

Model Pay Policy

Introduction

The School Teachers' Pay and Conditions Document ("The Document") requires schools and local authorities to have a pay policy which sets out the basis on which they determine teachers' pay; the date by which they will determine the teachers' annual pay review; and the procedures for determining appeals. Schools and local authorities must stay within the legal framework set out in the Document and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection). All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability.

The 2013 Document makes a number of changes to how teachers' pay will be determined from September 2013. This model policy has been developed to help head teachers and Governing Bodies to revise their pay policies to reflect these changes. It is non-statutory and is provided as an optional resource for schools and others to draw on as they wish. It recommends a structure for schools to follow and covers the key areas of pay discretion that schools need to consider. It includes text which Governing Bodies could adopt for their own pay policies – but schools are free to use their own text if they choose. It covers pay arrangements for teachers who are being paid on the unqualified, main and upper pay ranges and the pay range for leading practitioners. It is written from the perspective of a school but could be adapted for use by local authorities.

One of the main changes in the 2013 Document is that all pay progression from September 2014 should be linked to performance. It is suggested that schools and local authorities consider their pay policy alongside their appraisal policy and cross-refer where that is helpful. Both pay and appraisal policies should make clear the school's compliance with equalities legislation.

This model policy does **not** include any sections covering:

- i) those who are on the leadership scale
- ii) safeguarding arrangements
- iii) allowances and additional payments
- iv) arrangements for handling grievances or appeals.

Existing pay policies should already contain such sections, to which these new sections could be added. For instance, they should already set out the procedures that apply when any teacher seeks a review of any decision made by the head teacher or Governing Body that affects their pay. Hearings and appeals against pay decisions must meet the dispute resolution requirements of employment law, in accordance with Part 4 of the Trade Union and Labour Relations (Consolidation) Act 1992 (as amended). In basic terms, these provide that employers and employees must follow the ACAS Code of Practice No. 1 – "Disciplinary and Grievance Procedures".

Model policy for determining teachers' pay

The Governing Body of _____ School adopted this policy on _____

INTRODUCTION

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

In adopting this pay policy the aim is to:

[Insert your school's aims here. For example:

- *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 *Governing Body*.

(Insert any particular arrangements for your school. For example, decisions may be made by an individual (e.g. a governor or the head) or a pay committee of the Governing Body).

PAY REVIEWS

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

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

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

BASIC PAY DETERMINATION ON APPOINTMENT

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

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

(Insert as applicable – these options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments:

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

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

PAY PROGRESSION BASED ON PERFORMANCE

(The changes in the 2013 Document mean that September 2013 will be the last time when teachers on the main scale receive annual increments and the pay decisions made in September 2014 will need to be linked to assessments of performance. Any reference to annual increments in existing pay policies should be removed. Schools have the flexibility to develop their own policies to link progression pay to performance).

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

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by **(insert here how the school will ensure that objectives and assessments are consistent, including any arrangements for quality assurance and moderation).**

The evidence we will use will include **(insert here the range of sources that may be used as the basis for assessing performance (e.g. self-assessment, peer review, tracking pupil**

progress, lesson observations, the views of pupils and parents).

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

(In developing your policy on linking progression pay to performance, you should consider:

- *Whether the measures of performance will be absolute or relative or a combination of both*
- *The levels of performance that will be required for progression to be awarded*
- *How progression will be differentiated – so that the very highest performers can progress faster.)*

(Examples of the different approaches that schools could take, e.g. absolute performance measures, relative performance measures or a combination of both, are provided in an appendix to this policy – schools could choose to use one of these, but they are also free to use their own.)

In this school, judgements of performance will be made against *(insert here how performance will be assessed against objectives and the relevant standards)* and teachers will be eligible for pay progression if *(insert here what the minimum expectations are for the different rates of pay progression and whether the criteria to be used will be absolute, relative or a combination of both – see appendix for examples)*.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

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

Applications may be made at least once a year.

(Insert information about application deadlines (e.g. start/end Academic year or terms – or an alternative deadline), applying particular attention to ensuring every teacher is treated fairly).

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 under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not

applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from (*insert the period of time that evidence should cover, ensuring that teachers who have had breaks in service are treated equitably. Include also information about how and to whom (e.g. line manager/ subject leader/ head of school/ head teacher) applications should be made and, if written applications are required, whether the school will provide a standard form*).

