

Policy for Determining Teachers Pay

Author	Shropshire Council
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Approved By	SGET Board
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This Policy has been developed by Shropshire Council and is agreed by the following professional associations and Trade Unions representing Teachers and Headteachers:

- National Union of Teachers
- National Association of Schoolmasters Union of Women Teachers
- Association of Teachers and Lecturers
- National Association of Headteachers
- Association of School and College Leaders

INTRODUCTION

This policy sets out the Trust's policy for making decisions on teachers' pay. It has been developed to comply with current employment legislation and the statutory requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and the recognised trade unions.

The policy covers the pay of teachers and through it the Board of Directors and Local Governing Bodies will seek to ensure that all staff employed within the trust are valued and receive due recognition for their work and contribution to school life.

All pay ranges and values are outlined in **Appendix 1**.

AIMS

In adopting this pay policy the aim of the Board of Directors in exercising its responsibility over decisions through this policy are:

- to maintain and improve the quality of the education provided for pupils
- to maximise the quality of teaching and learning at the school
- to support the recruitment, retention and development of a high quality, motivated teacher workforce
- to enable the school to recognise and reward teachers appropriately for their contribution
- to help to ensure that decisions on pay are managed in a fair, just and transparent way
- to reflect decisions relating to the curricular and organisational priorities set out in the school development/improvement plan (including post Ofsted plans)
- to support the equal opportunities statement adopted by the governing body

Pay decisions within the Trust school are made by the each school's pay committee. The Headteacher in each school will recommend pay decisions to the committee in accordance with this policy and the appraisal policy.

This policy reflects that the Board of Directors must act in accordance with the statutory and contractual obligations placed upon it by the School Staffing (England) Regulations 2009 and all other appropriate legislation and agreements.

This policy will seek to establish an open and transparent framework through which pay decisions over which the governing body is able to exercise discretion are made.

EQUALITIES LEGISLATION

The Board of Directors will comply with relevant equalities legislation:

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010

The Board of Directors and Local Governing Bodies will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

EQUALITIES AND PERFORMANCE RELATED PAY

The Board of Directors will ensure that its processes and that of the Local Governing Bodies are open, transparent and fair. All decisions will be objectively justified. On a case by case basis adjustments will be made to take account of individual/special circumstances, e.g. teachers absent, on maternity or long-term sick leave.

The Board of Directors will follow the Department for Education advice regarding Equalities considerations as part of the appraisal and pay determination process. <https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

SCHOOL STRUCTURE AND STATEMENT OF RELATIVITIES

The local governing body is responsible for determining the school's staffing structure which will be reviewed annually in the light of the school's budget, pupil number on roll and any curriculum or other organisational requirements.

The local governing body maintains a staffing structure which is clear and transparent and which enables the school to focus on teaching and learning. This should be reflected by:

- A structure chart/plan indicating the number and type of posts (teaching and support) by title and level of responsibility (e.g. leadership group by pay points range, teaching posts by TLR payment level, support staff posts by grade)
- Clearly defined roles reflected in an agreed job description/person specification for each post

Through this pay policy the governing body will ensure that there is proper pay relativity between posts in the school in order that appropriate differentials are maintained in a coherent and rational structure. Appropriate differentials will recognise accountability and job weight, and the governing body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

This responsibility of the governing body may be delegated to a committee of governors.

FINANCIAL CONSIDERATIONS AND THE SCHOOL DEVELOPMENT PLAN

Pay decisions impact on the school and trust's financial resources and have implications for budget planning. In determining its budget plan the local governing body will ensure that account has been taken of the anticipated cost of pay increases under this policy and that appropriate funding is allocated each year. The local governing body will have specific regard to the setting of pay for leadership roles and its potential impact upon the school budget and therefore the pay of all school staff.

The local governing body will ensure that the school's staffing structure reflects its curricular and organisational strategy as set out in the School Development Plan and that decisions on pay arise from consideration of the current and future needs and priorities of the school, are consistent with job descriptions, give proper weight to the work required in the school and are taken within a clear financial context.

