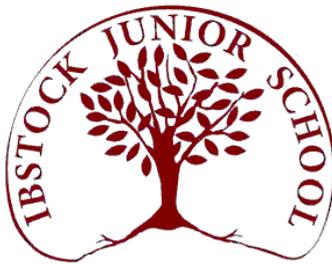




**Leicestershire
Traded Services**



Teachers' Pay Policy Ibstock Junior School

The governing body of

adopted this policy on .

It will be reviewed on .

This policy applies to all Teachers and the Head Teacher based at Ibstock Junior School and should be read in conjunction with the associated Pay Policy Guidance.

1. Scope

- 1.1 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) 2018/19 'The Document', and has been consulted on with staff and/or the recognised trade unions.
- 1.2 In adopting this pay policy the aim is to:
 - *maximise the quality of teaching and learning at the School*
 - *support the recruitment and retention of a high quality teacher workforce*
 - *enable the School to recognise and reward Teachers appropriately for their contribution to the School*
 - *help to ensure that decisions on pay are managed in a fair, just and transparent way.*
- 1.3 The Governing Body will agree the School budget annually and will ensure that appropriate funding is allocated for pay progression at all levels and in doing so recognise that funding cannot be used as a criterion to determine progression.
- 1.4 Any aspects of Teachers' pay and allowances not covered within the terms of this policy will be considered in line with The Document.

2. Appraisal

- 2.1 A scheme of Appraisal for all teaching staff will be used, in accordance with the requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012.

3. Equal Opportunities

- 3.1 All pay-related decisions will be made to comply with relevant legislation including, as amended, the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.
- 3.2 The Governing Body will promote equality of opportunity in all areas taking account of individual circumstances e.g. absence on maternity leave or long term sickness and make adjustments where appropriate.
- 3.3 It is also important that schools are mindful of the impact of their decisions in terms of Equal Pay Legislation. Where an individual has had a successful performance management review, pay progression should be awarded.

4. Pay Committee

- a. The Governing Body have established a Pay Committee in order to monitor pay decisions in this establishment. The terms of reference for the Pay Committee are attached at Appendix B. The Pay Committee have fully delegated powers to make decisions on pay progression for all teachers in the School on behalf of the Governing Body.
- b. It is the responsibility of the pay committee to:
 - To ensure the application of the pay policy is undertaken in a fair and consistent way.
 - To ensure all statutory and contractual requests are applied.
 - To record all decisions and report back in general to the Governing Body.
 - To recommend to the Governing Body the total amount of funding needed for pay progression.
 - To ensure knowledge of pay issues is up-to-date and make the Governing Body aware when the pay policy needs to be updated.
- c. Members of the Pay Committee should not include employee Governors.

5. Pay Reviews

- a. Determination of the remuneration shall be as follows:
 - All Teachers: annually with effect from 1st September, with reviews having been conducted no later than 31st October each year
 - Head Teacher: annually, and no later than 31st December each year.
- b. All pay decisions, setting out the salary and any other financial benefits will be communicated to each member of staff in writing within 1 month of the pay determination. The Chair of Governors is responsible for notifying the Head Teacher.
- c. Reviews may also take place at other times of the year to reflect any changes in job description or other circumstances that lead to a change in the basis for calculating an individual's pay.
- d. Teachers will receive a written statement outlining the details of their pay after any review at the earliest opportunity and no later than one month after the determination.
- e. Where a pay determination leads or may lead to the start of a period of safeguarding, the Pay Committee will give the required notification as soon as possible and no later than 1 month after the date of the determination.

6. Appeals

- a. A teacher may seek a review of any determination in relation to their pay by the Pay Committee. The procedure for submitting an appeal is detailed in Appendix C.

