

Pay Policy 2020-21



The Governing Body of St Joseph's Catholic Primary School approved this policy in November 2020.

NOTE: All references in this policy to “the Document” and to “the section 3 guidance” are to the 2020 School Teachers’ Pay and Conditions Document and the accompanying Department for Education Section 3 guidance, unless otherwise specified.

Overarching aim:

The aim of the St Joseph’s Performance Management process is to align the Executive Headteacher, Head of School, individual Teacher and Support Staff team members with the School Development Plan’s key actions and objectives which are reviewed annually, with termly up-dates.

The process includes:

- Agreeing objectives at the beginning of each academic year, to be measured by performance targets with each individual starting from the top with the Executive Headteacher;
- Agreeing key personal development (CPD) and skills enhancement as appropriate;
- Consider and support those aspiring for the next level up in role;
- Ensure there is a fair, rigorous and consistent process in place, that the definitions of good and outstanding performance are clearly understood;
- A moderation by the Executive Headteacher and Head of School to cross reference and ensure there is no bias and to ensure that the whole of the School Development Plan will be delivered.
- Provide overview training and information about how the process will work.

We are a team, we should be working together in all aspects of our working lives as a team, and this should include performance, development and pay. This is the start of an interesting and challenging journey.

STATEMENT OF INTENT

The prime statutory duty of governing bodies in England is to “...conduct the school with a view to promoting high standards of educational achievement at the school.”

The governing body aims to maximise the achievement of every pupil at the school and recognises the value of a well-motivated and capable body of teaching and support staff in the achievement of this.

The governing body of St Joseph’s Catholic Primary School will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

This pay policy is intended to support the school’s statutory duties and the principles set out above. The governing body will review this policy annually.

EQUALITIES LEGISLATION

The governing body 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 governing body 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 governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the school's circumstances.

STAFFING STRUCTURE AND JOB DESCRIPTIONS

The staffing structure of the school is attached (**Appendix 1**).

The Executive Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

ACCESS TO RECORDS

The Executive Headteacher will ensure reasonable access for individual members of staff to their own employment records.

APPRAISAL

The governing body will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers. Assessment will be based on evidence from a range of sources (see the school's appraisal policy). Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (e.g. application to be paid on the Upper Pay Range) so that such evidence can be taken into account at the review.

The Executive Headteacher and the Head of School will moderate objectives to ensure consistency and fairness; the Executive Headteacher will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

GOVERNING BODY OBLIGATIONS

The governing body will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (the Document) and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book').
- **Support staff:** as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the "Green Book") and any local terms and conditions of employment.

The governing body will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay decisions can be objectively justified.

The governing body will monitor the outcomes of pay decisions, including the extent to which different groups of teachers and support staff may progress at different rates, ensuring the school's continued compliance with equalities' legislation.

HEADTEACHER OBLIGATIONS

The Executive Headteacher and the Head of School will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the governing body for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- ensure that annual appraisals are held for each member of staff and that each member of staff has a termly reviews and regular one-to-ones with their line manager during the academic year;
- submit pay recommendations to the governing body and ensure the governing body has sufficient information upon which to make pay decisions;
- ensure that all members of staff are informed about decisions reached; and that records are kept of recommendations and decisions made.

Please see **Appendix 2** for timelines

OBLIGATIONS OF ALL STAFF

Each member of staff will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser.

DIFFERENTIALS

Appropriate differentials will be created and maintained between posts within the school, recognising accountability and job weight, and the governing body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

DISCRETIONARY PAY AWARDS

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

SAFEGUARDING

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

Similarly, pay protection arrangements for support staff will be determined if appropriate, depending on the circumstances.

PROCEDURES

The governing body will determine the annual pay budget on the recommendation of the Pay Committee, taking into account paragraph 22.2(e) of the Document.

The governing body has delegated its pay powers to the Pay Committee. Any person employed to work at the school, other than the Executive Headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The Executive Headteacher must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

No member of the governing body who is employed to work in the school shall be eligible for membership of this committee.

The Pay Committee will be attended by the Executive Headteacher in an advisory capacity. Where the Pay Committee has invited either a representative of the LA or the external adviser to attend and offer advice on the determination of the Executive Headteacher's pay, that person will withdraw at the same time as the Executive Headteacher while the committee reaches its decision. Any member of the committee required to withdraw will do so.

The terms of reference for the Pay Committee will be determined from time to time by the governing body. The current terms of reference are:

- to achieve the aims of the whole school pay policy in a fair and equal manner;
- to apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review;
- to observe all statutory and contractual obligations;
- to record the reasons for all decisions and report the fact of these decisions to the next meeting of the full governing body;
- to recommend to the governing body the annual budget needed for pay;
- to keep abreast of relevant developments and to advise the governing body when the school's pay policy needs to be revised;
- to work with the Executive Headteacher in ensuring that the governing body complies with the Appraisal Regulations 2012 (teachers).

Where St Joseph's (as employer) claims a percentage of the salary of a member of staff from another school in a shared working arrangement or secondment, the Pay Committee will give notice to the relevant school of any intended pay award. The Pay Committee will consider any comments by the relevant school in response to the notice but, as employer, St Joseph's will not be bound to act on them.