The financial consequences of any proposals to increase pay of posts within the trust and schools' staffing structures will be carefully considered by the Board of Directors. Consideration of costs will take full account of on-costs for employer national insurance and pension contributions.

GOVERNORS COMMITTEE ARRANGEMENTS

A decision on the pay of teachers, as reflected within the school's staffing structure, will be the responsibility of the governing body or a Committee with delegated responsibility for the setting of the school's staffing establishment and school budget. Decisions relating to the annual pay progression of individual members of staff within teachers pay range(s) will be the responsibility of a "Salaries Committee" of the governing body delegated with this task. Decisions will be made in accordance with

the provisions of this policy. There is opportunity for members of staff to appeal against pay decisions to a separate committee of governors whose members were not party to the original decision.

Where the STPCD requires a pay decision to take into consideration the outcome of the teacher's appraisal, a recommendation on pay progression will be received from the headteacher and taken into consideration.

Under this policy the headteacher has delegated authority to determine the starting salary of a newly appointed teacher in accordance with the provisions of this policy. The headteacher may consult with the "Salaries Committee" as he/she considers is necessary.

The salaries committee will consist of at least three appointed governors, none of whom shall be employed at the school, and will reach decisions within a salaries budget set by the Governing Body and having regard to this policy. The full responsibilities and remit of the salaries committee are set out in its adopted terms of reference. **(See Appendix 3)**

The Committee will require clear evidence and documentation to be presented to it on a confidential basis, concerning the position of teachers, the financial position of the school and the implications of any proposals for pay progression. Decisions will be minuted in clear and objective terms and communicated clearly too affected teachers.

The Headteacher is entitled to attend meetings of the Committee to offer advice.

Any teacher who wishes to appeal against a decision of the *salaries committee* may do so in accordance with the **Appeals procedure in Appendix 4**. Teachers have the right to raise formal appeals against pay determinations if they believe that the Headteacher or Committee making a pay decision:

- Incorrectly applied this pay policy;
- Incorrectly applied provisions of the STPCD;
- Failed to have proper regard to any statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased or;
- Unlawfully discriminated against the teacher.

ANNUAL DETERMINATION OF PAY

The Board of Directors will make a decision annually regarding any increase to pay and allowance ranges under this pay policy. Any agreed increase to teaching pay and allowance ranges will take effect from 1 September.

The Local Governing Body will endeavour to complete teachers' annual pay reviews by 31 October. They will, however, complete the process without undue delay.

NOTIFICATION OF PAY DETERMINATION

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

PAY REVIEWS

The Governing Body will ensure that each teacher's pay is reviewed annually between 1 September and 31 October as part of the schools appraisal process. All teachers will be provided with a written statement setting out their pay and any other financial benefits to which they are entitled. **(Appendix 6)**.

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.

Where a pay determination leads or may lead to the start 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. The governing body will comply with the relevant provisions of the STPCD.

BASIC PAY DETERMINATION ON APPOINTMENT

The Local Governing Body will determine the pay for a vacancy prior to advertising it in accordance with the pay range(s) set in this policy. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Local Governing Body may take into account a range of factors, including (but not limited to):

- the specific requirements of the post
- the specialist knowledge required for the post
- the experience required to undertake the specific duties of the post
- the needs of the schools staffing structure
- the wider school context

These decisions can be delegated to the Headteacher.

PAY PROGRESSION BASED ON PERFORMANCE

Pay decisions and progression will be subject to continued good performance (see below) based on outcomes of the Trust's appraisal process.

In Trust schools all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the Trust's appraisal policy.

Recommendations regarding pay progression will be made by the Headteacher with reference to the teachers' appraisal reports and the pay recommendations they contain. Decisions will then be made by the appropriate committee of the local governing body.

It will be for the Headteacher to determine appropriate action if a decision is made of no pay progression due to the evidence acquired through the appraisal process. This may be action under the trust's appraisal and/or capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. The Board of Directors is committed to ensuring consistency of treatment and fairness in the operation of this policy. The local governing body and Headteachers will monitor the operation and effectiveness of this policy.

