

HAWKES FARM PRIMARY SCHOOL PAY POLICY

1 INTRODUCTION

The governing body recognises the value of a well motivated, successful staff, and the pay policy seeks to ensure that all staff are properly rewarded for their contribution to the school. This policy applies to all employees of the school, and has been agreed by the governing body following consultation with the staff and union representatives at the school. The Staff, Finance and Resources Committee of the governing body will ensure that the policy is implemented, and in order that an appeals procedure may function, that committee has full delegated powers. The membership and terms of reference of the committee are attached at Appendix 3, and it is proposed that the meeting to discuss teachers' pay progression will be held in the autumn term to ensure that funding opportunities are maximised.

All teachers at Hawkes Farm School are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD), which are reviewed annually. A copy of the STPCD can be found in the Staffroom- and on-line at www.teachernet.gov.uk/paysite/. The statutory pay arrangements give significant discretion over the awarding of allowances, discretionary experience points for main scale teachers and performance pay awards. Decisions on the way these discretions are used and the responsibility of the governing body, advised by the Headteacher. All pay-related decisions will take full account of the progress towards the school development plan and linked plans.

Members of the School Support Staff are paid either in accordance with the LEA Single Status Agreement, or, pending movement on to that pay scale, in accordance with pay detailed in the National Joint Council for Government Services Green Book.

2 OBJECTIVES

The governing body recognises the importance of developing a whole school pay policy, to ensure that all members of staff are valued and receive proper recognition for their work. The governing body recognises that the grading of a post must reflect the duties and responsibilities detailed both in the job description, which should be reviewed annually or as necessary, and in the contract of employment. In adopting this pay policy, the governors aim to:

- 1 Maintain and improve the quality of education, by ensuring that the application of the pay policy reflects the school development plan and any linked plans and policies.
- 2 Have the optimum staffing structure that reflects the objectives of the school's objectives and plans, and implements the remodelling agenda.
- 3 Recruit, retain, develop and motivate staff.
- 4 Manage a policy that recognises the principle of equal pay for like work, and for work of equal value.
- 5 Demonstrate that they are managing the policy in a fair, responsible way.
- 6 Determine the annual pay budget, including that for performance pay progression.
- 7 Be consistent with the objectives of the School Performance Management policy.
- 8 Make the policy available for the information of all staff.

3 ANNUAL PAY REVIEW AND POSITION STATEMENT

The Staff, Finance and Resource Committee is responsible for undertaking an annual pay review for each member of staff. This will seek to ensure comparable pay for equally valued posts, will be consistent with the principles of the school performance management policy, and will establish pay differentials at acceptable and understood levels. In accordance with the STPCD, all qualified teaching staff will receive annually, a written statement showing the determination of their pay with effect from 1 September, showing how this has been calculated. This annual review will usually take place in the autumn term, and will be completed no later than 31st December. Reviews may take place at other times of the year to reflect changes in circumstances or job description, which impact on pay and changes will be confirmed in writing. Any appeals against pay determination will be dealt with via the process at Appendix 4.

The provision of an annual pay statement will be extended to ALL staff.

The Staff, Finance and Resources Committee will provide the governing body with a confidential pay position statement for all school staff at the first meeting of the spring term, a copy to be

retained in the confidential section of the minutes of that meeting. Representatives of trade union members at the school will be given a copy of the statement, which may also be provided to other recognised representatives on request.

The Staff, Finance and Resources Committee will provide the governing body with a confidential pay position statement for all staff at the first meeting of the autumn term (not the formation meeting), a copy to be retained in the confidential section of the minutes of the meeting. Representatives of trade unions at the school will be given a copy of the statement, which may also be provided to other recognised representatives on request.

4 PAY AND GRADING OF POSTS

4.1 SUPPORT STAFF POSTS: Support Staff posts will be graded in accordance with the recognised job evaluation scheme, taking into account the duties and responsibilities of the post. Once the grade of the post has been established, the following provisions apply:

4.2 STARTING SALARY: Where a new employee was employed under the conditions of service of the National Joint Council for Local Government Services immediately prior to taking up a post at the school, the starting salary will be not less than the previous salary, provided this is within the overall grade for the post. In other cases, the starting point will be the minimum of the grade, except where a higher point is agreed by the selection panel, taking into account the employee's age, experience, qualifications and previous salary.

4.3 ACCELERATED INCREMENTS: Up to two additional points per annum may be awarded at any time, until the maximum for the grade is reached. Normally the award of additional points will be determined by the Staff, Finance and Resources Committee following a review of pay levels throughout the school. The following criteria will be considered:

- 1 Consistent performance of high quality work, over and above that normally expected of the post-holder, for at least six months.
- 2 Consistent performance of work of the same quality and level as employees at a higher salary point on the same grade.
- 3 Performance of work to a standard requiring little supervision in circumstances where there is usually a strong supervisory element.
- 4 A permanent measurable increase in responsibilities, which is insufficient to justify the re-grading of the post.

4.4 HONORARIA: Honoraria may be paid in recognition of special merit or, when due to a staff shortage, an employee takes on a substantially increased workload for at least four weeks for which no other payment has been granted.

4.5 TEACHERS: The pay of teachers will reflect qualifications and experience, responsibilities, threshold success and agreed pay progression. Pay considerations will be consistent with both the principles of the STPCD and the school performance management policy.