7. Pay Range for the Head Teacher

- a. The Governing Body have identified an appropriate range of consecutive points, which will be used as the pay range for the Head Teacher.
- b. As at 1st September 2018, the range is L13 to L19, and the School group size is currently Group G2.
- c. The Head Teacher's pay range (including any additional payments), are not to exceed the maximum of the School group size by more than 25%.
- d. The performance progression of the Head Teacher, will be considered by the Pay Committee on the recommendation of the Chair of Governors with advice from the External Adviser.
- e. The Governing Body will, as necessary, revise its determinations where there has been a significant change in the Head Teacher's responsibilities, and/ or a change in pupil numbers which would alter the School's group size.
- f. The Governing Body will determine a pay range for the Head Teacher, when:
 - It proposes to make new appointments,
or
 - Where there are significant changes to the serving Head Teacher role.
- g. The Governing Body will take into account:
 - The appropriate School group size,
 - All of the permanent responsibilities of the role,
 - Any challenges specific to the role
 - Any other relevant considerations.
- h. These considerations apply to any determinations made within the leadership group after 1st September 2014.

8. Pay Range for Deputy Head Teachers

- a. The Governing Body have identified a pay range of consecutive points on the leadership group pay spine which will be used as the pay range for each Deputy Head Teacher and Assistant Head Teacher.
- b. As at 1st September 2017, the range is L7 to L12 (insert spine points here) and the School group size is currently Group G2
- c. The pay progression of all Teachers on the leadership spine, except that of the Head Teacher, will be considered by the Pay Committee on the recommendation of the Head Teacher.

- d. The Governing Body will determine a pay range for the Deputy Head Teacher and when:
- It proposes to make new appointments,
or
 - Where there are significant changes to the serving deputy.
- e. It will take account of the responsibilities and challenges of the role(s). The pay range set will be within the leadership scales and not exceed the maximum of the School group size. The pay range for the deputy or assistant will only overlap the Head Teacher’s pay range in exceptional circumstances.

9. Pay Progression

- a. Annual pay progression all posts is not automatic and is subject to annual review of performance. The governing body will consider whether to award pay progression points in line with the table below and as further described in the sections below.

<i>Pay Range</i>	<i>Standard progression</i>
<i>Unqualified teachers</i>	<i>1 Point</i>
<i>Main</i>	<i>1 Point</i>
<i>Upper</i>	<i>1 point after 2 consecutive successful annual reviews</i>
<i>Leading Practitioner</i>	<i>1 point</i>
<i>Leadership</i>	<i>1 point</i>

10. Pay Progression Based on Performance: All Teaching and Leadership Posts

- a. In this School all Teachers are subject to the annual appraisal process that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. In addition, all can expect to receive regular, constructive feedback on their performance. The arrangements for appraisals are set out in this School’s Appraisal Policy.
- b. For all Teachers it will be possible for a ‘no progression’ determination to be made without recourse to the capability procedure.
- c. Decisions regarding pay progression will be made with reference to 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.
- d. To be fair and transparent, assessments of performance will be properly rooted in evidence referred to Appendix D of this policy.

In this School we will ensure fairness by:

- Reference to career stage expectations, with particular focus on teaching over time
- Encouraging self-evaluation and reflection
- Head Teacher performance management of all teachers ensuring equality of process

e. The evidence we will use will include:

- Pupil assessment data
- Progress in books overtime for all groups of children
- Work scrutiny
- Pupil assessment meeting notes (PAM)
- Lesson observation records
- Planning scrutiny records
- Action plans and evaluations
- Records of leadership work and impact evaluations
- CPD records, including action plans

f. In this School, judgements of performance will be made against:

- the proportion of children working at Age Related Expectations taking into account different starting points
- the impact on wider outcomes for pupils
- improvements in specific elements of practice, such as behaviour management or lesson planning
- impact on effectiveness of other teachers or other staff

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.

Teachers will be eligible for a pay increase of 1 point they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good

g. Appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee, having regard to the appraisal report and taking into account advice as follows:

- For classroom Teachers; advice from the Head Teacher/Appraiser.

- For Leading Practitioners, Assistant Head Teachers and Deputy Head Teachers/Appraiser; advice from the Head Teacher.
- For the Head Teacher; advice from the School's external educational adviser.

11. Leadership Pay Progression

- Leadership posts must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at this School and will be subject to a review of performance against objectives before any pay progression will be awarded.