In trust schools, judgments of performance will be made against the teacher's appraisal record. These will be related to the appraisal objectives and the Teachers' Standards (2012). It will be for Appraisers to ensure that set objectives are robust and measurable to ensure once a decision is made at the end of the appraisal cycle that objectives are met the appropriate pay progression decision can be made under this policy.

Headteachers and Appraisers should ensure the appraisal policy is followed regarding appraisal review meetings to ensure a teacher is aware throughout the

appraisal cycle of their progress towards all objectives, but in particular those related to pay.

For teachers on the Main pay range, progression to the next point on the range will follow a successful appraisal period. For those on the Upper Pay range, progression to the next point on the range will follow two successful appraisal periods.

Continued Good performance

This Pay Policy defines continued good performance as a teacher being assessed as meeting the relevant standards for this school, Teachers' Standards as a minimum for all teachers, maintained UPR criteria minimum for UPR teacher, and:

- A Teacher meets or exceeds all appraisal objectives;
- A Teachers performance is assessed over the appraisal period as at least Good in relation to each of the quality of teaching, pupil learning and assessment criteria as set out at annex 1. (as defined under most recent Ofsted Framework)

Success criteria for all of the above and how the above will be measured must be agreed and recorded during the annual appraisal meeting.

Teachers will be eligible for pay progression under this policy where it is determined at the appraisal review that the above have been met or exceeded. If a teacher is deemed to have made substantial progress towards the achievement of objectives it will be the Headteachers decision if any pay progression is recommended.

A clear rationale and justification for teacher's progress up the appropriate pay range will be recorded by the salaries committee annually as part of its pay progression decision making process.

If the Headteacher makes a recommendation for no pay progression this will be because the outcome of the appraisal does not warrant pay progression. The Headteacher may make a decision not to award pay progression whether or not the teacher is subject to capability proceedings.

In the case of NQTs pay decisions will be made by means of the statutory induction process. NQT's performance will be assessed through the schools appraisal policy with appropriate objectives set which would lead to pay progression (e.g. successful completion of Induction year). In all but the most exceptional cases an NQT will receive pay progression from the 1 September following the successful completion of the Induction year.

Where a teacher is returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met (or would have met but for the absence) the objectives must be submitted by the applicant during the appraisal process.

Those teachers who have been absent, through sickness, disability, maternity, paternity or adoption leave may cite written evidence from an extended period.

Optional - Exceptional Performance

A teacher will be eligible for consideration of accelerated pay progression (more than 1 pay point) through their current pay range if the following criteria is fully met:

- A Teacher exceeds the relevant standards, teachers standards as a minimum for all teachers, upper pay criteria for UPR teacher;
- A Teacher exceeds all appraisal objectives;
- A Teacher is assessed over the appraisal period as Exceptional, in relation to each of the quality of teaching, pupil learning and assessment criteria as set out at annex 1. (as defined under most recent Ofsted Framework)

The above will be evidenced based via the annual appraisal process.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

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.

Applications may be made between 1 September and 31 October of the year the teacher applies to move to the Upper Pay range. Applications must be made in writing to the Headteacher and should ensure they meet the assessment criteria for the Upper Pay range as detailed below. It will be at the Headteacher's discretion to allow applications after this date to be considered in that year.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools.

This school will not be bound by any pay decision made by another school.

Applications should contain evidence from the two most recent appraisal cycles and preferably appraisal records from the two most recent preceding years, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the teacher has met the assessment criteria). Where this is not possible teachers should ensure they state the period they are using within their application e.g. those returning from maternity or sickness absence.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who have been absent, through sickness, disability, maternity, paternity or adoption leave should cite written evidence from a three year period before the date of application in support of their application.

The Assessment

An application from a qualified teacher will be successful where the Headteacher and Local Governing Body are satisfied that:

- the teacher is **highly competent** in all elements of the relevant standards and
- the teacher's achievements and contribution to the school are **substantial and sustained**.

For the purposes of this pay policy:

- 'highly competent' means the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working
- 'substantial' means the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.
- 'sustained' means the teacher must have had two consecutive successful appraisal reports in this school and demonstrate continued good performance during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that the overall quality of their teaching, pupil learning and assessment has continued to develop over the relevant period and is assessed as being consistently good to outstanding as set out in annex 1.