The report of the Pay Committee will be placed in the confidential section of the governing body's agenda and will either be received or referred back. Reference back may occur only if the Pay Committee has exceeded its powers under the policy.

Annual determination of pay

All teaching staff salaries, including those of the Executive Headteacher, Head of School and Assistant Head(s) will be reviewed annually to take effect from 1 September. The governing body will endeavour to complete teachers' annual pay reviews by 31 October and the Executive Headteacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

Support staff salaries will also be reviewed annually.

Notification of pay determination

Decisions will be communicated to each teacher and support staff member by the Executive Headteacher in writing in accordance with paragraph 3.4 of the Document and will set out the reasons why decisions have been taken. Decisions on the pay of the Executive Headteacher will be communicated by the Pay Committee, in writing, in accordance with paragraph 3.4 of the Document. 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.

Appeals procedure

The governing body has an appeals procedure in relation to teachers' pay and support staff. The procedure is set out in **Appendix 3** to this pay policy.

EXECUTIVE HEADTEACHER PAY

Pay on appointment

For appointments on or after 1 September 2020, the governing body will determine the pay range to be advertised and agree pay on appointment, taking account of the full role of the Executive Headteacher (Part 6 of the Document) and in accordance with paragraphs 11 and 6.2(e) of the Document and paragraphs 11 to 28 of the section 3 guidance:

- the Pay Committee will review the school's Headteacher group and the Head's Individual School Range (ISR) in accordance with paragraphs 7, 8 and 10 (ordinary school), or paragraphs 7, 9 and 10 (special school), of the Document;
- if the Executive Headteacher takes on permanent accountability for one or more additional schools, the Pay Committee will set an ISR in accordance with the provisions of paragraphs 11.5 of the Document;
- the Pay Committee will have regard to the provisions of paragraph 11.3 of the Document and will also take account of any other permanent payments, made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;
- the Pay Committee will consider exercising its discretion to award a discretionary payment under 12.3(b) of the Document where the governing body consider the school would have difficulty recruiting to the vacant Headteacher post;
- the Pay Committee will consider the need to award any further discretionary payments to a Headteacher in line with paragraph 12.1 to 12.5 of the Document.

Serving Headteachers

The governing body will determine the salary of a serving Headteacher in accordance with paragraph 6 of the Document.

- the Pay Committee will review the Executive Headteacher's pay in accordance with paragraph 6.2(b) of the Document and consider the award of up to two performance pay points where there has been a sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any recommendation on pay progression in the Executive Headteacher's most recent appraisal report;
- the Pay Committee may determine the head's ISR, within the group range for the school, as at 1 September or at any time if they consider it is necessary (paragraph 12 of section 3 guidance);
- if the Executive Headteacher takes on temporary accountability for one or more additional schools, the Pay Committee will consider awarding a discretionary payment under paragraphs 12.1 and 12.3(d) of the Document;
- the Pay Committee will consider the use of discretionary payments, as per the provisions of paragraphs 12.1 to 12.5 of the Document.

Executive Headteacher's and Leadership Pay

The School Group and ISR range must be confirmed for the School. All increments or changes to the Group or ISR must be supported by a full audit trail showing the rationale and agreement of the Governing Body.

In accordance with the combined number of pupils on roll at St Joseph's & St Thomas of Canterbury schools, the ISR is Group 4.

The Executive Headteacher's pay is currently within L21 and L27.

In accordance with the number of pupils on roll, the ISR for St Joseph's School is Group 2.

The Head of School's pay is currently within L16 and L21.

ASSISTANT HEADTEACHERS

Pay on appointment

The governing body will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

- the Pay Committee will determine a pay range in accordance with paragraph 14 of the Document, taking account of the professional responsibilities of the deputy/assistant head teacher set out at paragraph 49 of the Document;
- the Pay Committee will record its reasons for the determination of the deputy/assistant head pay range, in accordance with paragraph 29 of the section 3 guidance;
- the Pay Committee will exercise its discretion under paragraph 13.3 of the Document, and pay any of the bottom three points on deputy head pay range, in order to secure the appointment of its preferred candidate;
- the Pay Committee will exercise its discretion under paragraph 41 of Document where there are recruitment issues.

Serving Assistant Headteachers

- the Pay Committee will review pay in accordance with paragraphs 13.1 or 13.2 and consider the award of up to two points where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the Assistant Head's most recent appraisal report;
- the Pay Committee will review and, if necessary, re-determine the deputy/assistant head pay range where there has been a significant change in the responsibilities of the serving deputy/assistant head teacher (paragraph 29 of section 3 guidance).

ACTING ALLOWANCES

Acting allowances may be payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with paragraph 29 of the Document. The Pay Committee will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be considered in advance and, if agreed, will be paid from the first day of absence.

NEWLY QUALIFIED TEACHERS

Newly qualified teachers placed on the minimum point of the main pay range on their first appointment will, following the successful completion of their induction year, be awarded the next point on the main pay range (as established in accordance with the school's pay policy) on the subsequent 1 September. Thereafter, progression on the main pay range will be determined as for other classroom teachers.

