

INTRODUCTION

This policy has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document 2017 (STPCD) and has been consulted on with staff and the recognised trade unions.

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality teacher workforce
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just and transparent way.

Pay decisions at this school are made by the Pay Review Committee of the Governing Body.

Date adopted: 1st September 2013 (with effect from 1st September 2014)

Review date: Annually

Last Review Date: January 2018

PAY REVIEWS

The Governing Body will seek to ensure that each teacher's salary is reviewed annually, with effect from 1 September and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

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 will take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments. There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school. (STPCD Paragraphs 15 & 16)

PAY PROGRESSION BASED ON PERFORMANCE

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 teacher appraisal policy.

From September 2014, 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. The school will ensure fairness by ensuring that objectives and assessments are consistent, quality assured and moderated:

- objectives relating to student progress will be set by Headteacher using national progress measures.
- appraisers will undergo annual training on the setting of objectives and in analysing the overall performance of a teacher against the relevant standards.
- objectives will be moderated by Leadership links to departments and by Governors' Pay Review Committee.
- lesson observation for the purposes of performance management will be conducted by a member of the school's Leadership Group and/or line manager following an annual training and moderation process.

The evidence we will use will include:

- national student progress measures
- lesson observations
- scrutiny of students' work, including homework
- discussion with students
- self-assessment

From September 2015 teachers' appraisal reports will contain pay recommendations. Where the pay recommendation for a teacher eligible for pay progression is for no progression, then the teacher will be informed of this and given the opportunity to discuss the recommendations with the Headteacher prior to the Pay Review Committee meeting. If the teacher believes that the recommendation is incorrect, the teacher may make representation to the Pay Review Committee of the Governing Body. If a teacher is not awarded pay

progression at the Pay Review Committee, they can submit an appeal to the Pay Appeals Committee (see Appendix 3). Final decisions about whether or not to accept a pay recommendation will be made by the Pay Review Committee of the Governing Body, having regard to the appraisal report and taking into account advice from the headteacher. The Committee will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels

Performance will be assessed in an evidence-based manner on absolute criteria, known to the teacher and the appraiser at the beginning of the appraisal cycle.

Teachers will be eligible for pay progression if:

- They are assessed as fully meeting the relevant standards (Teachers' Standards, or for Upper Pay Range Post-Threshold Standards STPCD 2011 – see Appendix 1).
- Their teaching leads to students making progress as good as, or better than, similar learners nationally.¹
- Their teaching over time is assessed as at least good.
- All other objectives are met.²

Notes

1. Where a teacher does not have examination results from that year, a judgement will be made based on student progress in other year groups and whether the department overall demonstrates that students made progress as good as similar learners nationally.
2. If a teacher does not achieve a challenging objective but has made significant progress towards it and if all other criteria are met, then the teacher may be deemed eligible for pay progression.
3. Teaching over time will be assessed through lesson observation, scrutiny of students' work, including homework, and conversations with students.

If the above criteria for pay progression are not met, the recommendation will be for no pay progression. If the performance of a teacher falls short of acceptable professional standards and objectives are not met then capability procedures will be initiated.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

Any qualified teacher on MPS point 6 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. Applications must be received by 30 September and will be effective from 1 September.

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

All applications should include the results of reviews or appraisals, including from September 2016 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 the last two academic years. Where a teacher has had a break in service, for example as a result of maternity or sickness, then evidence from the last three years may be taken into account. Applications should be submitted to the headteacher using the Woodham Academy Upper Pay Range Application form by 30 September. If successful, the teacher will move to the Upper Pay range with effect from 1 September.

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.

For the purposes of this pay policy:

- 'highly competent' means that there is clear evidence that the teacher meets all of the Teachers' Standards and the Post-Threshold Standards.
- 'substantial' means that the teacher's achievements and contribution to the school make a distinctive contribution to the raising of student standards and provide a role model for teaching and learning.
- 'sustained' means, except in exceptional circumstances, maintained continuously over at least 2 years.

