



Policy
Document

Woodfield School

Staff Pay Policy

Reviewed: October 2019

1. Introduction

This policy sets out the framework for how decisions on pay are made in this school. It has been developed to comply with current legislation and take account of the requirements of each of the terms and conditions in use at the school. For pay the relevant documents to be cross referenced are the School Teachers' Pay and Conditions Document (STPCD) for Teachers and the National Joint Council for local government services National Agreement on Pay and Conditions of Service', commonly known as the 'Green Book' for non-teaching posts.

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 workforce
- recognise and reward staff for their contribution to school improvement
- ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans
- ensure that pay decisions are made in a fair and transparent way
- ensure that available financial resources are allocated appropriately and sustainably.

Pay decisions at this school are made by the Governing Board where the value of a post is set in the structure (school leadership ranges, TLR and SEN allowances). Decisions on progression within an established range or in the case of teachers, progression to the Upper Pay Range where appropriate, are made by the pay committee of the Governing Board taking note of by the recommendations of the Senior Leadership Team (SLT).

2. Basic pay determination on appointment

The Governing Board 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 the case of non-teaching staff the pay value of roles is determined by virtue of a job evaluation scheme, the scheme currently used is Hay.

In making such determinations, the Governing Board may 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.

Pay will be set in line with any specific restrictions set out in the relevant terms and conditions and this policy.

There is no assumption that any employee will be paid at the same rate as they were being paid in a previous school.

3. Leadership pay group

The Governing Board has assigned individual pay ranges for each leadership group post which have been calculated in accordance with the STPCD and are set out in Appendix 1 of this policy.

These will be reviewed on determining the pay range for a vacancy prior to it being advertised taking account the needs of the school and skills and experience of a new appointment.

These ranges will only change:

1. Where the accountability and responsibility of the post has significantly increased since it was last reviewed.
2. In order to reflect a change in value of a post following a recruitment exercise which warrants a review of the leadership group ranges in order to maintain a suitable pay differential.

Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the headteacher's pay range and any additional payments made under paragraph 10 of the STPCD does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case. The Governing Board will have regard for the position of the school within the group range when determining the individual range for the Headteacher. This will in turn inform limitations of other leadership group posts which will not overlap with the pay range of the Headteacher.

4. Pay reviews

1.1. Non-teaching staff

Non-teaching staff will have the reviews undertaken annually in accordance with the academic year (September to August). Notification of the outcome will be given by no later than 31 December each year. Any increment applicable will be backdated to 1 June each year.

Cost of living awards are still applied under the non-teaching terms and conditions, and are not connected to performance, such awards are applied in accordance with national pay negotiations (once concluded).

1.2. Teaching staff

The Governing Board will ensure that each teacher's salary is reviewed annually, any changes in pay will take effect from 1 September. Reviews will be undertaken in the autumn term and will be completed no later than 31 December each year, it may on occasion be later than this date for the Headteacher. All teachers will be 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 salary safeguarding, the Governing Board will give the required notification as soon as possible and no later than one month after the date of the determination.

5. Pay progression based on performance

In this school staff 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 appraisal are set out in the school's appraisal policy.

Decisions regarding pay progression for staff will be made with reference to their appraisal reports and the pay recommendations that 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.

1.3. Non-teaching staff

Each member of non-teaching staff will be given a rating as part of their appraisal which are intended to take place within the period July – December of each year. The process will follow HCC's Performance Related Increment (PRI) Policy. In summary ratings available will be Not Met, Partially Met, Met and Exceed. Where there is ability to progress up the spinal column points within each H or M grade band a Met or Exceed rating will warrant progression on a spinal point. Pay progression applied and backdated as applicable on 1 June of each year.

Non-teaching staff will be eligible to progress a spinal column point within their H or M grade, where there is scope to do so, where a Met or Exceed rating is given. Exceed ratings attract a non-consolidated bonus payment paid in equal amounts across the year to the value of 1% of their grade where they are able to increment or 2% when at the top of their grade.