CLASSROOM TEACHERS

Pay on appointment

In determining the starting salary for a newly appointed classroom teacher post on the main range or upper pay range, the school will

- normally recognise the salary point applicable to the teacher's last post;
OR
- normally recognise previous experience gained by the teacher where this is relevant to the requirements of the post;
OR
- have regard to
 - the requirements of the post;
 - any specialist knowledge required for the post;
 - the experience required to undertake the specific duties of the post;
 - the wider school context.

Pay determinations for existing main scale teachers, effective from 1 September 2020

The governing body will follow the provisions of the Document 2012 and award a point on the main scale pay range (paragraph 18.1.1 of the 2012 Document), unless the teacher has been notified that their performance has been unsatisfactory for the previous academic year. The Pay Committee will normally exercise this discretion only in the context of a formal capability procedure. The Pay Committee will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.

Where the teacher is subject to the Appraisal Regulations 2012, the Pay Committee may award one additional point provided the teacher's performance in the previous school year was excellent, having regard to the results of the most recent appraisal (paragraph 18.2.1 (c) of the Document 2012).

Where the teacher is not subject to the Appraisal Regulations 2012, the Pay Committee may award one additional point where the teacher's performance in the previous 12 months was excellent having regard to all aspects of his/her professional duties and the Teachers' Standards, but in particular classroom teaching, in accordance with paragraph 18.2.1(c) of the Document 2012.

Pay determinations for existing main pay range teachers, effective from 1 September 2020

Possible Option

The Pay Committee has determined local points between the statutory minimum and maximum points of the main pay range as follows:

Band 1

Point 1	(M1)	£32,157	Teacher
Point 2	(M2)	£33,658	
Point 3	(M3)	£35,226	

Band 2

Point 4	(M4)	£36,866	Accomplished Teacher
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Point 5	(M5)	£39,492
Point 6	(M6)	£42,624

Band 3

Point 7	UP1	£46,971	Expert Teacher (UPS)
Point 8	UP2	£49,279	
Point 9	UP3	£50,935	

Appraisal objectives will become more challenging as the teacher progresses up the main pay range.

Pay Progression within Bands

Progression between bands will be subject to sustained performance towards the next higher band, and meeting the relevant teacher standards and Professional Skills Level Descriptors for the new band. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level and is below the school's expectations at that level of post, the governors may determine that no incremental progression will be awarded in that year.

Progression within a pay band will be subject to a review of the Teacher's performance set against the annual appraisal review **and** the Teacher Standards (set out in 'the Document'). The governing body may decide to award one increment for **both** sustained high quality performance and professional development in line with school expectations or two increments where performance has exceeded school expectations. For teachers on the upper pay spine (Band 3 – Expert Teacher) progression will normally be considered after 2 years of sustained high quality performance or earlier where performance has exceeded school expectations. To move up the main pay range, one annual point at a time, teachers will need to have met their objectives **and** have shown that they are competent in all elements of the Teachers' Standards. Teaching (over time) should be 'good', as defined by Ofsted.

Pay Progression between Bands

The governing body has determined that a teacher appointed to Band 1 (Teacher) would, other than in exceptional circumstances, be expected to have progressed to the Accomplished Teacher band within 2/3 years of taking up their post. In circumstances where a teacher's performance is not at that level this will be addressed through the school's appraisal and possibly capability procedure.

A teacher reaching the top of Band 1 will automatically progress to the next band if they meet the criteria for the higher band and are recommended for progression by the appraiser. Progression to the upper pay range (Band 3) is detailed below.

The governing body has determined that, other than in exceptional circumstances, a teacher could move to Band 2 (Accomplished Teacher) if they are able to:

- demonstrate experience of working across different year groups;
- supporting school initiatives etc. and
- including a period of a sustained level of performance at the higher level immediately prior to moving to Accomplished Teacher.

Teachers can move to Band 3 if they are able to demonstrate:

- experience of working across different year groups;
- coordination of whole school initiatives, and

- including a period of a sustained level of performance at the higher level immediately prior to, moving to Expert Teacher.

The governing body has determined that progression between bands will be sequential and a teacher will not move more than one band, other than in exceptional circumstances where a teacher's level of performance is significantly above that of school expectations and meets the requirements of the higher level band (see accelerated progression below).

Judgments will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

Accelerated progression

A teacher may, as part of their annual appraisal meeting, request to be considered for accelerated pay progression either within the pay band or to the next pay band at the end of that review cycle. This may require additional or more challenging objectives to be set for the appraisal period as set out in the school's appraisal policy. If the evidence shows that a teacher has exceptional performance, the governing body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of two points. Teaching (over time) should be 'outstanding', as defined by Ofsted.

Application to move onto the Upper Pay Range (Band 3 – Expert Teacher)

Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.

The Governing Body will consider applications from a teacher during the Summer term for progression at the start of the Autumn term. A teacher may submit one application in any academic year.

