



Teachers' Pay Policy

Adopted: 23rd July 2013 Signed:

Reviewed: 22nd May 2017

To be reviewed: July 2020

Mission Statement

Chatsworth High School is a caring, happy and progressive learning community in which each person is valued equally and respected unconditionally. Our school community promotes high expectations for each person and supports every member of our school community in achieving their potential as life-long learners. At Chatsworth High School every person matters.

Ten Core Beliefs

1. We believe the health and safety of our students is paramount
2. We believe in the right of all people to be emotionally healthy, financially secure and learning fulfilled
3. We believe we should all belong and feel we all belong
4. We believe in continuously improving our school through honest, collaborative teamwork
5. We believe our curriculum should be relevant, purposeful, accessible and constantly evolving
6. We believe teaching and learning should be enjoyable, exciting and consistently inclusive

7. We believe teaching and learning should be founded on established best practice and an openness to innovative approaches
8. We believe in working hard and doing our best
9. We believe we should help one another in our learning and support one another in our lives
10. We believe we are providing a foundation for our students' adult lives

INTRODUCTION

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

In adopting this pay policy the aim is to:

- Maximise the quality of teaching and learning at the school, by ensuring that implementation of the policy takes full account of the school's plans for improvement and development.
- Have proper regard for the work/life balance of staff at the school.
- Recruit, retain, motivate and develop staff.
- Be able to demonstrate that the policy and decisions on pay are managed in a fair, just and equitable way, recognising the principle of equal pay for like work and work of equal value.
- Determine the annual pay budget, including that for pay progression, compatible with the school's overall budget position.
- Be consistent with the school's appraisal policies.
- That the impact of the exercise of pay discretions does not contravene the Equality Act 2010.

Pay decisions at this school are made by the Governing Body Leadership and Management Sub-Committee.

EQUALITY STATEMENT

The Schools' HR Team aims to regularly review all the policies and procedures we operate to ensure there are no negative equality impacts on staff based on their age,

disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. Consultation with our customers is an important part of how we achieve this. If you feel, on reading this policy, that there may be a negative equality impact within your school, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the following officer:

- Catherine Sharples
Email: catherine.sharples@salford.gov.uk
Tel: 0161 607 8607

PAY REVIEWS

The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled (e.g. Additional Allowances)

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

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

BASIC PAY DETERMINATION ON APPOINTMENT

The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Governing Body may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- recruitment and retention requirements
- the wider school context

When determining the starting pay for a classroom teacher who has previously worked in an LA maintained or academy in England and Wales, the Governing body/Management Committee will consider retaining existing levels of pay where they fall within the range advertised for the job however the local Governing Body/Management Committee reserve the right to determine a pay scale for a specific post, in line with equality legislation.

PAY PROGRESSION BASED ON PERFORMANCE

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

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs,

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

It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by assessing teachers against Teaching Standards and wider school policies in relation to Teaching and Learning and appraisal objectives. Objectives set for mid-year entrants to the school should be fair and achievable taking into account the length of time the Teachers has until the end of the appraisal cycle (one or two terms in most circumstances)

The evidence we will use will include but is not exclusive to; external validation (eg Ofsted/LA review), self-assessment, peer review, tracking pupil progress, lesson observations, book scrutiny and will be linked to the outcomes of the Teacher's Appraisal objectives.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Body will ensure that appropriate funding is allocated for pay progression at all levels.

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant teacher standards.

Teachers will be eligible for a pay increase of one point if they successfully complete their appraisal objectives. Teaching and pupil progress assessed as consistently outstanding may be awarded two points increase.

Any appeal against a pay decision will be heard under the appeals arrangements laid out in Appendix 2.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

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

Applications may be made once a year after the teacher's appraisal review. In exceptional circumstances the Headteacher may wish to accept applications at other times of the year.

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

All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria. Applications should contain evidence from teachers' previous two appraisal cycles. Applications should be made to the Headteacher using the attached form (appendix 1).

Letters of application should not be onerous. Teachers should reference where evidence can be found as part of their appraisal cycle and supply any additional information which they feel is necessary to support their application.

The Assessment

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and

(b) the teacher's achievements and contribution to the school are substantial and sustained.

Definitions supporting these judgements are outlined in Appendix 3

Applications will be assessed robustly, transparently and equitably initially by the Headteacher who will make a recommendation to the Governing Body to make the final determination. The Governing Body will delegate the responsibility for the assessment to the appropriate committee. The committee will make a decision based on the evidence presented.

Processes and procedures

The assessment will be made by 31st December each year. Applications should be submitted no later than 30th November each year following annual appraisal.