Processes and procedures

The assessment will be made by the end of the autumn term in which the application was submitted. The Headteacher will consider all the evidence submitted and make an appropriate recommendation to the governors salaries committee about whether the criteria have been met or not. The decision will be ratified by the salaries committee.

If successful, teachers will be notified in writing by the Headteacher and will move to the upper pay range from the 1 September of the year in which the application was made. Teachers will be placed on the minimum of the upper pay range. It should only be in the most exceptional of circumstances that a teacher commences on an accelerated upper pay range salary. A clear rationale and justification as to such a decision must be considered and recorded by the salaries committee.

If unsuccessful, feedback will be provided by the Headteacher within 10 working days of the decision of the salaries committee. The Headteacher will confirm both in person and in writing why the teacher did not meet the above criteria.

Any appeal against a decision not to move the teacher to the upper pay range will be heard in accordance with the schools appeals arrangements detailed in Appendix 4.

Progression through the Upper Pay Range

Once a qualified teacher has met the requirements of the assessment to move to the Upper Pay Range normal progression to subsequent points is expected in intervals not exceeding two years. Similarly, teachers who have progressed to UPR3/UPR3a are expected to sustain the standards referred to in the above assessment and meet the school's definition of continued good performance.

Headteachers should refer to the Trust's appraisal policy for support where progression is not possible because of concerns related to performance. Teachers must apply annually to be eligible for pay progression.

LEADING PRACTITIONER TEACHER POSTS

Leading Practitioner teacher posts will be paid on the Leading Practitioner Pay Range as outlined in this policy. Such posts will be established for teachers

whose primary purpose is the modeling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

Leading Practitioner teachers will be an exemplar of teaching skills and will lead the improvement of teaching skills in this school. They will also take a leadership role in developing, implementing and evaluating policies and practices which contribute to school improvement. Such a role may involve undertaking the role in other schools or with teachers from other schools.

In determining the pay scale for such posts, reference to the weight of the challenge, demands and responsibilities of the post, pay equality and fair pay relativities between posts of differing levels of responsibility has been taken into account.

New Leading Practitioner teachers will be appointed on the minimum of the pay range.

UNQUALIFIED TEACHERS PAY

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 in this pay policy. The governing body may pay an additional allowance to unqualified teachers when the governing body considers that the teacher has:

- taken on a sustained additional responsibility which:
 - 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.

Unqualified teachers may not hold TLR's or SEN allowances.

PART-TIME TEACHERS

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them 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.

The governing body will apply the provisions of the STPCD in relation to part-time teachers' pay and working time, in accordance with the relevant paragraphs of the STPCD.

The Board of Directors, Headteachers and local governing bodies will use their best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator in line with the Equality Act 2010.

SHORT NOTICE/SUPPLY TEACHERS

Teachers employed 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. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by 6.5 to arrive at the hourly rate. Such teachers will be paid in accordance with the relevant paragraph of the STPCD. The Board of Directors has delegated the authority to Headteachers to make appropriate pay decisions when using supply teachers. Supply teachers can be offered a salary in accordance with the pay ranges in this policy and will be based on the needs of the school on each occasion.

TEACHING & LEARNING RESPONSIBILITY PAYMENTS (Appendix 7 - TLR definition)

The salaries committee may award a TLR to a classroom teacher in accordance with the relevant paragraphs of the STPCD. TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of each schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out in the relevant paragraphs of the STPCD.

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

The TLR values of the Trust are outlined in Appendix 1.

Any allowance value paid to a teacher between the minima and maxima will relate to the level of responsibility attached to the post. The Governing body will ensure it complies with Equal pay legislation when setting any allowance value. Once an allowance value is set it will only be changed if changed by statute or if the schools staffing structure is reviewed and determines that the responsibilities of the post have changed materially.

SPECIAL EDUCATIONAL NEEDS ALLOWANCE

When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post (see relevant paragraph of the STPCD). The governing body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The governing body will take account of the relevant paragraphs of the STPCD.