The pay progression for a non-teaching post is limited to the top of the H or M grade save for cost of living awards and non-consolidated bonus payments where an exceed rating has been confirmed.

1.4. Teachers

Pay decisions will always be clearly attributable to the performance of the individual, there should be no expectation of automatic pay progression for any reason other than to ensure pay for teachers is maintained within the ranges set out in the STPCD.

In this school we will ensure fairness by annually sampling anonymised appraisal reports to moderate the process to ensure reviews and associated pay recommendations are consistent.

We will seek to minimise the impact on workload for individual teachers, line managers and Headteacher throughout the process.

Decisions on performance pay progression will be based on an assessment of the overall performance of the individual.

A teacher will be eligible for annual performance pay progression where they:

1. have been assessed as meeting all of the teaching standards, throughout the assessment period
2. have had their teaching assessed as at least 'effective' overall during the assessment period
 - 2a. upper Pay Range teachers will be expected to demonstrate increasing levels of exemplary teaching overall
 - 2b. lead Practitioners will be expected to demonstrate exemplary teaching overall
3. have been assessed as meeting the requirements of their job description/job role;
4. meet their individual performance appraisal objectives (consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives)
5. have demonstrated a personal responsibility for identifying and meeting their CPD need
6. are performing in line with the skill level/behaviour descriptors/career grade expectations.

The evidence which will be considered in assessing performance will include:

- pupil progress data
- quality of teaching against the Teaching Standards, including observed practice
- self-assessment
- professional dialogue
- received feedback
- performance appraisal statements
- impact of CPD.

And in the case of Upper Pay Range teachers and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Board will consider its approach in the light of the school's budgetary position.

In this school, judgements of performance will be made against objectives set, meeting relevant professional standards, performance considerations set out in this policy and for teachers relevant career level expectations linked to pay value within ranges.

There are no automatic annual incremental pay rises.

Pay progression in this school will follow incremental progression up reference points determined by the Governing Board where all criteria are met. These reference points should be considered unique to this school. Whilst the Governing Board on occasion have reference points which mirror those published by other organisations there is no requirement to do so and annual reviews will consider the circumstances of this school including but not limited to affordability.

Progression is usually limited to one reference point per annum, except in exceptional circumstances linked to performance management. The reference points and values used in this school are set out in Appendix 1.

6. Movement to the Upper Pay Range

1.5. Applications and evidence

Any qualified teacher, having previously demonstrated competency to progress to Band 2 of the schools' pay range as an accomplished teacher, may apply to be paid on the upper pay range. Any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

Applications may be made once per year. Applications must:

- be made on the appropriate application (letter) and submitted to the Headteacher
- be submitted by the end of the summer term (July) in each year for consideration to move to the Upper Pay Range in the subsequent Autumn term (consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline being met).

The application should be addressed to the Headteacher or other assigned member of the senior leadership team (SLT). If unsure these should go to the Headteacher in the first instance who may then request for a member of SLT to review.

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 any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the last two academic years.

Adjustments will be considered, to allow teachers who have had absence due to maternity or disability related ill health during the review period, to submit a wider range of evidence to allow the school to consider whether they would likely have progressed had they been in work for the relevant period.

1.6. The assessment

An application will be successful, if the Headteacher and the Pay Committee are satisfied that:

- the teacher is highly competent in all elements of the teaching standards
- the teacher's achievements and contribution to the school are substantial and sustained
- the teacher has fulfilled the schools' skills level descriptors/career grade expectations for Band 3.

In this school, this means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period:

- been assessed as meeting their performance appraisal objectives over a sustained period;

and in addition that:

- teaching has been rated as good overall, with some outstanding, over a sustained period
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include;
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice
 - contributing to policy and practice which has improved teaching and learning across the school

Sustained means maintained continuously over a **period of at least two school years**.

A relevant body **may** pay a teacher on the upper pay range if the teacher is defined as a 'post threshold teacher' but was not employed as a post threshold teacher in that school or was employed as a post threshold teacher in that school prior to a break in their continuity of employment.

1.7. Processes and procedures

The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period due to maternity, adoption, shared parental leave or ill health.