5 PERFORMANCE MANAGEMENT

Consistent with the school's Performance Management policy, the governing body will agree the pay budget, including performance pay and safeguard pay, and will take pay decisions in the light of both the school development plan and its financial circumstances.

The criteria for pay progression for teachers, as detailed in the STPCD, are detailed in subsequent paragraphs of this policy. The criteria for pay progression for school support staff are as detailed in paragraph 4.1. All criteria will be reflected in the school's performance management policy.

6. LEADERSHIP GROUP PAY

6.1 GENERAL

Those on the leadership spine will play a critical role in the life of the school, inspiring confidence in those around them and working with others to create a shared strategic vision, which motivates pupils and staff. They will take the lead in enhancing standards of teaching and learning, and value enthusiasm and motivation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access, and entitlement to learning.

To achieve pay progression, individuals will have demonstrated sustained high quality performance. Judgements of this will be properly rooted in evidence and there will have been a

successful review of overall performance. A successful performance review will involve a performance management process of:

- Performance objectives
- Classroom observation (where relevant)
- Other evidence

To ensure that there has been a high quality performance, the performance review will need to establish that the teacher has grown professionally by developing leadership and, where appropriate, teaching expertise.

6.2 HEADTEACHERS

6.2.1 The salary point for Headteachers will be in accordance with the principles of the STPCD. Schools are assigned to one of eight groups, according to the numbers of pupils in the school at various key stages, with extra weighting given to pupils with statements.

6.2.2 For each school group there is an allocated pay range, from which the governors will select seven consecutive points as the Individual School Range (ISR) which will form the pay spine for the Headteacher. The ISR will normally lie inside the school group range, but may be set up to two groups above the school's group in the very exceptional circumstances stipulated in the STPCD. The bottom point of the ISR should be at least **one** spine point above the maximum of the pay scale of the next highest paid member of teaching staff.

6.2.3 The ISR may be reviewed in the circumstances outlined in the STPCD. This includes considerations for the appointment of a new Headteacher, when the governors will take account of the size and circumstances of the school, and any recruitment difficulties, and at any time if they consider it necessary to retain a Headteacher. Governors may place the new Headteacher on any of the bottom four points of the ISR, formally recording the decision and the rationale for it.

6.2.4 The ISR is not an incremental scale carrying expectation of automatic progression. The Headteacher must display high quality of performance, with particular regard to leadership, management and pupil progress. The governors should review the overall performance of the Headteacher every year, taking into account the achievement against previously agreed, or set objectives, taking account of the criteria for leadership group progression, they may award performance points to a maximum stipulated in the STPCD.

6.3 DEPUTY HEADTEACHERS

6.3.1 The pay range for the deputy Headteacher will be five consecutive points on the leadership spine, identified in accordance with the STPCD. The pay spine will reflect the responsibilities and challenge of the job, the circumstances of the school and recruitment difficulties. If there is more than one deputy, the pay spines may be different if appropriate. The pay range will start at a higher point than the lowest point on any assistant Headteachers' ranges in the school, and in the absence of an Assistant Headteacher, at a point above the salary of the highest paid teacher as defined in paragraph 6.4.1.

6.3.2 The pay spine is not an incremental scale carrying expectation of automatic progression. The governors have delegated to the Headteacher, the review of performance every year, taking account of previously agreed or set performance objectives. Deputy Headteachers will demonstrate high quality of performance in respect of school leadership and management and pupil progress. The application of the criteria for leadership group pay progression will be taken into account and based on the results of this review, the governors may award performance points to a maximum stipulated in the STPCD, and up to the maximum of the pay spine.

6.3.3 The pay range will be reviewed when a new appointment is made, or where there is significance difference in the responsibilities of the post

6.4 ASSISTANT HEADTEACHERS

6.4.1 The pay range for an assistant Headteacher will be five consecutive points on the leadership spine, in accordance with the STPCD. The pay range will reflect the responsibilities and challenges of the job, the circumstances of the school and recruitment difficulties. If there is more than one assistant Headteacher, the pay ranges may be different if appropriate. The pay range will start at a higher point than the salary of the highest paid classroom teacher, which should be taken as upper pay spine point 1, plus any management allowances, teaching and learning responsibility points or special needs allowances attracted by the post.

6.4.2 The pay spine is not an incremental scale carrying expectation of automatic progression. The governors have delegated to the Headteacher the review of performance every year, taking account of previously agreed or set performance objectives. Assistant Heads will demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress. The application of the criteria for leadership group pay progression will be taken into account, and based on the results of this review, the governors may award performance points to a maximum stipulated in the STPCD, and to the maximum of the pay spine.

6.4.3 The pay range will be reviewed when a new appointment is made, or where there is a significance difference to the responsibilities of the post.

7. OTHER QUALIFIED TEACHERS

The governors will assess the salary for all other qualified teachers on either the main pay scale or the upper pay scale, plus any additional allowances for management responsibilities, teaching and learning responsibility payments, recruitment or retention, or for teaching children with special educational needs. The salary of part-time teachers will be calculated on a pro-rata basis.

7.1 MAIN SCALE:

The following criteria will be adopted in assessing the main scale point:

7.1.2 Qualifications. All newly appointed teachers will join the main pay scale at point 1.

7.1.3 Experience Teachers will normally be entitled to one extra point on the main pay scale for each school year, or equivalent service, in European Economic Area States (maintained sector), Education Action Zones, Ministry of Defence schools, City Academy, City Technology College or independent schools.