For an application to be successful the teacher will need to demonstrate that they meet all the teacher standards and the professional skills level descriptors agreed by the Governing Body for teachers on the upper pay range (Band 3 – Accomplished Teacher). The teacher will also need to complete two successful appraisals, prior to the submission of the application.

As defined in the School Teachers' Pay and Conditions Document, a teacher being considered for a move onto the Upper Pay Range (Expert Teacher – Band 3) must therefore be able to demonstrate:

- 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

as exemplified by the school's professional skills level descriptors.

An application for progression to the upper pay range (Band 3 – Accomplished Teacher) will be assessed by the Executive Headteacher and a decision notified to the teacher in writing within 20 working days.

If unsuccessful the teacher will be provided with feedback by the Executive Headteacher, senior leader or appraiser.

Any appeal against the decision, which should be submitted within 10 working days, will be considered in line with the school's pay appeals procedure set out in appendix 3.

ROUND 13 APPLICATIONS FOR THRESHOLD

If a teacher reached M6 on 1 September 2012 and applies before the 31 October 2013, under Round 13, their applications will be assessed using the Document **2012** (paragraph 20), i.e. against the Teachers' Standards and the post-threshold standards, having regard to the most recent appraisal reviews.

APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

From 1 September 2013, any qualified teacher can apply to be paid on the Upper Pay Range. 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 UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of the last two years' under the Appraisal Regulations 2012, in this school, including any recommendation on pay. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

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 are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

Process:

One application may be submitted annually. The closing date for applications is normally 30th June each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave.

The process for applications is:

- Complete the school's application form;
- Submit the application form and supporting evidence to the Executive Headteacher by the cut-off date of 30th June.
- You will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the Pay Committee of the relevant body;
- The application, evidence and recommendation will be passed to the Executive Headteacher for moderation purposes, if the Executive Headteacher is not the assessor;
- The Pay Committee will make the final decision, advised by the Executive Headteacher;

- Teachers will receive written notification of the outcome of their application by 30th September. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below);
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria in line with the performance management process;
- Successful applicants will move to the minimum of the UPR backdated to 1 September of the year of application;
- Unsuccessful applicants can appeal the decision. The appeals process is set out at the back of this pay policy.

Assessment:

The teacher will be required to meet the criteria set out in paragraph 18.2 of the Document, namely 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.

In this school, this means:

- "*highly competent*": the teacher's performance is assessed as having excellent depth and breadth of knowledge and skill in meeting the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.
- "*substantial*": 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*": the teacher must have had two consecutive successful appraisal years in this school and have met their objectives 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 their teaching expertise has grown over the relevant period and is consistently good to outstanding.

UPPER PAY RANGE (Band 3)

Pay determinations effective from 1 September 2020

The Pay Committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- the criteria set out in paragraph 22 of the Document ;
- the evidence base, which should show that the teacher has had a successful appraisal or successful appraisals, as appropriate, and has met objectives;
- evidence that the teacher has maintained the criteria set out in paragraph 18.2, namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained. The meaning of these

criteria is set out in the section of this policy entitled, “Applications to be paid on the Upper Pay Range”.

Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out above (see ‘Applications to be Paid on the Upper Pay Range’), and have met their objectives, the Pay Committee may recommend that the teacher should move to £46,971 on the Upper Pay Range; or if already on the mid-point, to the top of the Upper Pay Range.

Where it is clear from the evidence that the teacher’s performance is exceptional, in relation to the criteria set out above (see ‘Applications to be Paid on the Upper Pay Range’), and where the teacher has met or exceeded their objectives, the Pay Committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching should be ‘outstanding’ as defined by Ofsted.

LEADING PRACTITIONER ROLES *(if applicable see Appendix 4)*

UNQUALIFIED TEACHERS *(if applicable see Appendix 5)*

TEACHING AND LEARNING RESPONSIBILITY PAYMENTS

The Pay Committee may award a TLR2 to a classroom teacher in accordance with paragraph 24 and 25 of the Document and paragraphs 35 to 41 of the section 3 guidance. TLR2 will be for clearly defined and 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. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which aTLR2 is awarded, taking into account the criterion and factors set out at paragraphs 24 and 25.

Possible Option

This Pay Committee has determined that values for TLR2, effective from 1 September 2020, will be:

TLR2a	£2,873
TLR2b	£4,782
TLR2c	£7,017

TLRs are appointed on a pro-rata basis.

The Pay Committee may award a TLR3 of between £570 to £2,833 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 24.3 of the Document. 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.

A TLR3 will not be awarded for longer than one academic year or three consecutive terms. (This is recommended Tri Borough HR guidance. Any additional responsibilities, over what would normally be expected of a classroom teacher, which last longer than one year or three terms should be properly accommodated within the overall staffing structure, by allocating these responsibilities to a member of

the leadership group or incorporating the responsibilities into the role of a leading practitioner or by awarding a TLR2).

Possible Option

In this school the following TLR3 values will be used:

TLR3a	£570
TLR3b	£1,133
TLR3c	£1,699
TLR3d	£2,833

SPECIAL NEEDS ALLOWANCE

The Pay Committee will award an SEN spot value allowance on a range of between £2,270 and £4,479 to any classroom teacher who meets the criteria as set out in paragraph 26 of the Document.

