



PAY POLICY FOR ACADEMIC YEAR 2019-20

The governing body of Barningham CEVC Primary School adopted this policy on 18.09.19 following consultation with staff and school representatives of the recognised unions.

POLICY FOR ALL STAFF

1. STATEMENT OF INTENT

The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school." The pay policy is intended to support that statutory duty.

The governing body of Barningham CEVC 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 policy applies to all staff at Barningham CEVC Primary School. Where different arrangements apply to different groups of staff by virtue of their terms and conditions of employment, this is clearly stated.

For all staff, pay progression will be clearly attributable to the individual's performance and the pay committee will be able to objectively justify its decisions.

2. EQUALITIES LEGISLATION

The governing body will comply with relevant equalities legislation, including the following legislation, as amended:

- 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. See 'governing body obligations' in relation to monitoring the impact of this policy.

2. 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, eg, 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 employee's circumstances and the school's circumstances.

3. JOB DESCRIPTIONS

The 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 (see Appendix 1). 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.

4. ACCESS TO RECORDS

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

5. APPRAISAL

The Secretary of State for Education has emphasised that tackling school leader and teacher workload remains a priority for the Department so that schools can continue to focus on what matters most – teaching and learning. Therefore, the local authority advises that in collating evidence for appraisals, leaders and teachers are encouraged to

take a pragmatic approach to the appraisal process and assessment will be based on evidence from a range of sources, as described in the school's Appraisal Policy.

Although the school will establish a firm evidence base in relation to the performance of all employees, there is a responsibility on the individual and their appraiser to work together. Employees should gather any evidence that they deem is appropriate in relation to their objectives and other relevant criteria (e.g. the Teachers' Standards and criteria to be paid on Upper Pay Range), so that such evidence can be taken into account at the performance review.

Appraisal objectives will become more challenging as staff progress up their pay range/grade.

Where not already directly responsible for objective setting and pay recommendations, the Headteacher will moderate these to ensure consistency and fairness.

6. 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'). The governing body will also comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers;
- Support staff: as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) and Suffolk County Council's Single Status Agreement and local pay and grading arrangements, as they apply to schools and where not already amended as described in this policy or the school's appraisal policy.

The governing body will consider any updated policies to ensure that the appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay decisions are properly documented and can be objectively justified. It will at all times assure itself that public money is being used effectively and with propriety, as necessary, seeking appropriate independent advice and complying with audit requirements.

The governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy (see paragraph 13. Procedures) and the school's spending plan.

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

7. HEADTEACHER OBLIGATIONS

The Headteacher 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;
- Submit pay recommendations to the governing body and ensure the governing body has sufficient information upon which to make pay decisions;
- 8. Ensure that all staff are informed about decisions reached and that records are kept of recommendations and decisions made.

9. EMPLOYEE OBLIGATIONS

Employees 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;
- Under normal circumstances ensure they have, as a minimum, an annual review of their performance.

10. DIFFERENTIALS

The need to create or maintain appropriate differentials between posts within the school will be considered, recognising: accountability and job weight; the governing body's need to recruit, retain and motivate sufficient employees of the required quality at all levels; and the more recent removal from the Document of prescribed differentials between leadership posts.

11. 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.

12. SAFEGUARDING OF PAY

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 Document or support staff terms and conditions of employment and will give the required notification as soon as possible and no later than one month after the determination.

13. PROCEDURES

At Barningham CEVC Primary School the pay committee will be the Finance and Personnel Committee. Staff governors will be asked not to attend pay committee items.

The governing body will determine the annual pay budget on the recommendation of the pay committee.

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

The pay committee will be attended by the head in an advisory capacity. Where the pay committee has invited either a representative of the Local Authority or the external adviser to attend and offer advice on the determination of the head's pay, that person will withdraw at the same time as the head 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 and can be [found in Appendix 5] [viewed in - *detail access arrangements*].

Reports 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.

14. ANNUAL DETERMINATION OF PAY

All staff salaries will be reviewed annually to take effect, where headroom is available, from:

- 1 September for all teaching staff, including the head, deputy head(s), assistant head(s); or
- 1 April for all support staff.

The governing body will endeavour to complete support staff annual pay reviews between 1 April and the end of the summer term, teachers' annual pay reviews by 31 October and the Headteacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

Annual pay progression is not automatic. It will only be considered where staff have met the expectations described in this policy, the school's Appraisal Policy and through their appraisal process, and will be subject to the maximums of the employee's relevant pay range/grade/grade mid-point and the governing body's annual decision-making processes.

Pay progression will not be considered during any probationary period. Normal appraisal and pay review arrangements will apply following the successful completion of any probationary period and, for support staff, subject to the "11-month rule" described in paragraph 21 of this policy.

15. ABSENCE AND/OR PARTIAL ACHIEVEMENT OF OBJECTIVES

Where any member of staff has been absent for some or all of the appraisal period, for example, as a result of long-term sickness absence or maternity/adoption/shared parental leave, the assessment in relation to pay progression will be based on performance during any period of attendance and/or prior performance.

In exceptional circumstances, for example, where objectives have not been fully met due to factors entirely outside the control of the reviewee, the reviewer may apply discretion in recommending pay progression. Such discretion will normally only be applied where:

- For teachers: competency in all elements of the Teachers' Standards and 'good' teaching overall have been demonstrated, as described below
- For support staff: the standard of work more generally has been of a high level.

16. NOTIFICATION OF PAY DETERMINATIONS

Decisions will be communicated to each member of staff by the Headteacher, in writing, at the earliest opportunity and no later than one month after the pay determination. Decisions on the pay of the head will be communicated by the pay committee, again, in writing. All communication regarding pay determinations will set out the reasons why decisions have been taken. An instruction to amend pay from the relevant date will be issued as soon as practicable after the pay decision has been made.

In accordance with the Document, pay statements given to teachers, as part of the regular review process or when other pay decisions are taken, will state all remuneration, including any allowances, any payments or other financial benefits for recruitment and retention purposes, any safeguarded sums and any fixed term arrangements, as well as where a copy of the school's pay policy and staffing structure can be inspected.

17. PART-TIME EMPLOYEES

The head and governing body will use their best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator. For teaching staff, this will include the governing body applying the provisions of the Document in relation to part-time teachers' pay and working time.

18. SALARY SACRIFICE ARRANGEMENTS

The governing body operates salary sacrifice schemes in relation to [Childcare Vouchers/Cycle to Work/other arrangements]. Staffing choosing to participate in this scheme will have their gross pay reduced according to the terms of the scheme for the duration of their participation.

19. APPEALS PROCEDURE

The appeals procedure in relation to pay decisions for all staff is set out in Appendix 4 of this policy.

The following sections of the policy cover further pay arrangements as they apply to, firstly, Support Staff and, secondly, Teaching Staff.