7.1.4 Progression. Teachers will receive one extra point for each year of satisfactory service. The Staff, Finance and Resources Committee may withhold a point if at the time of the annual review, the performance is deemed so unsatisfactory that formal competency procedures have begun. In such instances, the teacher should be given support and training, and the governors may decide to award the experience point for that year's service at a later date.

7.1.5 Experience. The Staff, Finance and Resources Committee will discretionally award additional points for years of other relevant teaching or non - teaching experience, whether or not this was paid employment. Once they have been awarded, these points remain, and will count towards eligibility for threshold assessment.

7.1.6 Performance. The Staff, Finance and Resources Committee may award an additional point on the main pay scale in a given year, where the teacher has demonstrated excellent performance over the previous academic year having regard to all aspects of professional duties, but in particular to classroom teaching. Such points will be a permanent entitlement, and will count towards eligibility for threshold assessment.

Threshold Assessment: Teachers who wish to do so should apply to the Headteacher for threshold assessment by the end of September.

7.2 DISCRETIONARY ALLOWANCES AND PAYMENTS

7.2.1 Management Allowances: Management allowances, valued in the STPCD, will be for specific additional significant responsibilities, targeted on teaching and learning, beyond those common to the majority of teachers. They will be linked to a clearly defined job description. The relevant body will ensure that teachers with similar levels of responsibility are awarded the same level of allowance. Management allowances are being phased out and any further awards up to December 2005 may only be made for a fixed period not exceeding a year. Management Allowances will be safeguarded for a maximum period of three years during a transitional period from January 2006, and staff affected will be advised of the details.

7.2.2 Teaching and Learning Responsibility Payments

TLRs may be awarded to classroom teachers undertaking a 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 for which they are accountable. Payments may be awarded from 1 January 2006, in accordance with the review of the School Staffing Structure to be completed by 31st December 2005. Those posts attracting TLR payments will be identified in the new staffing structure, which will form an appendix to this policy, together with the value of each payment.

7.2.3 Recruitment & Retention Incentives and Benefits The governing body will pay recruitment awards of £1000 for a maximum of three years in the following circumstances. The governing body will pay retention awards to those on the Senior Management Team for a maximum of three years, a period that may be extended in exceptional circumstances. The value of the payment will be reviewed annually.

The Staff, Finance and Resources Committee has discretion as to whether the above allowances will be paid wholly or in part as a lump sum, subject to satisfactory service. The lump sum may be either paid up front, or, after a stipulated period of time, for example after three years' satisfactory service in the post. The teachers' salary statements will specify how recruitment and retention benefits will be paid and reviewed.

Teachers in receipt of a fixed-period recruitment and retention allowance under the former recruitment and retention allowance provisions will continue to receive this payment for the duration of the original award, or to 1 April 2007, whichever is the earliest.

7.2.4 Special Educational Needs Allowances. The Staff, Finance and Resources Committee will award allowances for working with children with special educational needs as follows, and will advise the teacher in writing of the level and reason for the award.

Allowance 1 will be given to teachers of designated classes in mainstream schools, and to other teachers in recognition of a particular SEN contribution above and beyond that expected of other teachers. Allowance 2 will be given when the Staff, Finance and Resource Committee considers that the teacher's experience and/or qualifications enhance the work undertaken with SEN pupils.

7.2.5 Acting Allowances. When a teacher covers the full range of responsibilities at a higher level for an absence of four weeks or more, the Staff, Finance and Resources Committee will decide within those four weeks what the appropriate payment should be. This will not necessarily reflect the pay of the substantive post-holder, but will reflect at least the minimum of the pay range decided for the post being covered. It will be payable from the date that the higher duties were undertaken.

The Staff, Finance and Resources Committee will award other temporary acting allowances as they think appropriate, consistent with equal pay considerations, and bearing in mind the financial implications for the school.

7.2.6 Honoraria. Honoraria payments for teachers may only be paid for work falling outside the definition of professional duties.

7.2.7 Annual Salary Review

- i. The Staff, Finance and Resources Committee will undertake a salary review for every teacher as at 1 September each year.
- ii. Other salary reviews may be undertaken when necessary. This will include considerations of allowances, reviews of allowances that are fixed-term or due for review, and the correction of errors.
- iii. Each teacher will be given a salary statement containing the following information:
 - a. Qualification point, if appropriate
 - b. Experience points
 - c. Additional scale points awarded for performance
 - d. Management allowance, value and end date.
 - e. Teaching and Learning Responsibility Payment
 - f. Special needs allowance
 - g. Recruitment or Retention payment, value and time scales
 - h. Cash, or mark - time safeguarding

When a teacher passes the threshold, items (a) to (c) will be replaced by the teacher's position on the upper pay spine.

8. UPPER PAY SPINE TEACHERS

The details in paragraph 7 apply equally to post- threshold teachers.

To achieve pay progression, the achievements of post-threshold teachers and their contribution to the school should have been substantial and sustained. To be fair and transparent, judgements will be properly rooted in evidence, and there will have been a successful review of overall

performance. Progression on the upper pay spine will be based on two consecutive successful performance management reviews, other than under the exceptional circumstances stipulated in the STPCD. The application of the criteria for Upper Pay Scale progression will be taken fully into account. A successful performance review will involve a performance management process of:

- Performance objectives
- Classroom observation
- Other evidence

To ensure that the achievements and contribution has been substantial and sustained, the performance review will need to assess that the teacher has continued to meet threshold standards and grown professionally by continuing to develop their teaching expertise.

UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of opportunities for professional development and use the outcomes effectively to improve pupils' learning.

The governing body will decide on both progression through the threshold, and progression on the upper pay spine. In particular:

(a) The Staff, Finance and Resources Committee will move on to the upper pay spine any teacher who has been successful at threshold assessment. This is a personal entitlement, whether the teacher remains in this school or moves from the school.

(b) Further progression on the upper pay spine is at the discretion of the governors, and will reflect performance against the criteria detailed above. Normally at least two years will elapse between a teacher moving on to the upper pay spine and being awarded the next point. Thereafter, points will not normally be awarded annually, other than in exceptional circumstances.

9. ADVANCED SKILLS TEACHERS

9.1.1 Advanced skills teachers play a critical role in the life of the school. Through excellent teaching, work with other teachers, or on whole school projects, they play a leading role in enhancing the quality of teaching and learning throughout the school. Their outreach work opens the school to wider relationships, which enrich experiences and raise performance of both colleagues and pupils, whilst benefiting the wider teaching community.

9.1.2 If the school decides to create one or more AST posts, teachers will be appointed after they have passed a national assessment procedure. The Staff, Finance and Resources Committee will determine a pay range of five consecutive points on the AST pay spine, taking into account:

- The requirements of the post
- The pay of leadership group staff and of senior teachers
- The need to provide an appropriate pay increase for the appointee
- Recruitment or retention considerations

9.1.3 An AST's pay will be reviewed annually in the light of the above criteria (9.1), taking performance against agreed performance objectives into account. The Staff, Finance and Resources Committee can move the AST up the pay spine if the AST has demonstrated high quality of performance, showing continued excellence in teaching, and contributed towards standards of teaching in the school and any other institution where outreach work has been undertaken.

10 FAST TRACK TEACHERS

10.1 If the school decides to take part in the Fast Track Teacher's Scheme, initial pay considerations will be as detailed in paragraph 7 above. Additionally, the relevant body will award a point to a fast track teacher on first appointment

10.2 In addition, the relevant body will decide on an appropriate recruitment or retention incentive, in accordance with paragraph 7 above, for fast track teachers who are **not** newly qualified teachers in their first year of teaching.

11 UNQUALIFIED AND OVERSEAS TRAINED TEACHERS

11.1 The Staff, Finance and Resources Committee will decide the starting salary for unqualified teachers on their incremental scale. The starting salary will be determined by awarding up to nine points as defined for qualified teachers in paragraph 7 above. Additional points, to the maximum of the scale, may be awarded for recognised teaching qualifications and experience.

11.2 Subsequently, an increment will be awarded each year in accordance with the provisions of the STPCD. The increment will not be withheld unless the performance is unsatisfactory, and formal monitoring and support are in place.

11.3 Additional increments will be awarded, to the maximum of the scale, when the Staff, Finance and Resources Committee consider that the performance is outstanding in all aspects, but in particular in classroom teaching.

11.4 Additional increments will be awarded, to the maximum of the scale, when the Staff, Finance and Resources Committee consider that the salary is inadequate for the overall responsibilities of the post, or for the qualifications and experience that the teacher brings to the post.

12. SUPPLY TEACHERS

Supply teachers will be paid at a point on the main or upper pay spine to reflect qualifications, experience, and threshold success. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked. Teachers who work less than a full day will be hourly paid, and will have their salary calculated as an annual amount divided by 195 and divided again to arrive at the appropriate hourly rate. Allowance should be made for non-contact time and for PPA time.

13. PAYMENT FOR CONTINUING PROFESSIONAL DEVELOPMENT

The relevant body will be mindful both of equal opportunities and of the requirements for a reasonable work / life balance, in considering professional development activities undertaken outside the 1265 hours of directed time and of payment for these hours.

Continuing personal development voluntarily taken outside of directed time will not attract additional payment.

14. PAYMENT FOR OUT OF SCHOOL HOURS LEARNING ACTIVITY

The Staff, Finance and Resources Committee will authorise pay for out of school hours learning activity, such as booster classes and summer schools, by using the criteria specifically recommended by the LEA, or the appropriate hourly rate. Such payments will only be made for activities undertaken outside the 1265 hours of directed time.

15. PAYMENT FOR INITIAL TEACHER TRAINING ACTIVITIES

The Staff, Finance and Resources Committee will not exercise the discretion allowed in the STPCD.

16. EQUAL PAY LEGISLATION

The governing body will ensure that the pay policy and its application meet statutory provisions for issues of equal pay for like work or work of equal value, and that the policy covers all employees. Equality will be promoted in all aspects of school life, including the advertising of posts, selection and promotion of staff, and training and development. All pay related decisions are undertaken in compliance with the Race Relations, Sex Discrimination, Equal Pay, Disability Discrimination Acts, Employment Relations Acts of 1996, and 2002 as well as the part-time workers Regulations and the Fixed Term Employees Regulations.

17. SALARY / GRADING APPEALS

The governing body believes that the application of this policy will assist in ensuring that all employees will understand the basis on which posts are graded and individuals are paid, and will therefore lead to a fair and open system. If an individual is dissatisfied with the grading of the post or any other matter affecting his/her salary level, an appeal may be made to the appeals panel.