The application will be assessed robustly, transparently and equitably by the headteacher who will

- Check that the teacher is eligible to apply
- Ensure that the Teachers' Standards are met, having regard to the two most recent appraisal reviews.
- Assess whether the teacher meets each post-Threshold standard.
- Make an overall judgement on whether the post-Threshold Standards are met/not yet met.
- Complete the headteacher's statement on the Woodham Academy Upper Pay Range Application Form.
- Inform the Governing Body of this assessment so that a final determination can be made.

Processes and procedures

If deemed successful by the Pay Review Committee of the Governing Body, all applicants will move to the upper pay range from 1st September. All applications will commence at the lowest point of the pay range and will have the opportunity to progress bi-annually.

If unsuccessful, feedback will be provided by the headteacher within 20 working days of the decision.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the processes of the current STPCD.

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.

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 and in accordance with the current STPCD.

MONITORING THE IMPACT OF THE POLICY

The Governing Body will monitor the outcomes and impact of this policy each year, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Appendix 1

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 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.

2 Promote good progress and outcomes by pupils

- 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.

3 Demonstrate good subject and curriculum knowledge

- 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.

4 Plan and teach well structured lessons

- 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).

5 Adapt teaching to respond to the strengths and needs of all pupils

- 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' ability to learn, and how best to overcome these
- 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.

6 Make accurate and productive use of assessment

- 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
- 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.

7 Manage behaviour effectively to ensure a good and safe learning environment

- 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
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- 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.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - 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.
- 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Post-Threshold Standards

Professional Attributes

Frameworks

- P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional Knowledge and Understanding

Teaching and learning

P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those related to public examinations and qualifications.

P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum

P5 Have a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Professional Skills

Planning

P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject / curriculum knowledge.

Teaching

P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9 Promote collaboration and work effectively as a team member.

P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Appendix 2

Pay scales from 1st September 2017

1%

Min M1	£22,467	£22,917*
M2	£24,243	£24,486
M3	£26,192	£26,454
M4	£28,207	£28,490
M5	£30,430	£30,735
Mas M6	£33,160	£33,824*
Min U1	£35,571	£35,927
U2	£36,889	£37,258
Max U3	£38,250	£38,633
TLR 2a	£2,930	£2,960
TLR 2b	£4,689	£4,736
TLR 2c	£6,448	£6,513
TLR 1a	£8,205	£8,288
TLR 1b	£9,921	£10,021
TLR 1c	£11,482	£11,597
TLR 1d	£13,027	£13,158
SEN 1	£2,083	£2,104
SEN 2	£4,116	£4,158

*2% to min/max of MPS

Leadership Pay Range 2017

Grade	2017-2018	2016-2017	n/a
L1	£39,374	£38,984	
L2	£40,360	£39,960	
L3	£41,368	£40,958	
L4	£42,398	£41,978	
L5	£43,454	£43,023	
L6	£44,544	£44,102	
L7	£45,743	£45,290	
L8	£46,799	£46,335	
L9	£47,967	£47,492	
L10	£49,199	£48,711	
L11	£50,476	£49,976	
L12	£51,639	£51,127	
L13	£52,930	£52,405	
L14	£54,250	£53,712	
L15	£55,600	£55,049	
L16	£57,077	£56,511	
L17	£58,389	£57,810	
L18	£59,857	£59,264	
L19	£61,341	£60,733	
L20	£62,863	£62,240	
L21	£64,417	£63,779	
L22	£66,017	£65,363	
L23	£67,652	£66,982	
L24	£69,330	£68,643	
L25	£71,053	£70,349	
L26	£72,810	£72,089	
L27	£74,615	£73,876	
L28	£76,466	£75,708	
L29	£78,359	£77,583	
L30	£80,310	£79,514	
L31	£82,293	£81,478	
L32	£84,339	£83,503	
L33	£86,435	£85,579	
L34	£88,571	£87,694	
L35	£90,773	£89,874	
L36	£93,020	£92,099	
L37	£95,333	£94,389	
L38	£97,692	£96,724	
L39	£100,072	£99,081	
L40	£102,570	£101,554	
L41	£105,132	£104,091	
L42	£107,766	£106,699	
L43	£109,366	£108,283	