PAY ARRANGEMENTS SPECIFIC TO SUPPORT STAFF

21. SUPPORT STAFF PAY

Salary on appointment

- 21.1 The pay committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 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 on appointment in accordance with the scale of grades currently applicable in relation to employment with the Local Authority (where relevant), which the pay committee consider appropriate for the post. In reaching its determination, the pay committee will consider the advice of the Local Authority, where relevant, but will not consider itself bound by that advice.
- 21.2 The governing body will determine the pay range to be advertised, taking account of the full responsibilities of the post and, where relevant, the Local Authority's guidance on Single Status benchmark job descriptions.
- 21.3 Appointment in each case will normally be within the lower part of the grade (see Appendix 6), unless the post is specifically designated as appropriately placed in the higher part. Salary on appointment will normally be to the lowest point of that grade. Where the school is satisfied that it is necessary to pay a higher starting salary in order to attract the best candidate, the appointment may be made at any point up to and including the point below 'the bar' (midpoint of the grade).

Serving support staff

- 21.4 In any year in which the governing body agrees to award incremental progression to support staff, progression within the relevant part of the grade will be by a single increment, which is dependent on successful performance in post, as assessed through the appraisal process. Further information is contained in the school's Appraisal Policy.
- 21.5 Where performance has been assessed as exceptional, the governing body may apply its discretion and award enhanced progression of an additional point, where there is scope for this within the relevant part of the pay grade.
- 21.6 To ensure that an employee who is new in post is able to benefit from, where available, incremental progression when performance supports this, the school will ensure forward objectives are set as soon as possible set upon completion of any probationary period and that an appraisal review is completed within four to six months of this. Provided that this is done, an increment will be paid from the first day of eleventh month after the employee's start date. This is referred to elsewhere as the "eleven-month rule". After that, the employee will fit into the normal appraisal review cycle.
- 21.7 The eleven-month rule will be applied to pay progression following promotion or the re-grading of an employee's post.

Acting-up Payments and Honoraria

- 21.8 The governing body may determine to make an acting-up payment or an honorarium.
- 21.9 An acting-up payment may be appropriate where an employee takes on the full duties of a more senior post for a substantial period (usually four weeks or more) in the absence of the post-holder or where there is a vacancy pending recruitment to a vacant post. Where an acting-up payment is agreed, the employee

will receive a salary which is not less than the minimum point of the salary for the “acting-up” post, and at least one incremental point higher than their substantive salary.

- 21.10 An honorarium may be appropriate where an employee takes on additional duties of a higher paid post for a temporary period (for whatever reason), but not the full duties. Where an honorarium payment is agreed, the school will estimate the proportion of the duties at the higher level which the employee has undertaken, the period over which the duties have been undertaken and calculate a payment. Honoraria will normally be paid as a lump sum retrospectively.

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PAY ARRANGEMENTS SPECIFIC TO TEACHING STAFF

Pay decisions relating to performance in the 2018-19 academic year will be made in accordance with the school's Pay and Appraisal Policies for 2018-19. The following paragraphs set out the arrangements for appointments or determinations made on or after 1 September 2019 and for pay decisions relating to performance throughout the 2019-20 academic year.

22. PAY RANGE FOR LEADERSHIP POSTS

- 22.1 Leadership postholders will be paid in accordance with the pay ranges for school leaders set out in Appendix 2. In any determination or re-determination of leadership pay, the pay range for the Headteacher will start no lower than the minimum of the relevant Headteacher Group and the pay range for any Deputy or Assistant Headteacher will start no lower than the Leadership Minimum.
- 22.2 Wider leadership posts will need to meet the basic criterion of 'leadership responsibilities across the whole school' to be paid on the leadership pay ranges.
- 22.3 The governing body may seek independent advice and/or benchmarking data, as appropriate, when determining leadership pay.
- 22.4 The governing body will record the rationale for leadership pay determinations and the reasons for any re-determination of pay.

The governing body has determined that the pay points set out in Appendix 6 will apply to all leadership posts within the school, subject to the individual Leadership Pay Range determined for each post.

*The national pay award for teachers for 2019-20 includes a 2.75% uplift to the minima of the Leadership Pay Range and eight Headteacher Group pay ranges, **including** to the minimum and maxima of the eight Headteacher Group pay ranges. As the pay of Deputy and Assistant Headteachers is not constrained by the Headteacher Group minimum and maxima (only the overall Leadership Pay Range minimum and maximum), the same pay reference points within the Leadership Pay Range may continue to represent different levels of pay for different members of the leadership team.*

The STPCD 2019 includes only a minimum and maximum for the Leadership Pay Range and each Headteacher Group within it. The additional pay reference points provided in Appendix 6 for leadership posts excluding the Headteacher are based on the 2018-19 discretionary reference points, with a 2.75% uplift applied for 2019-20.

The additional pay reference points provided in Appendix 6 for Headteachers are based on the same 2.75% uplift to the 2018-19 rates, subject to each Headteacher Group maximum. Schools are free to determine their own pay points within the minimum and maximum of the leadership pay range or relevant Headteacher Group and could, for example, choose to apply a different uplift to last year's pay reference points.

We also recognise schools may have established a pattern of more pay points within each range. If this applies to your school's policy, the school will need to decide what value to apply to each point within the minimum and maximum of that pay range.

Additionally, your school's 2018-19 Pay Policy should have indicated how the school intends to apply the national pay framework uplift to salaries and allowances in September 2019 (i.e. the national 'cost of living' percentage award). Our example Pay Policy wording for 2018-19 set out three options (in paragraph 36):

- **Option 1 - uplift applied across the board, regardless of performance**
- Option 2 - if at top of pay range, good performance required for uplift
- Option 3 - Good performance required for uplift if on anything other than minimum of pay range/allowance.

The Finance and Premises Committee selected Option 1, the uplifted pay reference points detailed in Appendix 6 will be appropriate in all cases. If your school implemented Option 2 or 3, you will need to insert the 2018-19 pay reference points detailed in your school's 2018-19 Pay Policy for pay reference points above the range minimum, adding an explanatory note that the earlier rates are payable where good performance was not achieved in the 2018-19 review period. Your policy must apply the statutory minimum value for 2019-20.

Points 18*, 21*, 24*, 27*, 31*, 35*, 39* and 43 (the maximum point) on the Leadership Pay Range are the salary figures for Headteachers at, or moving to, the top of the school group ranges only. These different figures are a legacy of the 2015 STPCD which provided for no uplift to the maxima of the eight headteacher group ranges. These apply unless the relevant body has chosen to exercise its discretion to pay a higher salary in accordance with paragraph 9 of Section 2 of the STPCD, i.e. in those circumstances under which the relevant body determines that a higher payment than normal may be warranted.