This panel is authorised to hear appeals in accordance with delegated powers from the governing body. Procedures are detailed at Appendix 4. Appeals against pay / grading may be taken on any one of the grounds that the decision:

1. Was based on incorrect provision of the STPCD or Single Status equivalents
2. Failed to have proper regard for statutory guidance
3. Failed to take proper account of relevant evidence
4. Took account of irrelevant or inaccurate evidence.
5. Was biased
6. Otherwise unlawfully discriminated against the employee

18. REVIEW OF POLICY

This policy will be reviewed annually, taking into account any advice from the Staff, Finance and Resources Committee. Trade union representatives at the school and the staff will be consulted about any proposed changes.

V Cobb
October 2005

HAWKES FARM PRIMARY SCHOOL 'PAY COMMITTEE'

The Staff, Finance and Resources Committee of the governing body is authorised to decide all pay matters, but decisions will not be notified to staff until the full governing body has agreed.

1. Membership

Staff, Finance and Resources governors will be elected annually by the governing body.

Where the Headteacher is not a member of the Staff, Finance and Resources Committee, he / she will be entitled to attend all meetings in an advisory capacity. The Headteacher will leave meetings when his / her pay is being discussed.

2. Terms of Reference

The committee will have full powers to make decisions within the pay policy adopted by the governing body. The committee terms of reference are as follows:

- To achieve the objectives of the whole school pay policy
- To apply the criteria set by the whole school pay policy, including linkages with the school performance management policy, in determining the pay of each member of staff at the annual review or as necessary
- To observe all statutory or contractual obligations
- To minute clearly the reasons for all pay recommendations/decisions and to report these to the full governing body
- To recommend the annual pay budget, including that appropriate for performance pay progression at all levels. The governing body will recognise that funding cannot be used as a criterion to decide performance pay progression.
- To ensure that each member of staff receives a written statement of the breakdown of his/her pay as at the 1st September.
- To keep abreast of developments influencing pay considerations and to advise the governing body when the pay policy needs to be reviewed

3 Pecuniary Interest

No governor may participate in discussions leading to decisions where he/she has a pecuniary interest.

4 Procedure

The full governing body will receive the report of the pay committee in the confidential section of the agenda. Once decisions have been made, they will be advised in writing to members of staff.

V.Cobb
October 2005

HAWKES FARM PRIMARY SCHOOL - SALARY / GRADING APPEALS

Introduction

1.1 This procedure applies to all staff employed to work at the school, including the Headteacher. Where reference is made in the procedure to the role of the Headteacher, the chairman of governors (or such other governor or governors authorised by the governing body for the purpose) shall fulfil that role where the employee concerned is the Headteacher.

1.2 It is for the governing body of a school, subject in the case of teachers to the provisions of the Schoolteachers Pay and Conditions Act 1991, to determine the duties to be carried out by each post holder. The governing body will then choose the appropriate grade from amongst those used by the Local Education Authority. In order to carry out these responsibilities, governing bodies should agree a pay policy for their school and take carefully into account the resources available for the purpose. Governing bodies must also ensure fair and equal treatment.

1.3 An individual employee may consider that his/her post is not graded correctly. In this context, the grading of posts for qualified teachers shall represent the number of points awarded, and for staff on a leadership spine, it shall represent the pay range and spinal point determined for the post. The procedure set out below will enable such employees to discuss their *grading / salary* with the Headteacher on both an informal and formal basis, and have the right to a personal hearing before a panel of governors appointed and authorised for the purpose of hearing salary grading appeals. Appeal arrangements are separate from other grievances, and are not to be dealt with under the grievance procedure.

1.4 A salary grading appeal would be considered under this procedure where:

- a) There has been a significant increase in responsibilities undertaken by the post-holder since the post was graded.
- b) The employee considers that the original grading of the post did not accurately reflect the responsibilities undertaken.
- c) The employee considers that the post is not graded appropriately in comparison with other posts.
- d) The employee considers that a performance pay award has been unfairly denied.

A grading appeal for an individual employee would not normally be considered in the cases of (b) or (c) above where that employee had made an appeal on the same basis within the last two years.

1.5 The time limits referred to in this procedure may be modified by mutual agreement. The time limits referred to are working days; i.e. Monday to Friday and do not include Saturdays, Sundays or school holidays.

Procedure – Stage 1

2.1 The employee receives written confirmation of the pay determination and the basis on which the decision was made. If the employee is not satisfied, he/she should discuss his/her appeal on an informal basis with the Headteacher. The Headteacher must hold such a meeting within 10 days of the employee making the request.

The employee may be accompanied at the meeting by a trade union representative, or colleague. The Headteacher may be advised at the meeting by a senior colleague in the school, who may be a school governor, or by an officer of the Authority. At the meeting, the Headteacher should allow the employee or his/her representative to make a statement. In addition, the employee should, where appropriate, seek to agree a revised job description with the Headteacher or confirm that the existing job description adequately reflects his/her duties and responsibilities.

2.2 Where a revised job description cannot be agreed, following issues should be explored:

- i. Has the employee assumed duties and responsibilities which the Headteacher does not accept as being part of the employee's work?
- ii. If so, how long have these duties and responsibilities been undertaken and has the Headteacher or other senior manager been aware that the employee has undertaken the duties and responsibilities in question?
- iii. Is there a lack of clarity in the duties and responsibilities of other employees at the school?
- iv. Has there been a specific short term need for the employee to undertake work at a more senior level which will not continue on a permanent basis e.g., cover for sickness absence? If so, should that additional responsibility be recognised in line with the pay policy?