If successful, applicants will move to the upper pay range from 1st September of the year in which the application was submitted; the salary will be backdated. The Headteacher will recommend where on the Upper Pay Scale a Teacher should be placed.

If unsuccessful, feedback will be provided by the Headteacher in writing. This will include the reasons the application was unsuccessful and recommendations for development. Outcomes will be provided by 31st December.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the appeals arrangements laid out in Appendix 2.

PART-TIME TEACHERS

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

mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

PAY RANGES FOR ALL TEACHING STAFF.

Executive Headteacher, Headteacher, Deputy Headteacher and Assistant Headteachers.

Pay ranges for Executive Headteacher, Headteacher, Deputy and Assistant Headteacher shall be made in accordance with paragraphs 5 to 13 of STP&CD 2013 using the agreed salary scale for the current year.

Lead Practitioners.

Pay determinations for Lead Practitioners shall be made in accordance with paragraph 18 of STP&CD 2013 using the agreed salary scale for the current year.

Upper Pay Range.

Pay determinations for Upper Pay Range teachers shall be made in accordance with paragraphs 16.1 of STP&CD 2013 using the agreed salary scale for the current year.

Class Teachers.

Pay determinations for class teachers shall be made in accordance with paragraphs 15.2 of STP&CD 2013 using the agreed salary scale for the current year.

Unqualified Teachers.

Pay determinations for unqualified teachers shall be made in accordance with paragraph 19 of STP&CD 2013 using the agreed salary scale for the current year.

ALLOWANCES

Teaching and Learning Responsibility Payments.

TLRs are awarded at the discretion of the Governing Body. TLR [1 or 2] will be awarded to the holders of the posts indicated in the attached staffing structure. A TLR 1 or 2 payment when assigned will last for the duration of the post.

The Governing Body will award Fixed Term Teaching and Learning Responsibility payments (“TLR 3”) to a classroom teacher who is required to undertake a clearly time-limited school improvement project or one-off externally driven responsibility. The duration of the fixed term will be established at the outset and payment will be made on a monthly basis for the duration of the fixed term. TLR 3s are not subject to salary safeguarding.

TLR 3 payments will be determined on a case by case basis taking account of the additional responsibilities required of the teacher and will be additional to the schools published staffing structure.

TLR 1 and 2 will only be awarded if the Governing Body is satisfied that the duties of the post include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning,
- b) requires the exercise of a teacher's professional skills and judgement,
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum,
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils, and
- e) involves leading developing and enhancing the teaching practice of other staff.

A teacher may not hold more than one permanent TLR of any value. A TLR is a payment integral to a post in the school's staffing structure and may therefore only be held by two or more people when job-sharing that post.

Special Educational Needs Allowances.

The governing body will award an SEN Allowance to a classroom teacher:

- a) In any SEN post that requires a mandatory SEN qualification (not including the mandatory SENCO qualification leading to the achievement of the National Award for Special Educational Needs Co-Ordination),
- b) In a special school,
- c) Who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service,
- d) In any non-designated setting (including any pupil referral unit) that is analogous to a designate special class or unit, where the post

- i. Involves a substantial element of working directly with children with special educational needs,
- ii. Requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs, and
- iii. Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the schools or unit within the school or, in the case of an unattached teacher, the unit or service.

The SEN allowance is determined as a spot value, taking into account the structure of the school's SEN provision and:

- a) whether any mandatory qualifications are required,
- b) the qualifications and expertise of the teacher relevant to the post, and
- c) the relative demands of the post.

SEN allowances will be paid to the holders of the posts indicated in the attached staffing structure (Appendix 2). The values of the SEN allowances to be awarded are set out below:

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.

PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

MONITORING THE IMPACT OF THE POLICY

The Governing Body will monitor the outcomes and impact of this policy on a regular basis and taking into account advice from the Local Authority, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

APPENDIX 1

APPLICATION – UPPER PAY SCALE.

(Insert Letterhead)

Upper Pay Range

Application Form

Name:

Payroll Number:

I understand that the decision on my progression will be based on **the Governing Body being satisfied that my evidence shows that:**

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

This application takes into account my two most recent appraisal cycles. I understand that the final decision will be approved by the Governing Body/Board and is in line with the schools Pay Policy.

I have provided a summary of the evidence from my teaching practice below that I believe demonstrates how I have met the threshold standards. (Where evidence is available from Appraisal review statements this information should be used to complete the relevant sections below).