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 (paragraph 26.3 of the Document). 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 paragraphs 42 to 47 of the section 3 guidance.

Based on the principles set out above, the Pay Committee has determined that, from 1 September 2016, SEN allowances will be:

SEN1 Minimum	£2,270
SEN2 Maximum	£4,479

SUPPORT STAFF

The Pay Committee notes its powers to determine the pay of support staff in accordance with paragraph 17 (community schools) and paragraph 29 (foundation and voluntary aided schools) of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance.

The Pay Committee will determine the pay grade of support staff, taking into account advice from the LA and Diocese of Westminster where appropriate and in line with national pay scales.

On appointment the individual will normally be appointed to the minimum of the appropriate scale. Where the school regards any previous experience as particularly relevant to their role in the new post, additional points may be awarded. The school will have regard to

- the requirements of the post;
- any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

Annual salary progression

In order to progress up their pay scale, members of the support staff team will need to show that they have met their objectives.

If the evidence shows that a support staff member has exceptional performance, the governing body may award enhanced pay progression.

Judgments will be properly rooted in evidence. As support staff members move up the scale, this evidence should show:

- an improvement in skills related to their role in the school
- an increasing positive impact on pupil progress/development
- an increasing impact on wider outcomes for pupils
- an increasing contribution to the work of the school

Acting allowance

Where a member of staff covers the full duties of a higher graded role on a temporary basis, for example to cover a vacancy or in the absence of the substantive post holder (other than to cover for annual leave), for a period of at least 4 weeks, they may be paid an acting allowance equivalent to the grade of the post they are covering. Acting arrangements are time limited and will be subject to regular review.

Where an employee is undertaking partial duties of a higher graded role, a special honorarium/ex gratia payment may instead be considered.

Premium payments

In some circumstances voluntary overtime may be offered to staff to cover specific duties. In all cases, voluntary overtime must be agreed in advance of any work undertaken. The rate of pay for voluntary overtime will be in accordance with local terms and conditions of employment, depending on the grade of the post.

PART-TIME EMPLOYEES

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 (see paragraphs 36 and paragraphs 51.17 – 51.27 of the Document and paragraphs 61 - 69 and paragraphs 86 – 94 of the section 3 guidance).

All staff: The Executive Headteacher and governing body will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time staff member.

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; periods of employment for less than a day being calculated pro-rata, in accordance with paragraph 38 of the Document.

ADDITIONAL PAYMENTS

In accordance with paragraph 40 of the Document and paragraphs 70 – 80 of the section 3 guidance, the governing body may make payments as they see fit to a teacher, including a headteacher, 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 exec headteacher/head of school or, in the case of the exec headteacher, between the exec headteacher and the relevant body;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the exec headteacher/head of school relating to the raising of educational standards to one or more additional schools.

Continuing professional development

A payment may be made to a teacher (including the Executive Headteacher) for voluntary CPD which the teacher has undertaken outside of the school day.

The governing body has the discretion to decide which activities would be eligible for such a payment and the minimum number of hours that must be undertaken before a payment is considered.

Payment may be calculated on an hourly basis at 1/1265th of salary.

Provision of initial teacher training (if applicable see *Appendix 6*)

Participation in out of school hours learning activity

Teachers, including the Executive Headteacher/Head of School, who agree to provide learning activities outside of normal school hours and whose salary range does not take account of such activity will be entitled to a payment of on an hourly basis at 1/1265th of salary.

Examples of out of school learning activities include:

- breakfast clubs;
- homework clubs;
- summer schools;
- study support groups;
- activities for gifted and talented children;
- activities to improve literacy;
- sporting activities; and
- other outdoor activities or clubs linked to the curricular, arts and hobby interest areas.

In order to ensure effective work life balance and also value for money in the delivery of the services provided the governing body should consider carefully who is best placed to undertake these activities. It may not necessarily be a teacher. Activities should be offered to staff following a fair and transparent process.

Additional responsibilities and activities relating to the raising of educational standards (if applicable see *Appendix 7*)

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 (paragraph 41 of the Document and paragraphs 81 - 84 of the section 3 guidance).

The Pay Committee will consider exercising its powers under paragraph 47 of the Document 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.

Payments will not be made under the 'recruitment and retention' criteria for additional work undertaken, for specific responsibilities or to supplement pay for other reasons.

Support staff

The principles in this paragraph apply to support staff and the governing body will make additional payments where applicable to particular circumstances.

Travel Card Subsidy

The Z1-2 Travelcard (TC) subsidy will be kept under annual review by the Resources Committee. It may be necessary to withdraw this subsidy in order to protect the school resources.

1. From April 2017 the TC subsidy was made available only to teachers; all other staff are offered an interest free Travel Loan (staggered over the year to manage cash flow). See Point 2 below. Teachers must (still) be in employment with St Joseph's in September of the year of application, and have completed a minimum of one year's continuous service.
 - i. In essence this is a subsidy which is paid to the beneficiary each month.
 - ii. Teachers who choose not to purchase a TC/ST may receive the equivalent sum added to their salary as a separate item.