2.3 Where the employee and Headteacher agree on a revised job description, the following issues should be explored:

- i. Are the responsibilities associated with the additional duties appropriate for the existing grading for the post?
- ii. If not, how significant are the additional responsibilities in terms of the overall requirements of the post?
- iii. Is there a change in the arrangements for the employee to report to senior staff and/or are there any changes in the number and seniority of staff for whom the post-holder has a supervisory responsibility.

2.4 Where it is agreed that the existing job description adequately reflects the employee's duties and responsibilities, it shall be for the employee to outline specifically the reasons why he/she feels that the post should be upgraded. In considering such a request, the following issues should be considered:

- i. How long is it since the post was graded?
- ii. What overall changes in responsibility for staff in the school have taken place since then, including additional statutory responsibilities?
- iii. Have any other similar posts been upgraded?
- iv. How does the post-holder's grade compare with other similar posts in the school or in the Authority generally?

The above list is not exhaustive but provides a suggested framework for discussing a grading appeal.

2.5 Having considered the appropriate factors set out above, together with any other matters, the Headteacher will need to reach a decision on the matter. Where circumstances permit, the decision should be given verbally, normally after an adjournment. The decision should be confirmed in writing within three days. Alternatively, the circumstances may require further review and/or enquiries. This should be confirmed orally at the end of the meeting and the decision should

be given orally within five days of the meeting and confirmed in writing within three further working days.

2.6 Where the decision is to support the employee's request for regrading, it should be the responsibility of the Headteacher to refer the matter to the appropriate committee of the governing body. Where the Headteacher takes the matter forward in this way and the regrading is not supported by the governing body, the employee shall have the right to a grading appeal hearing before the appropriate appeals panel of the governing body as set out below in Stage 3. If the employee wishes to exercise his/her right to such a hearing he/she would do so in writing to the Clerk to the Governors.

2.7 Where the decision is not to support the request for regrading, the Headteacher shall, in those cases where there was a failure to agree a revised job description, issue to the employee the job description setting out the duties and responsibilities required of the post-holder. The job description may be the original description or an amended version. In cases where a revised job description is issued, the employee should have the opportunity of stating in writing the part or parts of the job description that he/she disputes. Headteachers should recognise that posts may not be changed significantly without the employee's agreement. However, reasonable changes may be made from time to time.

3. Procedure – Stage 2

3.1 The teacher should discuss his/her appeal on an informal basis with the Headteacher. The Headteacher must hold such a meeting within 10 days of the employee making the request.

3.2 Where the employee is not satisfied following Stage 1, he/she should send written details of the reasons for his/her dissatisfaction to the Headteacher within 10 working days of receiving the written decision. The Headteacher should then arrange to meet with the employee again within 10 days of receipt of the written grievance.

3.3 The employee may be accompanied at the meeting by a trade union representative, friend or colleague. The Headteacher may be advised by a senior colleague in the school or by an officer of the Local Education Authority.

3.4 The Headteacher shall allow the employee or his/her representative the right to make a verbal statement in support of the written submission. There shall be an opportunity for the Headteacher to question the employee about his/her statement. The employee or his/her representative shall also have the opportunity to put questions to the Headteacher about the decision at Stage 1. There should be an opportunity for the employee or his/her representative to make a closing statement.

3.5 If the circumstances permit, the Headteacher should give his/her decision on the matter orally, normally after an adjournment to consider the decision. This decision shall be confirmed in writing within three working days. Alternatively, the circumstances may require further review and/or enquiries. This should be confirmed verbally at the end of the meeting and the decision should be given orally within 5 working days of the meeting and confirmed in writing within three further working days.

4 Appeals Procedure – Stage 3

4.1 Where the employee is not satisfied following Stage 2, he/she should notify the Clerk to the Governors in writing within 10 working days of receiving the written decision. The Clerk must then arrange a meeting of a panel of three governors authorised by the governing body to hear grievances. No governor should be a member of a panel where he/she has been involved in discussions about the grading appeal. Normally, the meeting shall take place within 20 working days of the receipt of the written appeal by the Clerk.

4.2 The employee and the Headteacher shall exchange statements to be considered at the appeal hearing seven working days before the notified date of the appeal hearing. Neither party shall be entitled to see a copy of the written statement by the other party before the preparation of their own. The statements prepared by both parties shall be sent to the members of the panel of governors authorised to hear grievances at least five working days prior to the hearing.

4.3 The procedure to be followed by the panel during the appeal hearing shall be as follows:

- i) The employee (or his/her representative) to put his/her case in the presence of the Headteacher and to call such witnesses as he/she wishes.
- ii) The Headteacher to have the opportunity to ask questions of the employee (or his/her representative) and any witnesses.
- iii) The appeals committee to have the opportunity to ask questions of the employee (or his/her representative) and his/her witnesses.
- iv) The Headteacher to present the case in response to the employee's representations calling such witnesses as he/she wishes.
- v) The employee (or his/her representative) to have the opportunity to ask questions of the Headteacher on the evidence given by him/her and any witnesses.
- vi) The appeals committee to have the opportunity to ask questions of the Headteacher and witnesses.
- vii) The Headteacher to have the opportunity to sum up his/her case.
- viii) The employee (or his/her representative) then to have the opportunity of summing up his/her case if they so wish.
- ix) The employee and Headteacher and any witnesses to withdraw.
- x) The appeals panel (with any adviser) to deliberate in private only recalling the parties where there are particular points of uncertainty on the evidence given. If recall is necessary both parties are to return, notwithstanding that only one is concerned with the point giving rise to doubt.