Headteacher, Deputy Headteacher or Assistant Headteacher - Pay on appointment, or following a significant change in responsibilities, or following an associated review of leadership pay

In accordance with the document, the governing body will determine leadership pay on appointment and may re-determine leadership pay following any significant change in responsibilities. It may also determine that it is necessary to review the pay of all leadership posts to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014, or with pay arrangements for members of the leadership group whose responsibilities have significantly changed after that date.

- 22.5 The governing body will assign the school to a Headteacher Group (see Appendix 2) by reference to the school's total unit score, calculated in accordance with the Document, before determining the Leadership Pay Range for the post.
- 22.6 When determining the Leadership Pay Range, the Governing body will take into account:
- All the permanent responsibilities of the role, including any permanent responsibility as the headteacher of more than one school
 - Any challenges that are specific to the role
 - All other relevant considerations, for example, any recruitment and retention difficulties, the requirement for a fixed-term appointment or candidate specific factors, including how well the appointee meets the requirements of the post and how much room is appropriate for progression for the individual.
- 22.7 The governing body may also determine to use its discretion to set the leadership pay range up to 25% above the Headteacher Group. In exceptional circumstances and where supported by a business case, and having sought external independent advice, the governing body may agree to award above the 25% limit.

Serving Headteachers, Deputy Headteachers and Assistant Headteachers

- 22.8 The pay committee will review the Headteacher, Deputy Headteacher and Assistant Headteacher's pay in accordance with the Document, the school's Appraisal policy and this policy, having regard to the most recent appraisal report and the recommendation on pay that it contains.
- 22.9 It will award one point progression where there has been a sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. The governing body may consider awarding two point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one point progression.
- 22.10 All pay decisions (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the postholder. The pay committee will be able to justify its decisions.
- 22.11 The pay committee may re-determine the pay range for a serving Headteacher, Deputy Headteacher or Assistant Headteacher in accordance with the above arrangements and the Document, as at 1 September or at any time if it considers it is necessary to reflect a significant change in the responsibilities of the post.

- 22.12 The governing body may also choose to review the pay of all of its leadership posts under the arrangements within the Document if it determines that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2014.

Temporary Payments to the Headteacher

- 22.13 An additional Temporary Payment (of up to 25% of annual salary) in accordance with the provisions of the Document will only be considered for additional Headteacher responsibilities that are undertaken on a temporary basis, and which have not already been taken account of when setting base pay, for example, any temporary responsibility for additional schools. No additional payment will be considered for local collaboration as this forms part of the role of all Headteachers.
- 22.14 Ordinarily, the pay committee will ensure that the total sum of salary and any other payments made to the headteacher in any school year does not exceed 25% above the maximum of the headteacher group, excepting any additional payments made for residential duties that are a requirement of the post or payment in respect of relocation benefits which relate solely to the personal circumstances of the headteacher.
- 22.15 In wholly exceptional circumstances, the pay committee will consider using its discretion to exceed the normal limits on temporary payments and the sum of total salary, as set out in the Document. However, before agreeing to do so, it will seek the agreement of the governing body which in turn will seek external independent advice before providing such agreement.
- 22.16 The governing body may appoint a headteacher on a fixed-term contract where it determines that the circumstances of the school require it. In establishing such a contract the relevant body will consider how reward should be structured and whether achievement of objectives should be assessed over a shorter or longer timescale than would normally be the case.

23. ACTING ALLOWANCES

The governing body may determine to pay an acting allowance in accordance with the Document to any teacher who is assigned and carries out the duties of head, deputy head or assistant head. The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of a head, deputy head, or assistant head, for a period of four weeks or more may be paid at an appropriate salary on the leadership pay range with payment backdated to the commencement of the duties, as determined by the pay committee. Where a pay range has been determined for the post for which an acting payment is being made, the 'appropriate salary' should not be lower than the minimum of that range.

24. OTHER TEACHERS

Pay on appointment (Unqualified, Main, Upper and Leading Practitioner pay ranges)

The governing body will determine the starting salary of any teaching post on the Unqualified, Main, Upper and Leading Practitioner pay ranges, having 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.
- The principle of 'pay portability' for base pay.

Whilst there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, consideration will also be given to the successful candidate's current/previous salary, in the context of the above factors.

The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

25. PAY PROGRESSION FOR EXISTING MAIN PAY RANGE TEACHERS

The School Teachers' Review Body's recommendation to the government is for a 2.75% uplift to the minimum and maximum of the Main Pay Range for September 2019.

The precise value of that 2.75% uplift in September 2019, is dependent on decisions that schools took in the previous four years i.e. in 2015-16, 2016-17, 2017 -2018 and in 201819.

Given the complexities created in 2018-19 by the Government's decision to recommend different percentage increases to different teacher ranges, we have only updated the model policy for 2019-20 with a 2.75% increase for all ranges.

Schools must be clear about their decisions in previous years in order to develop their 2019-20 policy. Further guidance is set out below.

It is our understanding that the majority of schools made the following decisions in 201516, 2016-17, 2017-18 and in 2018-19:

- 1) In September 2015:
 - a. Followed the nationally recommended award of a 1% uplift to minimum point of the MPR and a 2% uplift to the maximum point, and
 - b. Applied these percentage uplifts to all teachers, regardless of performance.
- 2) In September 2016:
 - a. Followed the nationally recommended award of a 1% uplift to both the minimum and the maximum points of MPR, and
 - b. Applied these percentage uplifts to all teachers, regardless of performance.
- 3) In September 2017:
 - a. Followed the nationally recommended award of a 2% uplift to both minimum and the maximum points of MPR, and
 - b. Applied these percentage uplifts to all teachers, regardless of performance.
- 4) In September 2018:
 - a. Followed the nationally recommended award of a 3.5% uplift to both the minimum and the maximum points of MPR (and all discretionary points), and
 - b. Applied these percentage uplifts to all teachers, regardless of performance.

If all of these statements are true for your school, Table 1, Option 1 will apply to you.

	Table 1	
	2019-20 rates 2.75 % across the board	
	Option 1	Option 2
Minimum (statutory minimum)	£ 24,373	£24,373
Ref point 2	£ 26,298	£26,040
Ref point 3	£ 28,413	£28,133
Ref point 4	£ 30,599	£ 30,298
Ref point 5	£ 33,010,	£32,686

Ref point 6a	£ 35,619	£ 35,269
Max (point 6b)	£ 35,971	£35,619

Table 1 applies the 2.75% increase to the 2018-19 values for ALL points as recommended by the School Teachers' Review Body. The values are different between options 1 and 2 depending on whether you applied 2% to all points in 2017-18 or 2% to the minimum point, but 1% to all other points in 2017-18.