Movement to the Upper Pay Range

Applications and Evidence

- Any qualified Teacher may apply to be paid on the upper pay range and all applications will be assessed in line with this policy. It is the responsibility of the individual 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 as part of the appraisal and performance management process. Applications in writing should be received by the Headteacher by September 30th.
- If a Teacher is simultaneously employed at another School or Academy, they should submit separate applications if they wish to apply to be paid on the upper pay range in both Schools. This School will not be bound by any pay decision made by another School.
- Where Teachers are subject to the 2011 regulations or the 2012 regulations, the Pay Committee shall have regard to the assessments and recommendations in Teachers appraisal reports under those 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 3 consecutive appraisal cycles, including the one just completed. Where this is not possible because of a break in service other evidence will be considered outside of this time frame. Applications should be made in the form of a letter to the Headteacher providing significant detail as to how the standards for the Upper Pay Range have been met. The applicant can receive clarification from the Headteacher as to what information is required as part of the application. The school does not provide a standard form for such applications.

The Assessment

- An application from a qualified teacher will be successful where the Pay Committee is satisfied that:

- the teacher is highly competent in all elements of the relevant teachers standards;

AND

- the teacher's achievements and contribution to the School are substantial and sustained.

h. For the purposes of this pay policy:

- 'highly competent' means:

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:

Performance 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)

- 'sustained' means:

Maintained over a period of at least 2 years

- The application will be assessed initially by the Headteacher who will make a recommendation or not to the Pay Committee. The Pay Committee will then make the final decision whether to approve the movement to the Upper Pay Range.

Processes and procedures

- The assessment will be made by the 31st of October:
- If successful, applicants will move to the upper pay range from the 1st of September. The Headteacher will decide where on the Upper Pay Range a successful teacher is placed. Only in exceptional circumstances will this be above UPR1 and would be based upon:
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 the Headteacher within 15 working days of the decision:
- Any appeal against a decision not to move the teacher to the upper pay range will be heard under the School's Appeals Procedure.

12. Progression on the Upper Pay Range

- Teachers on the upper pay range will be awarded pay progression by:

the extent to which Teachers have met their individual objectives and the relevant standards and how they have contributed to:

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 as seen through coaching or mentoring;

wider contribution to the work of the School through their ability to lead others.

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.

Teachers will be eligible for a pay increase of 1 point after two consecutive successful reviews where they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some being outstanding.

There is no assumption that previous performance at a school/academy will be taken into consideration during the performance management cycle at Ibstock Junior School.

13. Teaching Posts Pay Ranges

a. The pay ranges for Teaching posts, for the academic year 2017/18, are as follows:

		Salary	
Unqualified Teacher Pay Range	Minima	£17,208	
	Maxima	£27,216	
Main Pay Range	Minima M1	£23,720	
	M2	£25,594	
	M3	£27,652	
	M4	£29,780	
	M5	£32,126	
	Maxima M6	£35,008	
Upper Pay Range	Minima	£36,646	
	UPR2	£38,004	6
	Maxima UPR3	£39,406	

14. Leading Practitioners Pay Ranges

The Governing Body has determined that there are to be no leading practitioner posts. This provision will be reviewed in September 2018 or sooner if circumstances change

15. Part-Time Teachers

a. 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 part-time teachers 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.

16. Supply Teachers

- a. 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.

17. Teaching and Unqualified Teaching Posts: Basic Pay determination on Appointment

- a. The Governing Body will determine the pay range for a vacancy prior to advertising it. In making such determinations, the Governing Body may take into account a range of factors, including:
 - the nature of the post
 - the level of qualifications, skills and experience required.
 - market conditions
 - the wider School context.
- b. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
- c. There is no assumption that a Teacher (qualified or unqualified) will be paid at the same rate as they were being paid in a previous School.
- d. The Governing Body will pay an unqualified teacher on one of the employment- based routes into teaching on the unqualified Teachers' range.

18. Teaching and Learning Responsibility Payment (TLR)

- a. TLRs are awarded to the holders of posts indicated in the attached staffing structure at Appendix A, and will not be awarded to staff on the leadership scales or unqualified Teachers.
- b. Before awarding any TLR the governing body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- Is focused on teaching and learning;
- Requires the exercise of a teacher’s professional skills and judgement;
- Has an impact on the educational progress of pupils other than the teacher’s assigned classes or groups of pupils; and
- Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- Involves leading, developing and enhancing the teaching practice of other staff.