2. Season Ticket (ST) Loan

An interest-free annual ST loan is available to all staff with the condition that these staff will still be in employment with the school in the following September.

In order to manage cash flow the ST loans will be made available as follows:

- Teachers from May
- Support staff from September

The following conditions will apply:

- i. All loans must be authorised by the Executive Headteacher.
- ii. Proof of purchase of ST must be submitted to Finance and Admin Assistant.
- iii. The loan repayments will be processed in (equal) monthly instalments through payroll.
- iv. Any loan balance must be repaid in full given 1 month's notice or immediately upon leaving service.
- v. Other terms and conditions may apply.

SALARY SACRIFICE ARRANGEMENTS

Where the employer operates a salary sacrifice arrangement, a member of staff may participate in any such arrangement, as provided for in their conditions of employment.

Appendix 1

Staff Structure 2020-21

Executive Head Teacher: K Wyatt

Quality Assurance Manager
0.6 (Sep-Dec), 0.8 (Jan-Apr)
PA to EHT J Shaw (0.8)

Head of School: J Stacey

Head of School
Assessment; Nursery Officer line manager; Deputy Child Protection Officer

Joint Assistant Head Teachers: A Evans (0.9); A McLean (1.0)

Behaviour; PPG; Designated Officer/Curriculum

SENCO: U Shah (0.4)

Phase Leader: EYFS (TLR 2b): P Patel
Core Subject – Computing

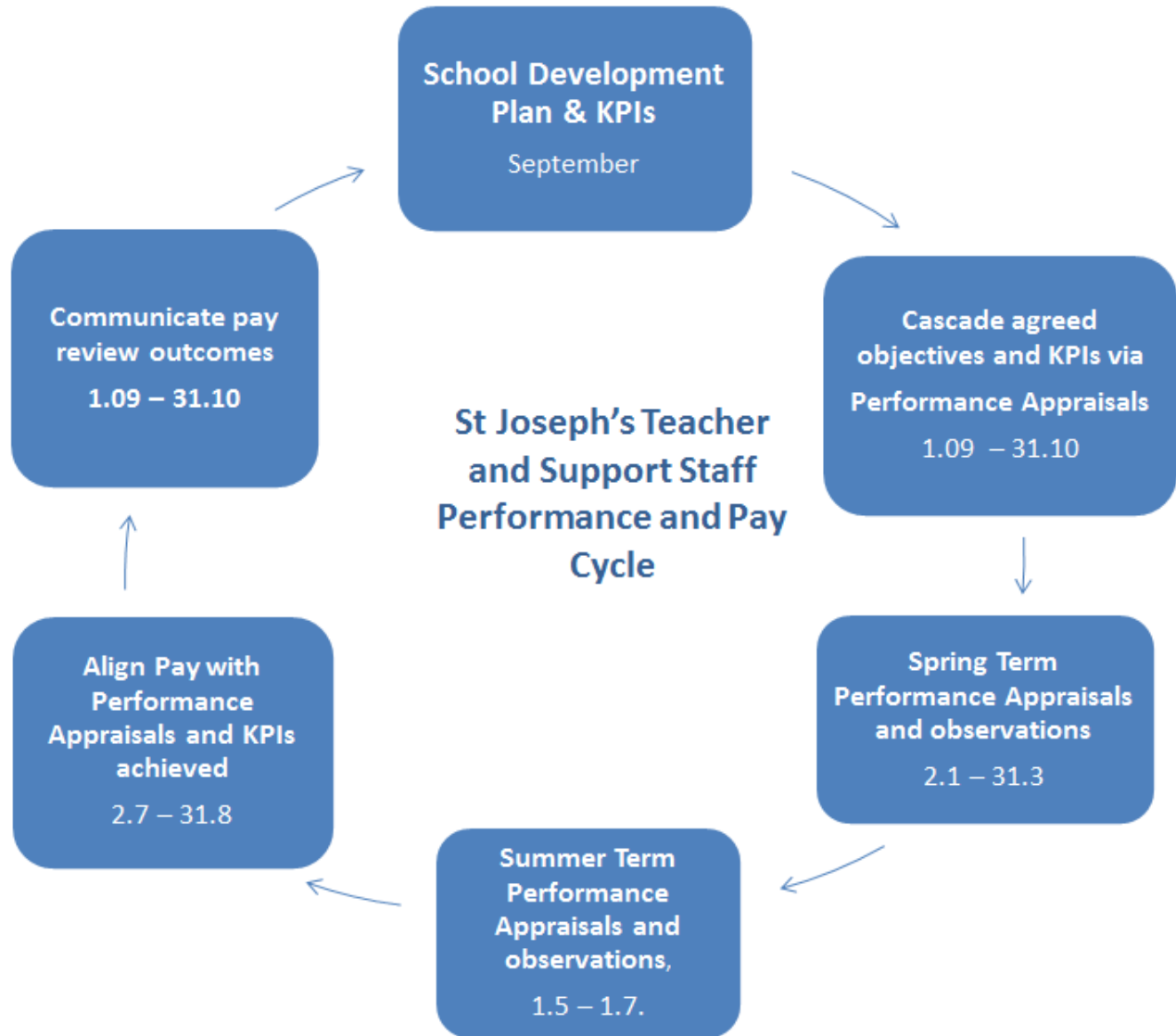
Phase Leader: Phase 1 (Y1-3): E Gubbins (Black)
Core Subject – English
(Maternity start October 2020)