RESIDENTIAL DUTIES

The salaries committee will take account of agreements reached in the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

ADDITIONAL PAYMENTS

In accordance with the relevant paragraph of the STPCD, the relevant body may make payments as they see fit to a teacher in respect of:

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

The salaries committee will make additional payments to teachers in accordance with the provisions of the relevant paragraph of the STPCD where advised by the Headteacher.

Governors will not make any 'honorary' payments to teachers as these are not part of the STPCD.

SAFEGUARDING

Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will comply with the relevant provisions of the STPCD and will give the required notifications as soon as possible and no later than one month after the determination.

RECRUITMENT AND RETENTION INCENTIVE BENEFITS

The governing body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (see relevant paragraph of the STPCD).

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

The governing body will, nevertheless, conduct an annual formal review of all such awards and determine an appropriate value annually, from 1 September.

SALARY SACRIFICE ARRANGEMENTS

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and gross salary shall be reduced accordingly, in accordance with the provisions of the relevant paragraph of the STPCD.

PAY INCREASES ARISING FROM CHANGES TO THE STPCD

All teachers are paid in accordance with the statutory minimum and maximum pay provisions of the STPCD.

MONITORING THE IMPACT OF THE POLICY

The Board of Directors and Local Governing Bodies will monitor the outcomes and impact of this policy on an annual basis in conjunction with Union representatives, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

For this purpose Headteachers will provide for the governing body a written annual report for consideration at its autumn term meeting.

The report will not contain any information which would enable any individual to be identified.

The Board of Directors and Local Governing Bodies are committed to ensuring that pay decisions are fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

Headteachers will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

Appendix 1

**TEACHER PAY RANGE WITH EFFECT FROM 1 SEPTEMBER 2016
(THIS PAY RANGE IS AGREED BY TRADE UNIONS)**

Main Pay Range

Annual progression through the pay ranges

£
Min: 1 : 22,467
2 : 24,243
3 : 26,192
4 : 28,207
5 : 30,430
6 : 32,835
Max: 7: 33,160

Main Pay Range Progression

Teachers on the main pay range will progress to the next point on the range following a decision to award pay progression based on continued good performance (as defined on page 12).

Progression to the maximum of the pay range (7) will be as a result of a successful pay progression decision.

Upper Pay Range

£
Mix 1: 35,571
2: 36,889
Max 3: 38,250

Upper Pay Range Progression

Teachers on the Upper Pay range will need to demonstrate continued good performance (as defined on page 12) in two appraisal cycles in order to progress to the next point on the range.

Unqualified Pay Range

£
Min: 1: 16,461
2: 18,376
3: 20,289
4: 22,204
5: 24,120
Max: 6: 26,034

Unqualified Pay Range Progression

Teachers on the unqualified pay range will progress to the next point on the range following a decision to award pay progression based on continued good performance (as defined on page 12).

Leading Practitioner
Pay range

£
Min 38,984 upto
Max 59,264

Leading Practitioner Pay Range Progression (schools will need to decide upon pay progression dependent on the range they have set)

Teachers on the Leading Practitioner pay will progress through the range as set out below following a decision to award pay progression based on continued good performance (as defined on page 12).

School TLR Allowance Pay Range.

TLR Level	
TLR3 minima	£523
TLR3 maxima	£2,603
TLR2 minima	£2,640
TLR2 maxima	£6,450
TLR1 minima	£7,622
TLR1 maxima	£12,898

School TLR set rates

Point	TLR Level	WEF 01/09/2016
Min	TLR2	2,640
(2)	TLR2	4,398
(3)	TLR2	6,160
Max	TLR2	6,450
Min	TLR1	7,622
(6)	TLR1	9,381
(7)	TLR1	11,139
Max	TLR1	12,898

SEN Allowance Pay Range

SEN Level	
SEN minima	£2,085
SEN maxima	£4,116

Appendix 2

SCHOOL PAY POLICY RANGE OPTION FORM

Organisation:

The Board of Directors have considered the Trust's performance management arrangements in accordance with the School Teachers Pay and Conditions document and have agreed to adopt the following pay policy for the teachers and leadership in its schools with effect from 01 September 2016.

