors employed at the school will not be eligible to take part in any discussions relating to individuals).

Establishment of the policy

The Pay Committee is responsible for:

- Establishing the policy, in consultation with the head teacher, staff and trade union representatives, and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- Formal approval of the policy.

Monitoring and review of the policy

The Pay Committee is responsible for:

- Reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives; and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

Application of the policy

The head teacher is responsible for:

- ensuring that pay recommendations for the deputy and assistant head teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher;
- taking decisions regarding the pay of the head teacher following consideration of the recommendations of the governors responsible for the head teacher's performance review;
- submitting reports of these decisions to the Governing Body; and
- ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Governing Body is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

Appendix 2

UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name _____

Post _____

PM/Appraisal Details:

Years covered by planning/review statements

Schools covered by planning/review statements

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.

Applicant's signature _____ Date _____

The signed proforma should be appended to the Teacher's appraisal planning record statement.

Appendix 3

Procedure for Considering Appeals Relating to Salary

1. Introduction by Chair: explanation of procedure.
2. The Pay Committee representative (who may be the Head teacher) should put the case for the salary assessment decision.
3. The employee (or representative) may ask question of the Pay Committee representative.
4. The Appeals Committee may ask questions of the Pay Committee representative.
5. The employee (or representative) should put the case explaining the objection to the decision of the Pay Committee.
6. The Pay Committee representative may ask questions of the employee.
7. The Appeals Committee may ask questions of the employee and ask further questions of the Pay Committee representative regarding the case made on behalf of the employee.
8. The Head teacher to be invited to express their views if they have not already done so.
9. The Pay Committee representative to sum up case.
10. The employee (or representative) to sum up case.
11. The parties to retire.
12. The Appeals Committee to consider the case and to notify parties of their decision.

This procedure may be varied by agreement of all the parties.

The Appeals Committee may ask a representative of the Local Authority (if applicable) to attend to offer advice to Governors.