Teacher signature:

Date:

Preamble	Evidence
<p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.</p> <ul style="list-style-type: none"> • Teachers act with honesty and integrity • Teachers have strong subject knowledge • Teachers keep their knowledge and skills as teachers up-to-date and are self-critical • Teachers forge positive professional relationships • Teachers work with parents in the best interests of their pupils. 	
Headteacher Decision Met / Not Met	Comment (if applicable)

Part One: Teaching

<p>1. Set high expectations which inspire, motivate and challenge pupils</p>	<p>Evidence</p>
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<ul style="list-style-type: none"> • Establish a safe and stimulating environment for pupils, rooted in mutual respect • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	
Headteacher Decision Met / Not Met	Comment (if applicable)

2. Promote good progress and outcomes by pupils	Evidence
<ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes • Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • Guide pupils to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • Encourage pupils to take a responsible and conscientious attitude to their own work and study. 	

Headteacher Decision Met / Not Met	Comment (if applicable)

3. Demonstrate good subject and curriculum knowledge	Evidence
<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	
Headteacher Decision Met / Not Met	Comment (if applicable)

4. Plan and teach well structured lessons	Evidence
<ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time • Promote a love of learning and children's intellectual curiosity • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • Reflect systematically on the effectiveness of lessons and approaches to teaching • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	
Headteacher Decision Met / Not Met	Comment (if applicable)

5. Adapt teaching to respond to the strengths and needs of all pupils	Evidence
<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • Have a secure understanding of how a range of factors can inhibit pupils' 	

<p>ability to learn, and how best to overcome these</p> <ul style="list-style-type: none"> • Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	
Headteacher Decision Met / Not Met	Comment (if applicable)

6. Make accurate and productive use of assessment	Evidence
<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • Make use of formative and summative assessment to secure pupils' progress 	

<ul style="list-style-type: none"> • Use relevant data to monitor progress, set targets, and plan subsequent lessons • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	
Headteacher Decision Met / Not Met	Comment (if applicable)

7. Manage behaviour effectively to ensure a good and safe learning environment	Evidence
<ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 	

<ul style="list-style-type: none"> Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	
Headteacher Decision Met / Not Met	Comment (if applicable)

8. Fulfil wider professional responsibilities	Evidence
<ul style="list-style-type: none"> Make a positive contribution to the wider life and ethos of the school Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support Deploy support staff effectively Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues Communicate effectively with parents with regard to pupils' achievements and well-being. 	
Headteacher Decision Met / Not Met	Comment (if applicable)

Part Two: Personal and Professional Conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	Evidence
<ul style="list-style-type: none"> • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position • Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions • Showing tolerance of and respect for the rights of others • Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. 	
Headteacher Decision Met / Not Met	Comment (if applicable)

	Evidence
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Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.	
Headteacher Decision Met / Not Met	Comment (if applicable)

	Evidence
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	
Headteacher Decision Met / Not Met	Comment (if applicable)

APPENDIX 2.

APPEALS PROCESS

A member of staff may seek a review of any determination in relation to his or her pay or any other decision taken by the governing body (or committee or individual acting with delegated authority) that effects his or her pay.

Appeals may be made on the grounds that the person or committee by whom the decision was made has:

- a) incorrectly applied any statutory provision
- b) failed to have proper regard for statutory guidance
- c) failed to take proper account of relevant evidence
- d) was biased, and/or
- e) otherwise unlawfully discriminated against the individual concerned.

This list is not exhaustive.

The procedure for considering appeals is as follows:

Where incremental progression is not automatic, the member of staff will receive written confirmation of their pay determination and the basis upon which the decision was made.

Informal stage

1. If the member of staff is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision maker within ten working days of receipt of written notification of the pay determination.
2. Where this is not possible, or where the staff member continues to be dissatisfied with the decision, he/she may follow a formal appeal process.

Formal stages

3. The staff member should set down in writing the grounds for questioning the pay decision and send it to the person or committee who made the determination, within ten working days of the notification of the decision being appealed against or the outcome of the informal discussion referred to above.
4. The committee or person who made the determination should arrange a hearing, within ten working days of receipt of the written appeal, at which he/she/they will consider the appeal and give the staff member an opportunity to make representations in person. Following the hearing the employee should be informed

in writing of the decision and the right to appeal. The deadline for any appeal will be ten working days from receipt of written confirmation of the decision.

5. Any further appeal should be heard by a panel of three governors who were not involved in the original determination normally within twenty working days of the receipt of the written notification of appeal. The member of staff will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision. The decision of the governors at this hearing will be final.

At all hearings under formal procedures the staff member is entitled to be accompanied by a colleague or trade union representative.

APPENDIX 3

For the purposes of this pay policy:

- 'highly competent' means performance which is not only consistently good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice)
- 'substantial' means play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning); and
- 'sustained' means maintained continuously over two appraisal cycles.