The last two bullet points are not applicable to TLR 3s.

c. The values of the TLRs that currently exist within this School are set out below:

d. TLR3’s will be awarded to the following value(s)

- (Insert £value)

TLR 3	Minima	529
	Maxima	2,630

e. The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed-term of less than one year then the total value should be calculated proportionately to the annual value, for example: a TLR 3 awarded for a 6 month project should not exceed a value of £1,315 (i.e. £2,630 / 2 = £1,315). If the teacher undertaking the project is a part time teacher, the TLR3 payment would not be pro-rata’d further in line with the teachers weekly working hours.

19. Special Education Needs Allowance

a. An SEN allowance of £2,149 (1 point) will be awarded in accordance with the terms of paragraph 21 of the latest STPCD to:

- a post requiring the exercise of a teacher’s professional skills and judgement in the teaching of children with SEND. If the SENDCo is part time, then this will be paid on a pro-rata basis.

20. Discretionary Payments and Allowances

1.5 The Governing Body will consider awarding discretionary allowances and payments in the following circumstances.

- Additional responsibilities and activities

Teachers who undertake additional responsibilities and activities due to or in respect of the provision of services by the Head Teacher relating to the raising of educational standards to one or more additional Schools.

Head Teacher

The Governing Body has determined that they may award an additional payment to the Head Teacher in respect of additional responsibilities and activities due to or in respect of the provision of services by the Head Teacher relating to the raising of educational standards to one or more additional Schools.

Recruitment and Retention Incentives and Benefits (R&R)

The Governing Body will consider awarding recruitment and/or retention incentives in the following circumstances:

- a. an advance of salary for a rental deposit or support for travel costs
- b. The Governing Body will review the level of R&R payments on an annual basis.
- c. Recruitment and retention incentives and benefits will not be made for carrying out specific responsibilities.

Residential Duties

- d. The Governing Body have determined that they will not award any payments for residential duties.

Discretionary Allowances and Payments to the Head Teacher and Wider Leadership Team

- e. The approach to setting pay for Head Teachers will make additional payments by means of allowances largely unnecessary. The exception to this will be for temporary or irregular responsibilities or other very specific reasons which it is not appropriate to incorporate into permanent pay, such as housing or relocation costs. Such payments will be time-limited from the outset and cease when the responsibility ceases or circumstances change. Safeguarding will not apply to such payments. The total value of the salary and temporary payments made to a Head Teacher in any one year will not exceed 25% above the maximum of the group size for the School.
- f. The principles for payment of allowances for members of the wider leadership group (except lead practitioners) will be consistent with those for the Head Teacher.
- g. This approach and these principles however will only be applicable if pay setting for the leadership group has changed to reflect the new provisions, i.e. after 1st September 2017. In this School these changes have not yet been necessary and as such discretionary allowances and payments will continue until such changes are implemented.

21. Honoraria

- a. The Document, and therefore this School's pay policy, does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

22. Salary Sacrifice Arrangements

- a. The Governing Body have determined that they will not provide for any salary sacrifice arrangements.

23. Additional Information

- a. **Salary Determinations.** The determination of the remuneration of a Teacher (including Leadership) will be made annually with effect from 1st September.
- b. **Written Notification of Allowances and Other Payments.** The School will advise employees in writing of the determination of any allowance or other payment or amendment to such. The written notification will advise, as appropriate, on the date of commencement, termination, review, the value of any such award and whether it is to be safeguarded or not.
- c. **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.
- d. **Pay changes by mutual consent.** Any member of staff wishing to request a reduction in responsibility and pay should do so in writing. This request will be considered by the Pay Committee and a decision will be made taking into account the request from the teacher and the operational requirements of the School.
- e. **Monitoring the impact of the Policy.** The Governing Body (Pay Committee) 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.
- f. **Deviations from the policy** Any deviations from this policy must be agreed as an exceptional item by the Full Governing Body of the school.

Appendix A – School Staffing Structure

Head Teacher

Deputy Headteacher

Special Needs Coordinator

Senior Teacher – part-time

Teachers – 11 classes, including above other than Head Teacher.

Currently there are no TLRs in the staffing structure. A TLR3 may be payable for a specific project.