- 4.4** The appeals panel is authorised to:
- a) Reject the appeal and confirm that the salary / grading for the post are correct.
 - b) Agree that the overall range of duties and level of responsibility undertaken by the post-holder is above that which could reasonably be expected of an employee at his/her salary level and:
 - i upgrade the post to the level they consider appropriate where it is determined that the work undertaken will continue to be expected of the post-holder; or
 - ii Ask the Headteacher in consultation with the employee to make adjustments to the job description ensuring that the overall range of duties and level or responsibilities is consistent with the existing grade for the post.
- 4.5** The decision of the appeals panel will be notified to the employee and his/her representative at the meeting and confirmed in writing within five working days of the meeting.
- 4.6** The decision of the appeals panel will be final. There is no further right of appeal within the school or the Authority, but the employee's rights to any statutory recourse would, of course, remain.

PAY APPEAL – MODEL PROCEDURE (TEACHER)

1 General Guidance

This policy applies to all teachers employed by the school with the exception of the Headteacher for whom the procedure at Appendix 6 refers.

Reasons for Appeal are one or more of the following concerns about the pay decision-making process. The appellant will feel that the decision taker:

1. Failed to take proper account of relevant evidence
2. Took account of irrelevant or inaccurate evidence
3. Incorrectly applied any provision of the STPCD
4. Failed to have proper regard for statutory guidance
5. Was biased
6. Unlawfully discriminated against the appellant

The time limits referred to are working days, excluding weekends and school holidays. The times may be modified by mutual agreement.

2 Establishing an Appeals Panel

The Governing Body will establish an Appeals panel with fully delegated powers, to which appeals on pay and grading issues will be directed.

- The panel will comprise the Vice Chair of Governors, who will usually act as the Chair, and two other governors nominated at a meeting of the full Governing Body, one of whom will be nominated as the Vice Chair of the panel. One named governor will act as reserve.
- There will be a quorum of three.
- No member of the panel will work at the school.
- No member of the panel will have been involved in the original decision of the Pay Committee.
- All panel nominations will be for one year
- The Headteacher will not act as adviser to the panel, although, he/she will be called upon to provide information.

The appeals panel is authorised to:

- Reject the appeal and uphold the pay decision.
- Allow the appeal and confirm that the increased pay should be backdated to the date applicable before the appeals process started.

3 Procedure

Stage 1 – Prior to the Appeal Hearing

- 3.1 The teacher should write to the Headteacher within ten days of the written pay notification to:
 - Notify the Headteacher that he/she intends to appeal against the pay decision.
 - Outline the reasons for the appeal, which must comply with the grounds for appeal detailed in General Guidance, above.
 - Request a meeting with the Headteacher to discuss the reasons for his/her appeal.
- 3.2 The Headteacher will arrange a meeting with the teacher to discuss the appeal, to take place within ten working days of receipt of the written advice of appeal.
- 3.3 Where the appellant is the Headteacher the procedure attached at Appendix 6 applies.

Stage 2 - Meeting between the teacher/Headteacher

- 4.1 The Headteacher and the teacher meet to discuss the issues outlined in the employee's 'Grounds for Appeal' letter.
- 4.2 The Headteacher reviews the evidence against pay criteria to arrive at a decision.

- 4.3** If possible, decision to be given verbally within one working day of the meeting. The decision will be confirmed in writing within three working days of the meeting.
- 4.4** Where the Headteacher wishes to make further enquiries before reaching a decision to recommend to the Governing body, he/she should confirm this verbally at the end of the meeting and agree a dated within 10 working days by which he/she will communicate the decision in writing. If, following further review / enquiries, the Headteacher decides **not** to recommend a pay award he/she must advise the teacher in writing. The advice should include details of further rights of appeal, the procedure and time-scales involved.
- 4.5** If the employee wishes to exercise his/her right of appeal, this should be done in writing to the Clerk of Governors within 10 days of receiving the Headteacher's decision. The clerk must arrange an appeal hearing to take place within 20 further days.
- 4.6** Where the Headteacher supports the appeal, this should be confirmed verbally at the end of the meeting, or after the further enquiries, and in writing within 3 further working days. The Headteacher should inform the Governors of this decision.