What if performance wasn't good throughout 2018-19? (paragraph 36)

Your school's 2018-19 Pay Policy should have indicated how you will apply the national pay framework uplift to salaries and allowances in September 2019 (i.e. the national 'cost of living' percentage award). Our example Pay Policy wording for 2018-19 set out three options (in paragraph 36):

- Option 1 - uplift applied across the board, regardless of performance
- Option 2 - if at top of pay range, good performance required for uplift
- Option 3 - Good performance required for uplift if on anything other than minimum of pay range/allowance.
- **your school implemented Option 1, and**
- **all the assumptions for 2015 -16 onwards are correct, then**
- **one of the two columns in Table 1 above will be the one for you**

	Table 2	
	2019-20 rates	
	2.75% Increase across the board	
	Based on a 3.5% increase to minimum point, but 2% increase to all other points, in line with UPR %age increase to min and max of range in 2018-19	
	Option 1	Option 2
Minimum (statutory minimum)	£24,373	£24,373
Ref point 2	£25,917	£25,663
Ref point 3	£28,001	£27,727
Ref point 4	£30,156	£29,860
Ref point 5	£32,531	£32,213
Ref point 6a	£35,102	£34,758
Max (point 6b)	£35,449	£35,103

Option 1: should be chosen if

rates were uplifted by 2% across the board in 2017-18.

Option 2: should be chosen if an uplift of 2% was applied to the statutory minimum but 1% to all other points in 2017/18.

What if performance wasn't good during 2018-19? (paragraph 36)

Your school's 2018-19 Pay Policy should have indicated how you will apply the national pay framework uplift to salaries and allowances in September 2019 (i.e. the national 'cost of living' percentage award). Our example Pay Policy wording for 2018-19 set out three options (in paragraph 36):

- **Option 1 - uplift applied across the board, regardless of performance**
- Option 2 - if at top of pay range, good performance required for uplift
- Option 3 - Good performance required for uplift if on anything other than minimum of pay range/allowance.
- **your school implemented Option 1, and**
- **all the assumptions for 20.15 -16 onwards are correct, then**
- **one of the two columns in Table 2 above will be the one for you**

	Table 3	
	2019-20 rates	
	2.75% applied across the board	
	Based on a 3.5% increase to minimum point, but a 1.5% increase to all other points in line with leadership %age increase to min and max of all leadership pay ranges in 2018-19	
	Option 1	Option 2
Minimum (statutory minimum)	£24,373	£24,373
Ref point 2	£25,790	£25,537
Ref point 3	£27,863	£27,590
Ref point 4	£30,008	£29,714
Ref point 5	£32,372	£32,054
Ref point 6a	£34,929	£34,588
Max (point 6b)	£35,277	£34,930

Option 1: should be chosen if rates were uplifted by 2% across the board in 2017-18.

What if performance wasn't good during 2018-19? (paragraph 36)

Your school's 2018-19 Pay Policy should have indicated how you will apply the national pay framework uplift to salaries and allowances in September 2019 (i.e. the national 'cost of living' percentage award). Our example Pay Policy wording for 2018-19 set out three options (in paragraph 36):

- **Option 1 - uplift applied across the board, regardless of performance**
- Option 2 - if at top of pay range, good performance required for uplift
- Option 3 - Good performance required for uplift if on anything other than minimum of pay range/allowance.

If :

- **your school implemented Option 1, and**
- all the assumptions for 20.15 -16 onwards are correct, then
- one of the two columns in Table 3 above will be the one for you

In the tables above and at Appendix 6 there are two values at the top of the Main Pay Range. These demonstrate M6a and M6b salary figures, which reflect differentials in % increases that may have been applied in previous years.

If you chose any other combinations in 2015-16, 2016-17, 2017-18 or 2018-19 and particularly if you didn't apply the national uplift to all teachers regardless of performance in any of these years, please contact your named HR Consultant for further advice.

Schools that have adopted a different number of points within the Main Pay Range should ensure that any increase to those additional points are also applied and set out clearly in their 2018-19 Pay Policy.

To move up the main pay range, one annual point at a time, teachers will need to have met their objectives, shown that they are competent in all elements of the Teachers' Standards and teaching should be 'good' overall (based on successful appraisal and meeting all professional Teachers' Standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/208682/Teachers_Standards_2013.pdf)

If the evidence shows that a teacher has performed exceptionally, including overall teaching being consistently outstanding, the governing body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of one additional point.

Judgements 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.

Further information, including sources of evidence is contained in the school's appraisal policy.

The pay committee will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

26. APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

Any qualified teacher can apply to be paid on the Upper Pay Range. However, in order to be able to demonstrate that they meet the assessment criteria set out in the Document (see below), particularly around the teacher's achievements and contribution to the school being substantial and sustained, it is likely that applications will be submitted by teachers with a number of years of classroom teaching experience, typically a minimum of three years and often significantly more. It is the responsibility of the teacher to decide whether or not they wish/when to 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.

Applications will normally include the results of the two most recent appraisals in this school, including any recommendation on pay. Where such information is not applicable or available, e.g. those newer to teaching or 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 (see application form in Appendix 3). The closing date for applications is normally [day/month] each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity/adoption/shared parental leave or who are currently on sick leave. The process for applications is:

- The teacher must complete the school's application form (Appendix 3);
- The teacher should submit the application form and supporting evidence to the Headteacher by the cut-off date of [day/month];
- The teacher will receive notification of the name of the assessor for their application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the pay committee;
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor;
- The pay committee will make the final decision, advised by the Headteacher;
- The teacher will receive written notification of the outcome of their application by [day/month]. 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/request for feedback. 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;
- Successful applicants will move to the minimum of the UPR on 1 September [*either*: following the application, *or*: of the year in which the application was submitted];
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix 4.

Assessment:

The teacher will be required to meet the criteria set out in 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 exceptional 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": 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”: typically, the teacher will have had two consecutive successful appraisal reports in this school and will have met their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will be expected to show that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence is contained within the school's appraisal policy.

27. PAY PROGRESSION FOR EXISTING UPPER PAY RANGE TEACHERS

The pay scale for Upper Pay Range teachers in this school is:

	Column A	Column B
Pay reference points	2019-20 rates 2.75% increase to all points <i>Built on a 2% increase to all points in 2018-19</i>	2019-20 rates 2.75% increase to all points <i>Built on a 2% increase to minimum point, but 1.5% increase to all other points, in line with leadership %age increase to min and max of range in 2018-19</i>
Minimum	£37,654	£37,654
Reference point 2	£39,050	£38,857
Maximum	£40,490	£40,292

Column A applies if the statutory 2% increase was applied to all points in 2018-19.

Column B applies if the statutory 2% increase was applied in 2018-19 to the minimum value of the 2017-18 rates, but a 1.5% increase was applied to all other points.