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 [*insert agreed definition*];
(e.g. performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice)
- 'substantial' means [*insert agreed definition*]
(e.g. of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning); and
- 'sustained' means [*insert agreed definition*]
(e.g. maintained continuously over a long period e.g. X number of school year(s)).

The application will be assessed (*insert details of how the school will ensure that applications are assessed robustly, transparently and equitably, including who makes the initial assessment (e.g. line manager/subject leader/head of school/head teacher) and the role of the Governing Body in making the final determination*).

Processes and procedures

The assessment will be made within/by (*insert number of days (e.g. 10/15/20 working days) before the applicant will receive a response to their application, or if there is a single deadline for applications, whether there will be a single date for applicants to be informed*

of the outcome).

If successful, applicants will move to the upper pay range from (***insert timing of move to upper pay range*** (e.g. start of term/academic year), including whether there will be a single date for all moves to the upper pay range to take place). (*Insert who will decide (e.g. head teacher/Governing Body/Pay Committee) where on the upper pay range a successful teacher is placed, and, if teachers can start further up the range, insert how their position on the upper pay range will be decided in a fair and consistent way (e.g. based on considerations including:*

- *the nature of the post and the responsibilities it entails*
- *the level of qualifications, skills and experience of the teacher).*

If unsuccessful, feedback will be provided by (***insert who will provide the feedback*** (e.g. line manager/subject leader/head teacher/ head of school), how it will be given, what it will include and when it will be provided (e.g. within 10/15/20/X working days of decision)).

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's general appeals arrangements.

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.

Insert sections on leadership pay, safeguarding arrangements, allowances, and arrangements for handling grievances or appeals. These can be carried over from your existing pay policy.

MONITORING THE IMPACT OF THE POLICY

The Governing Body will monitor the outcomes and impact of this policy on a regular basis

(insert the frequency, e.g. yearly/biennially), including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

APPENDIX – EXAMPLES OF APPROACHES TO PAY PROGRESSION BASED ON PERFORMANCE

Example 1 – Absolute performance measures

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to (*insert here any specific impacts the school may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school*).

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria (*it may be helpful to **indicate here** the size of individual pay progression increases that may result for each category, e.g. an increment of £x*).

Teachers will be eligible for a pay increase of £x if (***insert here** what the minimum expectations are – e.g. “they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding”*).

Teachers may be eligible for £y if (***insert here** the level of performance that may lead to less rapid progress in a year – e.g. “they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good”*).

Teachers will be eligible for £z if (***insert here** how the highest performing teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that “they exceed all their objectives, are assessed as fully meeting the relevant standards and all of their teaching is assessed as outstanding”*).

Example 2 – Relative performance measures

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to (*insert here any specific impacts the school may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school*).

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of relative criteria (*it may be helpful to **indicate here** the size of individual pay progression increases that may result for each category, e.g. an increment of £x*).

Teachers will be eligible for a pay increase of £x if (***insert here** what the minimum expectations are – e.g. “they are judged as being within the top 20/15/x% of teachers in their school”*).

Teachers may be eligible for £y if (**insert here** the level of performance that may lead to less rapid progress in a year – e.g. “they are judged as being within the top 40/30/ y% of teachers in their school”).

Teachers will be eligible for £z if (**insert here** how the highest performing teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that “they are judged as being within the top 10/5/z% of teachers in their school”).

Example 3 – Combination of absolute and relative performance measures

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to (**insert here any specific impacts the school may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school**).

The rate of progression will be differentiated according to an individual teacher’s performance and will be on the basis of a combination of absolute and relative criteria (*it may be helpful to **indicate here** the size of individual pay progression increases that may result for each category, e.g. an increment of £x*).

Teachers will be eligible for a pay increase of £x if (**insert here** what the minimum expectations are – e.g. “they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding”).

Teachers may be eligible for £y if (**insert here** the level of performance that may lead to less rapid progress in a year – e.g. “they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good”).

Teachers will be eligible for £z if (**insert here** how the highest performing teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that “they are judged as being within the top 10/5/x% of those teachers in their school who also meet the absolute expectations for progression”).