Appendix B – Terms of Reference for the Pay Committee

- The application of the pay policy in a fair and consistent way.
- To ensure all statutory and contractual requests are applied.
- To record all decisions and report back in general to the Governing Body.
- To recommend to the Governing Body the total amount of funding needed for pay progression.
- To ensure knowledge of pay issues is up-to-date and make the Governing Body aware when the pay policy needs to be updated.
- To scrutinise the Pay Policy for recommendation to the Full Governing Body

Appendix C – School’s Appeals Procedure

The arrangements for considering appeals are as follows:

At the formal stage of the appeals procedure the teacher has the right to put their case to the Governing Body appeal panel and is entitled to be accompanied by a colleague / trade union representative

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination. That the person or committee by whom the decision was made:

- incorrectly applied any provision of the STPCD;
- incorrectly applied the School’s pay policy
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

- 1) The teacher is informed of the pay recommendation to be made to the pay committee and where applicable the basis on which the decision was made.
- 2) If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head Teacher.
- 3) Pay recommendations should be made to the pay committee to make pay determinations.
- 4) Pay decision is confirmed in writing.
- 5) Where the teacher is still dissatisfied, they may follow a formal appeal process.
- 6) The teacher should set out in writing the grounds for appeal and send it to the individual (or committee) who made the determination, within 10 working days of the notification of the decision of the pay committee or of the outcome of the discussion referred to above.

The appeal will be considered by an appeals committee in accordance with the School’s Appeals Procedure. The appeal’s committee will comprise of different members to the original pay committee.

Appendix D

Appendix D – Career Stage Expectations

Ilbstock Junior School: Teacher Standards career stage expectations

October 2018

	TEACHER M1, M2, M3	ACCOMPLISHED TEACHER M4, M5, M6	EXPERT TEACHER UPS 1, UPS2, UPS3
Area	Start of M2	Start of M4	Start of UPS 3
Relevant standards	Teaching over time is almost always good Secure knowledge of subject, of pedagogy and of behaviour management. Effective class teacher, supporting pupils in learning and in personal development.	Teaching over time is consistently good and sometimes outstanding. Very good knowledge of subject and subject pedagogy; good and developing understanding of learning across the curriculum. Student behaviour management good or outstanding. Very effective form tutor, with a demonstrable impact on pupils in learning and in personal development.	All teaching overtime is consistently good; some is outstanding. Excellent knowledge of subject and subject pedagogy; highly effective understanding of learning across the curriculum. Student behaviour management generally outstanding. Highly effective form tutor, with a significant impact on pupils in learning and in personal development.
Professional practice	Most pupils achieve in line with national expectations. Vulnerable pupils make progress because the teacher adapts approach and uses support staff appropriately.	Almost all pupils achieve in line with national expectations, and many exceed these. With support, draws up and monitors targeted interventions.	Almost all pupils achieve in line with school expectations, including most pupils with barriers to learning; many exceed national expectations. Supports colleagues in taking responsibility for targeted interventions.
Professional outcomes	Productive working relationships and effective communication with pupils, colleagues and parents. Takes on a role within staff team/s.	Highly productive working relationships and very effective communication with pupils, colleagues and parents. Takes on responsibility in helping colleagues and team/s, helping to improve the school in key areas.	Highly effective working relationships and communication skills have a demonstrable impact on improving the school in key strategic areas. On occasions, leads teams of colleagues. Plays role in liaison with other schools and with the wider community.
Professional relationships	Takes part successfully in coaching; able to identify CPD needs (with support) and respond to feedback and advice by changing practice.	Increasingly knowledgeable and reflective practitioner, building skills in supporting colleagues through coaching and mentoring.	Role model as a highly knowledgeable and reflective practitioner, takes initiative in providing effective coaching across the school, leads on aspects of CPD.
Professional development	Meets all standards.	Meets all standards.	Meets all standards.
Professional conduct	Meets all standards.	Meets all standards.	Meets all standards.



Leicestershire Traded Services

General Enquires

Phone: 0116 305 0700

Email: hrservices@leics.gov.uk

Web: www.leicestershiretradedservices.org.uk

Twitter: @LeicsSchools

Direct Queries

Mary Robson, External Team Manager

Phone: 0116 305 5702

Mobile: 07730 582743

Email: mary.robson@leics.gov.uk

Services provided by