In both columns a 2.75% uplift has been applied to the 2018-19 points.

What if performance wasn't good during 2018-19? (paragraph 36)

Your school's 2018-19 Pay Policy should have indicated how you will apply the national pay framework uplift to salaries and allowances in September 2019 (i.e. the national 'cost of living' percentage award). Our example Pay Policy wording for 2018-19 set out three options (in paragraph 36):

- **Option 1 - uplift applied across the board, regardless of performance**
- *Option 2 - if at top of pay range, good performance required for uplift*
- *Option 3 - Good performance required for uplift if on anything other than minimum of pay range/allowance.*

If your school implemented Option 1, then either Column A or Column B above will be the correct one for you in 2019-20.

To move up the main pay range, one point biennially, upper pay range teachers will need to have had two successful performance reviews in which they have met their objectives, maintained the criteria set out in paragraph 26 (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, as defined above) and teaching should be overall 'good' (based on successful appraisal and meeting all professional Teachers' Standards) and increasingly 'outstanding'.

Where it is clear from the evidence that the teacher's performance has been exceptional in relation to the above criteria, teaching is consistently outstanding and the teacher has exceeded some or all of their objectives, the pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of Upper Pay Range.

Further information, including sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

28. LEADING PRACTITIONER ROLES

The governing body will take account of the Document when determining the role and pay range (including pay points) of any [future] leading practitioner role in this school. Additional duties will be set out in the job description of any 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 modelling and leading improvement of teaching skills within school;
- Improving the effectiveness of staff and colleagues, within school and other settings as appropriate, defined by the Headteacher.

The Headteacher will agree appraisal objectives for any leading practitioner.

To move up the agreed leading practitioner pay range, one annual point at a time, the most recent appraisal should show that 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 award enhanced pay progression of one additional point.

Further information, including sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

29. PAY ON APPOINTMENT AND PROGRESSION FOR UNQUALIFIED TEACHERS

The pay scale for Unqualified Teachers in this school is:

	Column A	Column B	Column C
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	2019-20 rates <i>2.75% increase to all points Built on a 3.5% increase to all points in 2018-19</i>	2019-20 rates <i>2.75% increase to all points Built on a 3.5% increase to minimum point; but 2% increase to all other points in 2018-19</i>	2019-20 rates <i>2.75% increase to all points Built on a 3.5% increase to minimum point; but 1.5% increase to all other points in 2018-19</i>
Pay reference points			
Minimum	£17,682	£17,682	£17,682
Reference point 2	£19,739	£19,453	£19,358
Reference point 3	£21,794	£21,477	£21,372
Reference point 4	£23,851	£23,506	£23, 391
Reference point 5	£25,909	£25,534	£25, 409
Maximum	£27,965	£27,559	£27,424

Column A applies if the statutory 3.5% increase was applied to all points in 2018-19.

Column B applies if the statutory 3.5% increase was applied in 2018-19 to the minimum point of the 2017-18 rates, but a 2% increase was applied to all other points.

Column C applies if the statutory 3.5% increase was applied in 2018-19 to the minimum point of the 2017-18 rates, but a 1.5% increase was applied to all other points.

In all columns a 2.75% uplift has been applied to the 2018-19 points.

Please note that Column D from the 2018-19 model pay policy has been removed as it related to performance in 2017-18. Instead please read the section headed ‘What if performance wasn’t good during 2018-19? (paragraph 36)’, in relation to the relevant pay rates for your school for 2019-20.

What if performance wasn’t good during 2018-19? (paragraph 36)

Your school’s 2018-19 Pay Policy should have indicated how you will apply the national pay framework uplift to salaries and allowances in September 2019 (i.e. the national ‘cost of living’ percentage award). Our example Pay Policy wording for 2018-19 set out three options (in paragraph 36):

- ***Option 1 - uplift applied across the board, regardless of performance***
- *Option 2 - if at top of pay range, good performance required for uplift*
- *Option 3 - Good performance required for uplift if on anything other than minimum of pay range/allowance.*

If your school implemented Option 1, then one of Column A, Column B or Column C above will be the correct one for you in 2019-20.

The pay committee will pay any unqualified teacher in accordance with this policy and 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 also consider whether it wishes to pay an additional allowance, in accordance with the provisions of the Document.

To move up the main pay range, one annual point at a time, unqualified teachers will need to have met their objectives and demonstrated:

- 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.

If the evidence shows that an unqualified teacher has achieved exceptional performance, the pay committee may use its discretion to award enhanced pay progression of one additional point.

Information on sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

30. TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS

The pay committee may award a TLR to a classroom teacher in accordance with this policy and the Document. A TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. 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 criteria and factors set out in the Document.

The pay committee may award a TLR3 of between £555 to £2,757 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in and taking into account the criteria set out in 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, which will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3. In accordance with the Document, the governing body will not award consecutive TLR3 payments for the same responsibility.

Please see commentary throughout the document regarding possible inclusion of 2018-19 allowance rates.

31. SPECIAL NEEDS ALLOWANCE

Option 1:

The pay committee will award an SEN spot value allowance on a range of between £2,209 and £4,359 to any classroom teacher who meets the criteria as set out in the Document, where responsibilities are not separately recognised through payment on the leadership pay spine or through a TLR or other 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.

Option 2: Adopted

The governing body may award a spot value SEN allowance of £2,209 to any classroom teacher who makes a particular contribution to the teaching of pupils with special educational needs which is significantly greater than would normally be expected of a classroom teacher.

The governing body will, at its discretion, award a SEN allowance of up to £4,359 to teachers who have demonstrated an aptitude for teaching pupils with severe and profound and multiple difficulties, and taken on the full range of pastoral, organisational and curricular responsibilities necessary to provide effective education for

these pupils. The award of this point will, therefore, rest on elements of skill and responsibility. The following factors will be taken into account:

- Additional defined responsibility;
- An expectation of very significant experience appropriate to the school's intake;
- An appropriate special educational needs qualification e.g. Advance Diploma in Special Educational Needs.

The governing body will keep SEN allowances and associated responsibilities under regular review and ensure that any additional responsibilities are clearly specified in individual teacher's job descriptions, and are clear in the school's published staffing structure. Whilst the governing body may review SEN allowances at any time, normally, any review will be follow recommendations arising from the annual performance review meeting.

32. TEACHERS EMPLOYED ON A SHORT NOTICE BASIS

Teachers who work on a day-to-day or other short notice basis will have their pay determined in accordance with the Document. They will be paid on a daily basis, calculated on the assumption that a full working year consists of 195 days, with periods of work of less than a day being calculated pro-rata. This will be calculated by dividing the full-time equivalent annual salary by 195 and then dividing again by 6.5 to arrive at an hourly rate.