Phase Leader: Phase 2 (Y4-6): A Evans
Core Subject – RE

Nursery Class Teacher P Patel	Reception Class Teacher R Hamilton	Year 1 Class Teacher K Lamb	Year 2 Class Teacher E Gubbins/J Kowalik (FTC)	Year 3 Class Teacher C Eccles	Year 4 Class Teacher V Vrina	Year 5 Class Teacher A Mclean C Norton (School Direct Student)	Year 6 Class Teacher A Evans
Nursery Officer S McKeown	Nursery Nurse J Ortiz	TA M Mendes	TA T Sierra Guijarro 1:1 (Agency) R Varo (Agency)	TA N Wood (Agency)	TA E Nadotti (Agency)	TA R Sleiniute 1:1 (Agency) (PT) M Aeschlimann	HLTA S Reis L Jikia-Gigrotchiana 1:3
EAL Support: T McAveety (Contractor) (0.4)		Music & Art: H Wiles (0.6)			Other HLTAs: F Gilson		
School Business Manager	School Office	Site Manager:	Midday Meals Supervisors	Extended School Assistants		IT Support	Finance Consultant
0.4 (Seconded Finance Officer)	Admin Officer (1.0) A Bhalla Admin Assistant (1.0) H Awel	AYR L Ablitt	2 Hrs/Day M Edwards C Lara Lara	M Mendes 3Hrs/day M Edwards 3Hrs/day C Lara Lara 2 Hrs/day R Varo 2 Hrs/day		0.1 Z Hussain (Contractor)	1 day/month C Emerson (Contractor)

Appendix 2

Timeline



Appendix 3

MODEL APPEALS PROCEDURE

The School Teachers' Pay and Conditions Document ("the Document") requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

The school's procedure for handling appeals applies equally to support staff.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the staff member at the Review Meeting prior to being submitted to the school's Pay Committee or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the staff member.

At this particular stage of the pay determination process, if the staff member wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a staff member believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

APPEAL HEARING PROCEDURE

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

Guidance

- When a staff member feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- Staff members / head teachers should put their appeal in writing to either the Executive Headteacher or the Governing Body; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

Appeal Procedure Steps: Informal Stage

As part of the pay determination process, the line manager (“the recommendation provider”) will make a recommendation to the “the decision maker” (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a staff member’s pay, “the decision maker” will write to the staff member advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to “the decision maker”.

If the staff member wishes to appeal the decision, they must do so in writing to “the decision maker”, normally with 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, “the decision maker” must then arrange to meet the staff member to discuss the appeal. “The recommendation provider” should also be invited to the meeting to clarify the basis for the original recommendation.

“The decision maker” will reconsider the decision in private and write to the staff member to notify them of the outcome of the review and of the staff member’s right of appeal to the Governing Body. If the staff member wishes to exercise their right of appeal, they must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the Formal Stage of the Appeal Procedure.

Appeal Procedure Steps: Formal Stage

On receipt of the written appeal, the Clerk to the Governing Body will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the Appeal Committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both “the recommendation provider” and “the decision maker” will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. Both “the recommendation maker” and “the decision maker” will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the staff member notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

Appendix 4

LEADING PRACTITIONER ROLES

Leading practitioners have the primary purpose of modeling and leading improvement of teaching skills (paragraphs 19 and 50.1 of the Document).

In this context, specific duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching skills within school [**and within the wider school community*] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas.

[*Note: Schools can determine whether the leading practitioner role will include any element of outreach. If so, any re-charge to other schools will have to be determined].

Pay on appointment

The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the School Teachers' Pay and Conditions Document, and will be determined by the role and range of responsibility of each post, which may vary across the school.

Each post will be paid at a fixed point within the minimum and maximum range of £49,065 - £70,540 **£50,415 - £72,480** contained within the School Teachers' Pay and Conditions Document.

The starting salary for an appointment to a post on the Leading Practitioner pay range will be determined by the governing body and take account of the teacher's skills and experience.

Pay determinations with effect from 1 September 2020

The Executive Headteacher will agree appraisal objectives for the leading practitioner.

The Pay Committee shall have regard to the results of the leading practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay, in accordance with paragraph 22 of the Document.

The Pay Committee will take account of other evidence. The evidence should show the leading practitioner:

- has met their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;

- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

“Highly competent” and “substantial” are defined in the section entitled, “Applications to be paid on the Upper Pay Range”.

Where it is clear from the evidence that the teacher's performance is exceptional, the Pay Committee may decide to award enhanced pay progression.