Appendix 3

Appeals Procedure following pay recommendation



Action	Complete/Date
<p>Stage one – informal discussion with the appraiser or Headteacher prior to confirmation of pay recommendation</p>	
<p>Stage two – a formal representation to the person or governors’ committee making the pay determination (see below)</p>	
<p>Please set out grounds for disagreement with pay recommendation; (please attach evidence, include names of witnesses, state questions to be asked if possible, attach a separate page if necessary)</p>	
<p>Stage three – a formal appeal hearing with an appeals panel of governors - In the hearing before governors, both the teacher and the management representative will have the opportunity to present their evidence and call witnesses; the parties will also be able to question each other. The panel is permitted to ask exploratory questions.</p>	

Name

Date

Stage one – informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation

A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the appraiser or headteacher

Stage two – a formal representation to the person or governors’ committee making the pay determination

If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made, he/she may make representation to the person (or governors’ committee) making the decision. To begin the process the teacher should submit a formal written statement to the person (or governors’ committee) making the determination, setting down in writing the grounds of their disagreement with the pay recommendation.

The teacher is given the opportunity to make representations, including presenting evidence, calling witnesses, and the opportunity to ask questions at a formal meeting with the person (or governors’ committee) who will make the pay determination. Following this meeting the person (or governors’ committee) will make a pay determination that will be communicated to the teacher in writing.

Stage three – a formal appeal hearing with an appeals panel of governors

Should the teacher not agree with the pay determination, the teacher may appeal the decision and have an appeal hearing before an appeals panel of governors.

In the hearing before governors, both the teacher and the management representative will have the opportunity to present their evidence and call witnesses; the parties will also be able to question each other. The panel is permitted to ask exploratory questions.

Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing, including their rationale for reaching the decision. The appeal panel’s decision is final and, as set out in Section 3, paragraph 7 of the STPCD 2017, there is no recourse to the general staff grievance procedure

Appeals hearings panels

It is recommended that the panel which hears pay appeals should comprise three governors who were not involved in previous discussions regarding the teacher’s pay determination. Governors on appeals panels should be familiar with the school’s pay and appraisal policies. To ensure that appeals are properly considered, governing bodies should consider any training needs that their members have, including duties placed on the school by the Equality Act 2010 and the ACAS Code of Practice (Disciplinary and Grievance Procedures).

Teachers making representation at stage two and making an appeal at stage three may be accompanied by a colleague or representative from a professional organisation or trade union.

Pay appeals should be formally clerked and a note of proceedings should be produced.

Pay Panel Hearing Procedure

Introductions

- Chair introduces everyone and explains what their role is, then outlines the order of the hearing.
- HR clerk takes notes of the hearing.

The employee case

- Employee or their representative presents employee case providing any evidence to support their case, including from witnesses (if any).
- Management representative has the opportunity to question the employee.
- Chair asks questions and subsequently opens the discussion to the panel.

The management case

- Management representative presents management case, providing any evidence to support their case, including any witnesses.
- Employee or their representative has the opportunity to question the management representative.
- Chair asks questions and subsequently opens the discussion to the panel.

Summarising and end of hearing

- Employee or their representative sums up the employee case.
- Management representative sums up the management case.
- If appropriate, the Chair can sum up the key points on both sides. Chair will then end the hearing, advising the employee that they will receive the panel's decision in writing within a given timescale.

Decision-making

- Panel meet to reach their decision.
- HR clerk notes main points of panel discussion and their decision.
- Panel obtains HR advice, if required, to inform their decision-making.

Communication of decision

- Employee is notified of decision. Decision and reason for the decision confirmed in writing.