Shropshire Policy for Determining Teachers Pay	Pay range option(please tick)	
	1	
	2	
	3	
Please indicate which allowances you want to be increased in accordance with the pay range selected. (This will be 1 % on 2015 pay policy range options)	TLR (1, 2 or 3)	
	SEN	
	R & R	
Shropshire Policy for Determining School Leaders Pay	Pay range option (please tick)	
	1	
	2	
School that select to adopt alternative pay policies should provide details including pay ranges.		

Signature of Chair of Board of Directors

.....

Print Name of Chair of Board of Directors

Date

.....

Please return this form to @ Schools HR Team, The Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND

Appendix 3

SCHOOLSALARIES COMMITTEE

The main functions of this committee are to:

- consider and review the performance management and pay policies for the school;
- undertake the headteacher's performance management;
- hear appeals from teachers whose threshold assessment application is unsuccessful;
- review staff salaries;
- consider staff grievances or harassment cases.

1. TERMS OF REFERENCE

The committee's responsibilities in relation to salaries and performance management are set out in Schedule 1.

The committee's responsibilities in relation to other employment issues are set out in Schedule 2.

2. MEMBERSHIP

- a) The membership of the committee shall be:
 - three governors (In aided schools two shall be foundation governors; in voluntary controlled schools one shall be a foundation governor).
 - one/two named reserve(s) in order of precedence if two, who shall act if a member of the committee is unable to attend a meeting.
- b) No governor employed to work at the school shall be appointed to this committee.
- c) Members of the committee and the named reserve(s) shall be appointed annually at the autumn term meeting of the governing body.

- d) One of those appointed to the committee shall be appointed as chairman/chair of the committee EITHER by the governing body OR by the committee.
- e) Should a vacancy arise on the committee a successor shall be appointed by the governing body at its next meeting following receipt of the resignation and members so appointed shall serve until the next annual review.
- f) The local governing body shall appoint the clerk who shall not be the headteacher.
- g) The head shall be entitled to attend meetings of the committee when the salaries of other staff are being reviewed.

3. QUORUM

The quorum shall be all three members of the committee. A named reserve shall take the place of any member of the committee who is unable to attend a meeting.

4. MEETINGS

- a) The committee shall meet as and when necessary to fulfil its responsibilities.
- b) Meetings shall be called by the clerk of the committee or and, wherever possible, seven days' notice should be given to members with an explanation of the purpose of the meeting.

5. PROCEEDINGS

- a) The committee shall be conducted in accordance with the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 and with any other regulations or directions as may be issued from time to time.
- b) Minutes shall be kept of each meeting and shall be circulated to all members of the committee before being signed by the chairman/chair. A report shall also be submitted to the next meeting of the governing body.
- c) The minutes shall be kept in a separate minute book.

SCHEDULE 1

TERMS OF REFERENCE

1. To prepare and submit to the local governing body recommendations for the adoption of:
 - a) a performance management policy and
 - b) a pay policy for the school.

2. To operate in accordance with statutory performance management framework and the school's adopted policy as follows:
 - to select an external adviser where no School Improvement Partner has been appointed for the school by the local authority.
 - to take advice from the School Improvement Partner or appointed external adviser when agreeing objectives and reviewing the head's performance.

 - to agree performance objectives with the head.

 - to conduct the head's performance review.

 - to determine whether the outcome of the head's performance review meets the criteria for pay progression as covered under the adopted pay policy.

 - to support the head with the annual report to the governing body on performance management arrangements and outcomes.

 - To hear any appeal by a teacher against entries made within their performance review statement.

3. To hear any appeal by a teacher employed at the school against the outcome of their threshold assessment application.

4. To determine annually, as required by the School Teachers Pay and Conditions regulations and within the scope of the adopted performance management and pay policies and the salaries budget adopted by the governing body, the salaries of the teaching staff employed at the school.

5. To determine annually, in accordance with the adopted pay policy, any appropriate regulations and agreements and any other advice issued by the local authority and within the salaries budget adopted by the governing body, the salaries and gradings of support staff.