Stage 3 - The Appeal Hearing

Prior to the Appeal Hearing:

- 5.1** The panel and the appellant, or his/her representative, must be provided with details of the pay decisions and details of the outcomes of stages 1 and 2, five days before the date of the appeal hearing.
- 5.2** The Headteacher may be advised at the meeting by a senior colleague from the school, who may be a school governor who has not been involved in the total pay decision taking process, or by an officer from the Authority. All staff are entitled to be accompanied at the Appeal Hearing by a Trade Union Representative or a colleague.
- 5.3** The employee is entitled to be accompanied by a trade union representative or a colleague.
- 5.4** Members of the panel will have an opportunity to consult an Authority adviser at any time to clarify factual / procedural issues.
- 5.5** At the hearing, the chairman of the panel introduces the parties and outlines the procedure as follows:
- The employee or his/her representative makes a verbal statement in support of written reasons for appeal.
 - The panel and Headteacher may question the employee about his/her statement .
 - The Headteacher and/or his/her representative make a statement, justifying the decisions taken at Stages 1 and 2.
 - The panel and appellant or his/her representative may question the Headteacher about his/her statement.
 - The Headteacher or his/her representative makes a closing statement.
 - The employee or his/her representative makes a closing statement.
- 5.6** Both parties withdraw, while the panel reaches a decision. The parties will only be recalled when there are concerns of fact or understanding. If recall is necessary, both parties will return even when only one might be concerned with the point giving rise to doubt.
- 5.7** Ideally, the chair of the panel should give a decision verbally at the end of the hearing. This decision must be confirmed in writing within 3 days and should include details of the evidence considered and the reason for the decision. The chair of the panel informs both parties that the decision is final, there being no further right of appeal.

Annual Statement of an Unqualified Teacher's Salary (September, 2005)

Name _____

School _____

Effective Date _____

Increment(s) awarded from 1st September, 2005 (*number*)

Point on unqualified teachers' spine from 1st September, 2005 (1-10)

Value of point £

Unqualified teachers' allowance (*insert value*).....

Recruitment or retention incentives / benefits

Type of award

.....

Start of award

End of award (*maximum length: three years*)

Value of award

Safeguarded sum(s)

Type, nature and value of safeguarded sum(s)

.....

.....

Information on the safeguarding rules may be found at www.teachernet.gov.uk/pay

Total salary £.....

Signed on behalf of the Governing Body

Name in capitalsDate

Annual Statement of a Classroom Teacher's Salary:
- Upper Pay Scale teachers (September, 2005)

Name _____

School _____

Effective Date _____

Point on Upper Pay Spine from 1st September, 2005 (U1 – U3)

Value of point £

Allowances

SEN allowance (*insert 1 or 2*) Value £.....

Reason for award (*if discretionary*)

.....

Management allowance (*insert 1, 2, 3, 4 or 5*) Value £.....

Award date

End date (*if fixed-period, or awarded on or after 1/4/04*)

Reason for award (*specify*)

.....

Recruitment or retention incentives / benefits

Type of award

.....

Start of award

End of award (*maximum length: three years*)

Value of award

Safeguarded sum (s)

Type, nature and value of safeguarded sum (s)

.....

.....

Total salary £

Signed on behalf of the Governing Body

Name in capitals

Date

Annual Statement of a Classroom Teacher's Salary:
- Main Scale teachers (September, 2005)

Name _____

School _____

Effective Date : 1st September, 2005

Number of points on main scale awarded from 1st September, 2005

Experience points: Mandatory Discretionary

Additional fast track point (for newly qualified fast track teachers)

Additional performance point

Point on main scale from 1st September, 2005 (M1 – M6)

Value of point £

Allowances

SEN allowance (*insert 1 or 2*) Value £.....

Reason for award (*if discretionary*)

.....

Management allowance (*insert 1, 2, 3, 4 or 5*) Value £.....

Award date

End date (*if fixed-period, or awarded on or after 1/4/04*)

Reason for award (*specify*)

.....

Recruitment or retention incentives / benefits

Type of award

.....

Start of award

End of award (*maximum length: three years*)

Value of award

Safeguarded sum (s)

Type, nature and value of safeguarded sum (s)

.....

Continued from page 20

.....

Information on the safeguarding rules may be found at www.teachernet.gov.uk/pay

Total salary £

Signed on behalf of the Governing Body

Name in capitals

Date

**Annual Salary Statement of a Member of the Leadership Group
(September, 2005)**

Name _____

School _____

Effective Date _____

Post _____

Individual School Range¹ / pay range²

Point on range from 1st September, 2005

Safeguarded point (if applicable)

Value of point £.....

**Basis on which point on range has been determined (eg, award of
performance point)**

.....

.....

.....

.....

**The criteria (including performance objectives) on which the salary will be
reviewed in the future**

.....

.....

.....

.....

¹For head teachers: individual school range (ISR) is seven point, for example L15 – L22.

²For deputy heads and assistant heads: pay range is five points, for example, L9 – L13.

Recruitment or retention incentives / benefits

Type of award

.....

Start of award

End of award (*maximum length: three years*).....

Value of award

Safeguarded sum (s)

Type, nature and value of safeguarded sum (s)

.....

.....

.....

Information on the safeguarding rules may be found at www.teachernet.gov.uk/pay

Total salary £

Signed on behalf of the Governing Body

Name in capitals

Date

Annual Salary Statement of Advances Skills Teacher (September, 2005)

Name _____

School _____

Effective Date: 1st September, 2005

Pay range (five points)

Point on range

Safeguarded point (if applicable)

Value of point £

Basis on which remuneration has been determined (eg award of performance point)

.....
.....
.....
.....

The criteria (including performance objectives) on which the salary will be reviewed in the future

.....
.....
.....
.....

Recruitment or retention incentives / benefits

Type of award

Start of award

End of award (*maximum length: three years*).....

Value of award

Continued from page 24

Safeguarded sum (s)

Type, nature and value of safeguarded sum (s)
.....
.....
.....

Information on the safeguarding rules may be found at www.teachernet.gov.uk/pay

Total salary £

Signed on behalf of the Governing Body

Name in capitals

Date