Appendix 5

UNQUALIFIED TEACHERS

Pay on appointment

The Pay Committee will pay any unqualified teacher in accordance with paragraph 20 of the Document. The Pay Committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The Pay Committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 27 of the Document.

Pay determinations effective from 1 September 2020

The governing body will follow the provisions of the Document 2012 and award a point on the unqualified teacher scale (paragraph 35), unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The Pay Committee will normally exercise this discretion only in the context of a formal capability procedure. The Pay Committee will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.

Where the teacher is subject to the Appraisal Regulations 2012, the Pay Committee will award one additional point where the teacher's performance in the previous 12 months was excellent having regard to the results of the most recent appraisal.

Where the teacher is not subject to the Appraisal Regulations 2012, the Pay Committee will award one additional point where the teacher's performance in the previous school year was excellent, having regard to all aspects of the teacher's professional duties, in particular, classroom teaching.

Pay determinations effective from 1 September 2020

Possible Option:

The Pay Committee has determined local points between the statutory minimum and maximum points of the main pay range as follows:

Minimum	£22,237	£22,849
Reference point 2	£24,293	£24,962
Reference point 3	£26,350	£27,075
Reference point 4	£28,405	£29,187
Reference point 5	£30,460	£31,298
Maximum	£32,513	£33,410

Note: Schools can choose either to use the published reference points between the statutory minimum and maximum or can devise a number of points of their own choosing between these mandatory figures. It is recommended that schools continue to use the

published reference points, unless and until they have consulted with staff and the trade unions on the implementation of revised arrangements

In order to be eligible for progression up the unqualified teacher range, unqualified teachers will need to show that they have met their objectives.

If the evidence shows that a teacher has exceptional performance, the governing body may award enhanced pay progression of [insert text]. (See my comment above)

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

Appendix 6

Provision of initial teacher training

A payment may be made for activities which are undertaken on a voluntary basis relating to the provision of initial teacher training (ITT). Such payments may only be made for ITT which is provided as part of the ordinary conduct of the school.

Such activities may include:

- *supervising and observing teaching practice;*
- *giving feedback to students on their performance and acting as a professional mentor;*
- *running seminars or tutorials on aspects of the course; and*
- *formally assessing student competence.*

Appendix 7

Additional responsibilities and activities relating to the raising of educational standards

The operating principles and requirements of the provision of services to other schools are set out in paragraphs 77 - 80 of the section 3 guidance. Headteachers may occasionally provide services to other schools, for example as a consultant leader, school improvement partner, local leader of education or national leader of education. When such arrangements have been entered into, the governing body will determine how much, if any additional payment will be made and for how long. Payments are not automatic. The governing body will also, in such circumstances, consider whether to review the remuneration of other staff whose duties and responsibilities may be impacted on by the headteacher's additional role.

Where such additional responsibilities are temporary, so are any related additional payments. Safeguarding arrangements will not apply when such payments cease.

Paragraph 40.1(d) of the Document cannot be applied where the headteacher has been appointed as the headteacher of more than one school (paragraph 11.5 of the Document). Remuneration in this case is determined when considering the group size and ISR for the school and not as an additional payment.

Appendix 8

Provision of Extended School's Club Care for Children of Staff

Permanent School staff employees **who are required to** commence work prior to 8.45 am (pupil admission time) may enrol their child/ren in 'Breakfast Club' for no fee, if he or she is a current pupil at St Joseph's.

Similarly, permanent School staff employees **who are required to** work beyond 3.45pm may enrol their child/ren in 'Wraparound Club' for no fee, if he or she is a current pupil at St Joseph's.

St Joseph's RC Primary School Career Stage Expectations Chart

Name:..... Date:.....

Professional Area	Relevant standards	M1-M3 Teacher	M4 Experienced Teacher	M5 M5	M6 M6	U1 Accomplished Teacher	U3 Accomplished Teacher	notes
Professional Practice	1.1 2.2, 2.3, 2.5 3.1, 3.3 4.1, 4.2, 4.3 5 – all 6.1 7.1, 7.2, 7.3 8.3	The majority of teaching is good but there might be some areas requiring improvement	All teaching is good or better	All teaching good;	some outstanding	All teaching good; some outstanding	All teaching good; much outstanding	
Professional Outcomes	1.2 2.1, 2.2, 2.3 5.1 6.3, 6.4	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations' some exceed them	Almost all pupils achieve in line with school expectations; many exceed them		
Professional Relationships	1.1 6.4 7.4 8.2, 8.3, 8.5	Positive working relationships with pupils, colleagues and parents	These relations are securely focused on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes		
Professional Development	2.4, 2.5 3.1, 3.2, 3.4, 3.5 4.5 5.2, 5.3, 5.4 6.1 8.4	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up to date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of colleagues	Plays a proactive role in leading professional development of colleagues across the school		
Professional Conduct	1.3 7.1 8.1 Section 2	Meets all standards in our staff conduct policy	Meets all standards in our staff conduct policy	Meets all standards in our staff conduct policy	Meets all standards in our staff conduct policy	Meets all standards in our staff conduct policy		