6. To deal with any other matters relating to salaries and performance management that may be referred by the governing body.

SCHEDULE 2

TERMS OF REFERENCE

1. To consider staff grievances where there is a referral to the committee under the grievance procedure adopted by the governing body. The committee will consider the grievance and seek to resolve the matter following a process and hearing conducted in accordance with the adopted procedure
2. To consider staff complaints of harassment where there is a referral to the committee under the procedure adopted by the governing body. The committee will consider the complaint and seek to resolve the matter following a process and hearing conducted in accordance with the adopted policy.

Appendix 4**APPEALS PROCEDURE**

Any teacher who wishes to appeal against a decision of the Salaries Committee, whether on salaries, or on pay progression, or on threshold, or on appraisal, or on a grievance, or on an allegation of harassment may do so. Any appeal should be considered according to the following procedure. A teacher in this position should seek the advice of his/her professional association/trade union prior to such an approach.

(a) Informal Stage

Where a teacher wishes to appeal against a decision of the Committee, he or she will first endeavour to resolve the matter by a direct approach to the Committee. Such an approach should be made, via the Headteacher, within 7 working days of receiving the decision.

Where the teacher requests a personal hearing before the Committee, it will be granted as soon as possible following the request and normally within 15 working days of receiving the request. Although this stage is informal it is recommended that in order to ensure a fair consideration of the matter, the hearing should be conducted along the lines of the procedure set out for the formal appeal stage at Appendix 5. The teacher may therefore choose to be accompanied by a professional association/trade union official.

The Committee will convey its decision normally within 5 working days.

(b) Formal Stage

Where the matter remains unresolved, the teacher may appeal in writing with reasons to an appeals committee of at least three governors not involved in the original decision, one of whom shall chair the panel. The teacher may be represented by a professional association/trade union official or a "friend" at the appeal hearing. The request should be made within 7 working days of receiving the decision at the informal stage.

The appeals committee will normally meet within 15 working days of receiving the request.

The panel may call for a report or advice from the Schools HR Adviser if this is thought appropriate. Where a question of equal pay arises this should always be done.

The procedure set out in Appendix 4 should be followed with any note of the hearing to be made under arrangements agreed by the panel. The decision of the appeals committee, which will be conveyed normally within 5 working days, will be final.

Where a teacher who has applied for assessment against the upper pay range is assessed by the headteacher as not yet meeting the appropriate criteria, then he/she will have a right to appeal to a committee of governors with delegated responsibility. Any notification of appeal must be made to the headteacher, in writing, within 10 working days of the teacher receiving written notification of the outcome of the assessment. The committee will normally meet within 15 working days of receiving the request. The appeal procedure followed should reflect that set out in Appendix 4.

Appendix 5**PROCEDURE AT APPEAL AGAINST A DECISION OF THE SALARIES COMMITTEE**

An appeals committee will be constituted from three members of the governing body not involved in the decision against which the appeal is being made. The Schools HR Adviser may be present as necessary and give advice, which should be considered.

The procedure for the conduct of the appeal will be as follows:

1. The Chairman will confirm their role, introduce those present and confirm the status and purpose of the meeting.
2. The Head or the Chairman of the Committee of the Governing Body which made the decision will be asked to set out the basis for the decision and appropriate supporting evidence.
3. The employee and/or his/her representative will present the grounds for the appeal and evidence that supports their case.
4. The Head and Chairman and Members of the Committee may ask questions of the employee and/or his/her representative.
5. The employee and/or his/her representative, Chairman and Members of the Committee may ask questions of the Head, Chairman of the Committee which made the decision.
6. The Head/Chairman of the Committee which made the decision will be invited to make any further comments and to sum up.
7. The employee and/or his/her representative will be invited to make any further comments and to sum up.
8. An adjournment will then be called in order for a decision to be considered. The Clerk to the Appeal Committee and the HR Adviser where present will remain with the Committee. The advice of the HR Adviser may be sought and a decision made.
9. The Chair will confirm the timescale that the appellant will be informed of the decision, the reasons for it and that the decision, which is a final decision, will be confirmed in writing

It is the responsibility of the Chairman of the Committee to ensure that a minute of the appeal meeting is kept. This should record the date and time of the meeting, those present, the main points of the hearing and the decision of the Committee.