33. ADDITIONAL PAYMENTS

The governing body may make payments as they see fit to a teacher in respect of:

- 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 Headteacher or, in the case of the Headteacher, between the Headteacher and the governing body;
- Participation in out-of-school hours CPD agreed between the teacher and the Headteacher;
- Additional responsibilities and activities due to, or in respect of, the provisions of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

In accordance with the Document, no such payments will be made to the Headteacher.

The pay committee will make additional payments to teachers in accordance with the Document where advised by the head (or Chair of Governors in the case of the Headteacher). Payment will be as the governing body see fit.

34. 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 for teaching staff.

The pay committee will consider exercising its powers under 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.

In the case of the Headteacher, Deputy Headteachers and Assistant Headteachers, such payments will be limited to reasonably incurred housing/relocation costs where pay has been set under the 2014 or later Document (and has already been taken account of when determining base pay) and subject to the overall limits on pay set out in paragraphs 22.16 and 22.17 of this policy.

35. HONORARIA

The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the Document for the payment of bonuses or honoraria in any circumstances.

36. APPLICATION OF NATIONAL PAY FRAMEWORK UPLIFT TO SALARIES AND ALLOWANCES – SEPTEMBER 2020

Option 1 (uplift applied across the board, regardless of performance): Adopted

Any agreed uplift to the national pay framework will be applied to all pay ranges, salaries and allowances in payment on 1 September 2020

Or, Option 2 (If at top of pay range, good performance required for uplift. Uplift applied across the board otherwise, regardless of performance)

Where a postholder has reached the maximum of their pay range, any agreed uplift to the national pay framework will **only** be applied on 1 September 2020 where the postholder's performance (as assessed in the annual review of performance) has met the criteria described earlier in this policy for pay progression.

In all other cases, any agreed uplift to the national pay framework will be applied to all pay ranges, salaries and allowances in payment on 1 September 2020.

Or, Option 3 (Good performance required for uplift if on anything other than minimum of pay range/allowance.)

Where a postholder is on the minimum of their pay range and/or is in receipt of an allowance at the minimum level provided for within the STPCD, any agreed uplift to the national pay framework will be applied to their salary and/or allowance on 1 September 2020.

In all other cases, any agreed uplift to the national pay framework will **only** be applied on 1 September 2020 where the postholders performance (as assessed in the annual review of performance) has met the criteria described earlier in this policy for pay progression. This requirement applies equally to any uplift to pay ranges and allowances in payment on 1 September 2020, where these are above the minimum level provided for within the STPCD.

APPENDICES

APPENDIX 1 – SCHOOL STAFFING STRUCTURE

Insert school staffing structure

APPENDIX 2 – RECOMMENDED PAY RANGES FOR SCHOOL LEADERS, 2019-20

	England and Wales (excluding the London Area) – 2.75% uplift
Leadership Minimum¹	41,065
Headteacher Group	
1	46,457 – 61,808
2	48,808– 66,517
3	52,643 – 71,598
4	56, 579– 77,048
5	62,426 – 84,976
6	67,183 – 93,732
7	72, 306 – 103, 334
8	79,748 – 114,060
Headroom for Headteachers of multiple very large schools	

1 Minimum for Deputy and Assistant Headteachers only

APPENDIX 3 – APPLICATION TO BE PAID ON THE UPPER PAY RANGE

*Insert any application form to be used for Upper Pay Range applications
The following example may be helpful*

APPENDIX 3a – APPLICATION TO BE PAID ON THE UPPER PAY RANGE

Having read paragraph 26 of this policy, please complete this form and return it to the Headteacher no later than [30th September], including written evidence to support your application.

Examples of evidence that you may wish to include are:

- Most recent appraisal report(s)
- Classroom observations
- Reviews of assessment results
- Reviews of lesson planning records
- Reviews of children's work
- Internal tracking of pupil progress
- Moderation within and across schools
- Pupils' voice
- Parents' voice
- Subject leadership and evidence of impact
- Evidence supporting progress against Teachers' Standards including self-assessment
- Evidence matched to the criteria set out in Appendix 3b of this policy
- Records of CPD and evidence of impact.

1. Progression to the Upper Pay Range (UPR) requires evidence that the applicant is a "highly competent" in all elements of the relevant standards.

Please outline below how you meet this criteria, with reference to the Teachers' Standards (<https://www.gov.uk/government/publications/teachers-standards>), the Expectations for UPR Teachers (Appendix 3b) and the particular role that you are fulfilling/the context within which you are working:

2. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school are "substantial".

Please outline below how your contribution has raised standards of teaching and learning, not just in your own classroom but as a significant wider contribution to school improvement – this should show a clear impact on pupil progress across the school and on the effectiveness of colleagues.

3. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school have been "sustained".

Please outline below how your teaching expertise has grown over a sustained period of time and is consistently good/developing outstanding professional practice:

Please attach any other written evidence that you have collated to support your application. Thank you.

Name:

Signed:

Date:

APPENDIX 3b – EXPECTATIONS FOR UPPER PAY RANGE TEACHERS

All teachers on Upper Pay Range (UPR) will be:

- Highly competent in all elements of the Teachers' Standards and
- Their achievements and contribution to the school will be substantial and sustained.

This following table provides an overview of what post threshold teachers should aspire to at each pay level and to achieve the next level.

UPR 1	UPR 2	UPR 3
Accepted professional	Established professional	Senior and leading professional
<ul style="list-style-type: none"> • Consistently good teaching and developing outstanding professional practice • Will regularly support activities • Most pupils will make good progress • Will take an enthusiastic and proactive role in the school • Performance Management objectives met each year • Demonstrate and model good practice within own classes for other members of staff • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback especially with those new to the profession • Evaluate and develop the planning and delivery of the curriculum by contributing to schemes of work and developing resources 	<p>Over a sustained period:</p> <ul style="list-style-type: none"> • Consistently good teaching and increasingly outstanding professional practice • Will lead activities • Some pupils will exceed good progress • Will take an enthusiastic and proactive role in school • Performance Management objectives met each year • Will demonstrate and model good practice for other members of staff and contribute to policy and practice which has improved teaching and learning across the school • Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice and providing advice and feedback enabling teachers to improve their teaching practice. • Evaluate and develop the planning and delivery of the curriculum across the school, taking the lead on schemes of work and developing resources 	<ul style="list-style-type: none"> • Consistently good teaching and regularly outstanding teaching and professional practice • Will create, develop and lead activities • Over a sustained period, many pupils will exceed good progress • Will take an enthusiastic and proactive role within the school and with wider stakeholders • Challenging Performance Management objectives met each year • Will coach and mentor staff to excellence and/or lead on the development of policy and practice which will improve teaching and learning across the school • Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice, and providing advice and feedback; moving teachers to Good or Outstanding teaching • Evaluate and develop the planning and delivery of the curriculum across the school; taking the lead on schemes of work and developing resources, including cross-curricular themes

APPENDIX 4 - APPEALS PROCEDURE

Introduction

As part of the overall appraisal process, a pay recommendation is made by the appraiser (normally the line manager) and discussed with the employee at their review meeting prior to being submitted to the school's Pay Committee or relevant decision maker.