The Headteacher or another assigned member of the senior leadership team (SLT) will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Pay Committee.

The Headteacher or another assigned member of the SLT will use the evidence contained in the teachers' performance appraisal review paperwork to make their assessment.

A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.

The Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Pay Committee will confirm the decision by 31 December.

Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).

Where the application is not successful, the Headteacher or an assigned member of the SLT will provide feedback which may be used to inform the ongoing performance appraisal process to help develop their skills to work toward a future successful application.

7. Teaching and Learning Responsibility (TLR) payments

As a school we don't currently use TLR's but this will be reviewed annually or as necessary by the Headteacher and the Finance, Pay and Personnel Committee.

8. Special Educational Needs (SEN) allowances

The Governing Board will award SEN allowances in accordance with the criteria and provisions set out in the current STPCD.

The value of SEN allowances to be paid at this school are set out in Appendix 1.

9. Unqualified teacher allowance

The Governing Board may determine that an allowance be paid to an unqualified teacher where, in the context of the staffing structure, the teacher has:

- taken on a sustained additional responsibility which is:
- focussed on teaching and learning; and
- requires the exercise of a teachers' professional skills and judgement: or
- qualifications or experience which bring added value to the role s/he is undertaking.

10. Recruitment and retention allowance

The Governing Board may, on the advice of the Headteacher, consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.

The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary levels within the structure. Allowances of this nature in this school typically fall within the range £500 - £3,000.

The duration of the payment will be determined according to the circumstances of the payment. Such payments will be reviewed annually at which time the allowance may be withdrawn. Such allowance may never be seen as permanent and does not require advance notice be given when withdrawn.

Members of the leadership group are not entitled to a recruitment and retention payment, save where it relates to reasonably incurred housing or relocation cost on recruitment.

11. Provision of service to another school(s)

The Governing Board may authorise the Headteacher to provide services relating to the raising of standards in another school. Where such an agreement is authorised, the Governing Board will determine, what, if any, proportion will be paid to the Headteacher and/or other staff, of additional income received by the school as part of the agreement. Any such payments will be made in accordance with the terms of the STPCD and will be temporary with no entitlement to safeguarding on cessation.

12. Honoraria payments

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

Such awards may, in exceptional circumstances, be made to non-teaching staff. Honoraria payments can be used when an individual is undertaking work that is part but not all of a higher graded position for a period of four weeks or more.

Honoraria payments may also be used to reward additional or onerous tasks or a specific piece of project work at the same grade or lower, for a specific period over four weeks or more. The Governing Board will take into account the difference in monthly salary of the post holder and the level of work they are undertaking.

Where the full duties of a higher grade are undertaken this will be treated as acting up.

13. 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 Board 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.

14. 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.

Agency Workers Regulations Provide for an agency Teacher who has worked in the same school for more than twelve weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post undertaken. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

15. Pay increases arising from changes to the STPCD

The increase to the national framework as set out in the STPCD will only apply to the minima and maxima of individual pay ranges and allowances.

Teachers on the minima of the pay range, who are not due to receive performance-related progression, will have their salary uplifted by the relevant percentage to ensure compliance with the framework set out in the STPCD.

Teachers will not automatically have their pay increased in accordance with uplifts to the STPCD; any individual increase will be on the basis of performance and in line with the criteria for pay progression set out in this policy.

16. Salary safeguarding/protection

The Governing Board will operate salary safeguarding arrangements in line with the provisions of the STPCD applicable at the time of safeguarding being applied.

Changes in pay for those covered by Local Government Terms and Conditions are covered by a Collective Agreement with Unison. This provides protection of one H or M grade above the grade of the new post for the period of two years. The protected grade is frozen and not subject to cost of living awards however the substantive grade would continue to have awards applied.

17. Appeals

Pay recommendations will be contained within Performance Appraisal Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.

An employee may make a formal appeal against a decision on pay, which must be submitted in writing within seven calendar days of receipt of written notification of that decision setting out the grounds for their appeal in full.