Appendix 6

Model Salary Statement

School: _____

Name of teacher: _____

This salary statement is provided, in accordance with the relevant paragraph of the STPCD, to confirm the determination of the salary assessment, as set below, following the annual review of staff salaries undertaken by the _____ Committee.

Position from 1 September _____

Main (or upper) pay scale point _____,
£

TLR Payment _____ (permanent/temporary to date),
£

Special educational needs allowance _____ (permanent/temporary to date),
£

(Other, if applicable) _____),
£

Total annual salary
£

(NB: for part-time staff the salary indicated should be pro rata according to their full-time equivalent teaching commitment).

Signed: _____

(Chair of the (Committee Name) or Headteacher on behalf of the (Committee Name))

Appendix 7

TEACHING AND LEARNING RESPONSIBILITY PAYMENTS - Definition

A TLR may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is accountable.

The teacher's duties must include a significant responsibility that is not required of all classroom teachers and that:

- (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.

In addition, before awarding a TLR1, the relevant body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Appendix 8

TEMPLATE LETTERS

Dear colleague

Reference: Adoption of Policy for Determining Teachers Pay

I am writing on behalf of the Board of Directors of the Shropshire Gateway Educational Trust to inform you that a period of consultation has commenced with regards to the adoption of the above policy from September 2016.

This policy sets out the schools policy for making decisions on teachers' pay in this school and meets with both current employment legislation and the statutory requirements of the School Teachers' Pay and Conditions Document (STPCD). The Board of Directors would like to consult with staff on the following points, which did not form part of the model policy agreed by the recognised trade unions.

These are:

- We have removed the ceiling of no more than three objectives as part of the appraisal process.
- We have stated that a Teacher's performance is to be assessed over the appraisal period as at least Good in relation to each of the quality of teaching, pupil learning and assessment criteria as set out at annex 1. (as defined under most recent Ofsted Framework).
- We are allowing accelerated pay progression for exceptional performance; the judgement of which is based upon the quality of teaching, pupil learning and assessment criteria as set out at annex 1. (as defined under most recent Ofsted Framework).
-

Please respond to me by (allow 10 days) with any representations you would like to make. Representation will be considered by Board after which there will be further communications.

Yours sincerely

Executive Head teacher

Dear colleague

Reference: Adoption of Policy for Determining Teachers Pay

I am writing on behalf of the Board of Directors of the Shropshire Gateway Educational Trust to confirm that the above policy was adopted on @date. This policy will be fully reviewed on an annual basis.

This policy sets out the trust's policy for making decisions on teachers' pay and meets with both current employment legislation and the statutory requirements of the School Teachers' Pay and Conditions Document (STPCD). It has been consulted on with staff and the recognised trade unions.

The main points which directly affect teachers currently employed at the school are:

- Pay progression decisions linked to outcome of appraisal process;
- Pay range for teachers employed at this school;
- Movement to the Upper Pay Range;

The policy covers the pay of teachers and through it the Board of Directors and Local Governing Body will seek to ensure that all staff employed within the trust are valued and receive due recognition for their work and contribution to school life.

Yours sincerely

Executive Headteacher

ANNEX 1**Quality of Teaching, Learning and Assessment**

The overall effectiveness of teaching, learning and assessment will be assessed on the extent to which a teacher:

- has consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged
- has a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners
- gathers assessment information from looking at what children and learners already know, understand and can do and is informed by other key individuals as appropriate (e.g. parents).
- uses assessment information to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well
- ensures feedback to children and learners enables them to understand how to improve
- Ensures feedback to parents, carers and employers enables them to understand how children/learners should improve and how they can contribute to this
- engages positively with parents, carers and employers helping them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- promote equality of opportunity and recognition of diversity through teaching and learning
- English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

Each teacher will be assessed against each of the above points as:

Outstanding

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly

effectively with clear rules that are consistently enforced.

- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.

- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Requires improvement

- Teaching, learning and assessment are not yet good.

Inadequate

Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.