At this particular stage of the pay determination process, if the employee 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 the employee believes that the final pay recommendation/decision 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. Employees have a statutory right to be accompanied at any stage of a formal appeal hearing by a companion who may be either a work colleague or a trade union representative.

Appeal Procedure Steps: Informal Stage

An employee may seek informal review of the pay recommendation made by their appraiser, using the approach described above. There is no requirement to submit their concerns in writing under the informal stage of the appeal procedure, although doing so may help clarify the concerns/evidence in support of a review of the pay recommendation.

Appeal Procedure Steps: Formal Stage

If an employee wishes to exercise their right of appeal under formal procedures, they must write to the Chair of the governing body at the earliest opportunity and normally within 10 school working days of the written advice of their pay determination, or the conclusion of discussions under the informal stage of the procedure. Written notification of the appeal should include a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

On receipt of the written appeal, the Chair of 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. The meeting will be convened at the earliest opportunity and normally no later than 20 school working days after 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 and questions 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 employee 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.

The Modified Procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where an employee has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

1. The employee must have set out details of their appeal in writing;
2. The employee must have sent a copy of their appeal to the Chair of the governing body;

3. The Chair of the governing body will consult with relevant school personnel and provide the employee with an appropriate written response on behalf of the school.

APPENDIX 5 – TERMS OF REFERENCE FOR PAY COMMITTEE

Insert relevant committee terms of reference

APPENDIX 6 – 2019-20 PAY RATES

Teacher pay rates, all effective 01/09/19

Please see commentary starting at paragraph 25 regarding the application of national pay framework uplift to salaries and allowances.

Retain only those columns that apply to your school. If your chosen pay scale values do not appear below, take them from the relevant section i.e. UQ, MPR or UPR, of the pay policy itself.

Statutory minimum and maximum values are shown in red.

	2019-20 rates <i>2.75% increase to all points Built on a 3.5% increase to all points in 201819</i>	2019-20 rates <i>2.75% increase to all points Built on a 3.5% increase to minimum point, but 2% increase to all other points in 2018-19</i>	2019-20 rates <i>2.75% increase to all points Built on a 3.5% increase to minimum point, but 1.5% increase to all other points in 2018-19</i>
Unqualified Teacher Pay Range			
Minimum (statutory 2.75%)	17,682	17,682	17,682
Reference point 2	19,739	19,453	19,358
Reference point 3	21,794	21,477	21,372
Reference point 4	23,851	23,506	23,391
Reference point 5	25,909	25,534	25,409
Maximum	27,965	27,559	27,424

	2019-20 rates <i>2.75% increase to all points Built on a 3.5% increase to all points in 201819 (Table 1, Option 1)</i>	2019-20 rates <i>2.75% increase to all points Built on a 3.5% increase to minimum point, but 2% increase to all other points in 201819 (Table 2, Option 1)</i>	2019-20 rates <i>2.75% increase to all points Built on a 3.5% increase to minimum point, but 1.5% increase to all other points in 2018-19 (Table 3, Option 1)</i>
Main Pay Range			
Minimum (statutory 2.75%)	24,373	24,373	24,373
Reference point 2	26,298	25,917	25,790
Reference point 3	28,413	28,001	27,863
Reference point 4	30,599	30,156	30,008
Reference point 5	33,010	32,531	32,372
Reference point 6a	35,619	35,102	34,929
Maximum (Ref point 6b)	35,971	35,449	35,277

	2019-20 rates <i>2.75% increase to all points Built on a 2% increase to all points in 201819</i>	2019-20 rates <i>2.75% increase to all points Built on a 2% increase to minimum point, but 1.5% increase to all other points, in line with leadership %age increase to min and max of range in 2018-19</i>
Upper Pay Range		

Minimum (statutory 2.75%)	37,654	37,654
Reference point 2	39,050	38,857
Maximum	40,490	40,292
Leading Practitioner Pay Range	2019-20 rates 2.75% increase to all points <i>Built on a 2% increase to all points in 2018/19</i>	2019-20 rates 2.75% increase to all points <i>Built on a 2% increase to minimum point, but 1.5% increase to all other points, in line with leadership %age increase to min and max of range in 2018-19</i>
Minimum (statutory 2.75%)	41,267	41,267
Maximum	62,735	62,426
Teaching and Learning Responsibility (TLR) 3	2019-20 rates 2.75% increase to all points <i>Built on a 2% increase to all points in 2018/19</i>	
Minimum	555	
Maximum	2,757	
Teaching and Learning Responsibility (TLR) 2	2019-20 rates 2.75% increase to all points <i>Built on a 2% increase to all points in 2018/19</i>	
Minimum	2,796	
Maximum	6,829	
Teaching and Learning Responsibility (TLR) 1	2019-20 rates 2.75% increase to all points <i>Built on a 2% increase to all points in 2018/19</i>	
Minimum	8,069	
Maximum	13,654	
Special Educational Needs Allowance (SEN)	2019-20 rates 2.75% increase to all points <i>Built on a 2% increase to all points in 2018/19</i>	
Minimum	2,209	
Maximum	4,359	

Headteachers

Minimum	Leadership posts excluding Headteacher
	41,065
Reference point 2	42093
Reference point 3	43,144
Reference point 4	44,218
Reference point 5	45,319
Reference point 6	46,457
Reference point 7	47,707
Reference point 8	48,808
Reference point 9	50,026
Reference point 10	51,311
Reference point 11	52,643
Reference point 12	53,856
Reference point 13	55,202
Reference point 14	56,579
Reference point 15	57,986
Reference point 16	59,528
Reference point 17	60,895
Reference point 18	62,426
Reference	63,975

Group 1	Min	46,457	Group 2	Min	48,808	Group 3	Min	52,643	Group 4	Min	56,579	Group 5	Min	62,426	Group 6	Min	68,808			
		47,707						50,026						53,856				57,986		63,975
		48,808						50,026						53,856				57,986		63,975
		50,026						50,026						53,856				57,986		63,975
		51,311						51,311						53,856				57,986		63,975
		52,643						52,643						53,856				57,986		63,975
		53,856						53,856						53,856				57,986		63,975
		55,202						55,202						55,202				57,986		63,975
		56,579						56,579						56,579				57,986		63,975
		57,986						57,986						57,986				57,986		63,975
		59,528						59,528						59,528				59,528		63,975
		60,895						60,895						60,895				60,895		63,975
	Max	*61,808						62,426						62,426				62,426		62,426
			63,975		63,975		63,975		63,975		63,975		63,975							

point 19	
Reference point 20	65,561
Reference point 21	67,183
Reference point 22	68,851
Reference point 23	70,556
Reference point 24	72,306
Reference point 25	74,103
Reference point 26	75,936
Reference point 27	77,818
Reference point 28	79,748
Reference point 29	81,723
Reference point 30	83,757
Reference point 31	85,826
Reference point 32	87,959
Reference point 33	90,145
Reference point 34	92,373
Reference point 35	94,669
Reference point 36	97,013
Reference point 37	99,424
Reference point 38	101,885
Reference point 39	104,368
point 40	