The grounds of appeals will likely be based on one or more of the following; the decision maker(s):

- incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence
- were biased
- otherwise unlawfully discriminated against the employee.

Appeals will be heard by the Pay Appeals Committee.

The Appeals will be heard at a meeting, normally within twenty working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.

Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the meeting.

The decision of the appeal committee will be notified in writing. The decision of the Governing Board's Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.

The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.

The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities.

18. Monitoring the impact of this policy

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

Appendix 1 – Teaching salary ranges and values

In this school the Governing Board have determined that the following ranges and values be used. Values set may only be amended by the Governing Board and only where there is evidence of significant additional accountability and responsibility attributed to the post.

Leadership Group Pay Range

The pay range for leadership posts in this school are:

Minimum L8 (£49,940) – Maximum L31 (£86,104)

Band 1 - Teacher

Point 1 £25,543

Point 2 £27,468

Point 3 £29,581

Band 2 – Accomplished Teacher

Point 4 £31,775

Point 5 £34,179

Point 6 £36,788 b 37,152

Band 3 – Expert Teacher (UPR)

Point 7 £38,797

Point 8 £40,189

Point 9 £41,635

Unqualified Teacher Pay Range

Point 1 £18,844

Point 2 £20,898

Point 3 £22,955

Point 4 £25,011

Point 5 £27,067

Point 6 £29,123

SEN Allowance

Minimum (SEN1A) £2,209 to Maximum (SEN2) £4,359

SEN 1A will be awarded to all teachers.

SEN 1B can be awarded on merit to teachers who have had a minimum of 3 years' relevant experience and who have successfully achieved all performance management targets.

SEN 2 can be awarded to teachers with a minimum of 3 years' relevant experience and who have successfully achieved all performance management targets and who have completed a recognised and relevant qualification.

Appendix 2 – Professional skills level descriptors

HERTFORDSHIRE SPECIAL SCHOOLS										
PROFESSIONAL SKILLS LEVEL DESCRIPTORS TO ACCOMPANY THE 3 PAY BAND STRUCTURE										
Name		Pay Point			Date			Self/School Assessment		
Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 TEACHER			Band 3 TEACHER		
		MPR 1	M2	M3	MPR 4	M5	M6	UPR 1	U2	U3
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many – but not all – aspects of teaching are good. Subject knowledge and understanding of SEN pedagogy is developing			Based on secure subject and SEN knowledge and understanding, all aspects of teaching over time are good			Over time, all aspects of teaching are at least good and much is outstanding. Excellent subject knowledge and expertise in SEN is effectively used to drive forward practice		
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	There is evidence that the teacher uses outcomes from mentoring, coaching and professional development to have a positive impact on improving outcomes for pupils.			There is evidence of the teacher having a significant impact on improving outcomes for pupils			There is evidence of the teacher having a significant impact on improving outcomes for pupils as a result of developing provision and practice throughout the school		
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Creates a positive learning environment by effectively leading and managing a class team, resulting in good working relationships with pupils, colleagues and parents			Employs a range of skills to develop effective relationships in class and wider school teams. Ensures that productive sharing of practice with colleagues, pupils and parents results in good progress for the majority of pupils.			Uses effective methods to help colleagues develop practice. Working relationships are underpinned by a commitment to leading development of practice in school, across other schools and with parents.		

**HERTFORDSHIRE SPECIAL SCHOOLS
PROFESSIONAL SKILLS LEVEL DESCRIPTORS TO ACCOMPANY THE 3 PAY BAND STRUCTURE**

Name		Pay Point			Date			Self/School Assessment		
Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 TEACHER			Band 3 TEACHER		
		MPR 1	M2	M3	MPR 4	M5	M6	UPR 1	U2	U3
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Professional practice is improved in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and training to improve practice			Takes responsibility for their own professional development and keeps up to date with developments in education. Proactively supports the development of others, leading to improved outcomes for pupils		
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

These descriptors were agreed at a meeting of senior leaders and teacher representatives from Hertfordshire Special Schools Based on the 3 band system devised by Head Support and