Max	65,561	Max	65,561	Max	65,561	Max	65,561	Group 6	Min	67,183	Group 7	Min	72,306	Group 8
	*66,517		67,183		67,183		67,183			68,851			72,306	
68,851	68,851		68,851		70,556		75,936		77,818	79,748				
70,556	70,556		70,556		72,306		74,103		75,936	77,818				
*71,590	72,306		72,306		74,103		75,936		77,818	79,748				
Max	*77,048	74,103	74,103	74,103	75,936	77,818	79,748		81,723					
		75,936	75,936	75,936	77,818	79,748	81,723		83,757					
		77,818	77,818	77,818	79,748	81,723	83,757		85,826					
		79,748	79,748	79,748	81,723	83,757	85,826		87,959					
		81,723	81,723	81,723	83,757	85,826	87,959		90,145					
Max	*84,976	83,757	83,757	83,757	85,826	87,959	90,145		92,373					
		85,826	85,826	85,826	87,959	90,145	92,373		94,669					
		87,959	87,959	87,959	90,145	92,373	94,669		97,013					
		90,145	90,145	90,145	92,373	94,669	97,013		99,424					
		92,373	92,373	92,373	94,669	97,013	99,424		101,885					
Max	*93,732	94,669	94,669	94,669	97,013	99,424	101,885		*103,334					
		97,013	97,013	97,013	99,424	101,885	*103,334							
		99,424	99,424	99,424	101,885	*103,334								
		101,885	101,885	101,885	*103,334									
		*103,334												

Reference point 40	106,972
Reference point 41	109,644
Reference point 42	112,392
Maximum	114,060

Max

Please see earlier commentary (paragraph 22) regarding possible inclusion of 2018-19 pay rates.

**these points, and the maximum point, are the maximum salaries for the eight Headteacher group ranges.*

Single Status Salaries 2019-20 (Full Time Equivalents)

SCP 19/20	Apr-19	Grades		Hourly Rate	Not Paying Pensions		Paying Pension Contributions		
				Apr-19	NI Costs	Total Salary Costs	Pension	Total On Cost	Total Salary Costs
1	17,364	Grade 1	Grade 2	9.00	1,205	18,569	4,515	5,720	23,084
2	17,711			9.18	1,253	18,964	4,605	5,858	23,569
3	18,065			9.36	1,302	19,367	4,697	5,999	24,064
4	18,426	Grade 3		9.55	1,352	19,778	4,791	6,142	24,568
5	18,795			9.74	1,402	20,197	4,887	6,289	25,084
6	19,171			9.94	1,454	20,625	4,984	6,439	25,610
7	19,554			10.14	1,507	21,061	5,084	6,591	26,145
8	19,945			10.34	1,561	21,506	5,186	6,747	26,692
9	20,344		Grade 4	10.55	1,616	21,960	5,289	6,906	27,250
10	21,166			10.97	1,730	22,896	5,503	7,233	28,399
11	21,589			11.19	1,788	23,377	5,613	7,401	28,990
12	22,462			11.64	1,909	24,371	5,840	7,749	30,211
13	22,911			11.88	1,971	24,882	5,957	7,927	30,838
14	23,836			12.36	2,098	25,934	6,197	8,296	32,132
15	24,799			12.86	2,231	27,030	6,448	8,679	33,478
16	25,295	Grade 5		13.11	2,299	27,594	6,577	8,876	34,171
17	26,317			13.64	2,441	28,758	6,842	9,283	35,600
18	26,999			14.00	2,535	29,534	7,020	9,554	36,553
19	27,905			14.47	2,660	30,565	7,255	9,915	37,820
20	28,785			14.92	2,781	31,566	7,484	10,265	39,050
21	29,636			15.36	2,899	32,535	7,705	10,604	40,244

									0
22	30,507			15.81	3,019	33,526	7,932	10,951	41,458
23	31,371			16.26	3,138	34,509	8,156	11,294	42,665
24	32,029		Grade 6	16.60	3,229	35,258	8,328	11,556	43,585
25	32,878			17.04	3,346	36,224	8,548	11,894	44,772
26	33,549			17.39	3,439	36,987	8,723	12,161	45,710
27	34,585			17.93	3,582	38,167	8,992	12,574	47,159
28	35,608			18.46	3,723	39,331	9,258	12,981	48,589
29	36,640			18.99	3,865	40,506	9,527	13,392	50,032
30	37,669	Grade 7		19.53	4,007	41,676	9,794	13,801	51,469
31	38,695			20.06	4,149	42,843	10,061	14,209	52,904
32	39,723			20.59	4,291	44,013	10,328	14,618	54,341
33	40,743			21.12	4,431	45,174	10,593	15,024	55,767
34	41,773			21.66	4,573	46,347	10,861	15,434	57,208
35	42,800			22.19	4,715	47,515	11,128	15,843	58,643
36	43,821			22.72	4,856	48,677	11,394	16,250	60,071
37	44,936			23.30	5,010	49,946	11,683	16,693	61,629
38	46,050			23.87	5,164	51,214	11,973	17,137	63,187
39	47,167			24.45	5,318	52,485	12,263	17,581	64,748
40	48,275		Grade 8	25.03	5,471	53,745	12,551	18,022	66,297
41	49,385			25.60	5,624	55,009	12,840	18,464	67,849
42	50,504			26.18	5,778	56,283	13,131	18,909	69,414
43	51,616			26.76	5,932	57,548	13,420	19,352	70,968
44	52,727			27.33	6,085	58,812	13,709	19,794	72,521
45	53,838			27.91	6,238	60,076	13,998	20,236	74,074
46	54,940			28.48	6,391	61,331	14,284	20,675	75,615

47	56,058			29.06	6,545	62,603	14,575	21,120	77,178
48	57,174			29.64	6,699	63,873	14,865	21,564	78,738
49	58,284			30.21	6,852	65,136	15,154	22,006	80,290
50	59,400			30.79	7,006	66,406	15,444	22,450	81,850
51	60,514			31.37	7,160	67,673	15,734	22,893	83,407