



Holy Trinity C of E Primary Academy

Vision Statement

At Holy Trinity CE Primary Academy, inspired by and rooted in Christian values and teaching, we nurture children to become aspirational, courageous, compassionate and joyful young people.

The values of our school: Courage, Joy, Aspiration and Compassion

POLICY DOCUMENT	Determining Teachers Pay Policy 2021-2022
Status	Statutory
Legislation	
Lead Member of Staff	Headteacher
Lead Governor (Monitoring)	Jeremy Shatford
Publication/Revision Date	30/11/2021
Governor Committee	Full Governing Body
Approval Date and by	November 2021
Review Frequency	Annual
Date of next review	30/11/22
Publication Date: Academy Website/ Staff information folder	
Chair of Governing Body signature	
Supporting documents	

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1 Introduction

- 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) and the accompanying statutory guidance and with national and local pay agreements for support staff and these documents will take priority in any disputes.
- 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 Pay decisions at this academy are made by the Pay Committee and Pay Appeals Committee (through the Premises, Finance and Audit sub-committee) which has fully delegated powers to make decisions on pay, and (except in relation to the Headteacher's pay) will be advised by the Headteacher as appropriate.
- 1.4 The terms of reference for these committees are attached at Appendix A. Governors will not make judgements about the effectiveness of individual staff. Their role is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and in accordance with the Policy, and that correct procedures have been followed. The Governing Body will monitor the effectiveness of the Performance Management process and ensure that the allocation of pay is consistent with the overall standard of teaching in the school and the outcomes for pupils.

2 Pay Reviews

- 2.1 The Governing Body will ensure that pay is determined;
- each teacher's salary is determined annually, with effect from 1 September and no later than 31 October each year
 - the headteachers salary is determined with effect from 1st September but no later than 31st December each year
 - support staff pay determination on 1st April
 - on appointment
 - at any other time to reflect changes in circumstances or job description
- 2.2 All staff will be informed in writing of their pay determination and the rationale for it with each year according to the Pay Timetable and at any other time when a salary review takes place.

3 Salary Safeguarding/Protection

- 3.1 The Governing Body will ensure appropriate salary protection/safeguarding for teachers in accordance with the School Teachers' Pay and Conditions Document and for support staff in accordance with the academies Redundancy and Re-organisation Procedure.
- 3.2 Employees in receipt of safeguarding will be expected to undertake commensurate work.
- 3.3 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.

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4 Basic Pay Determination on Appointment

- 4.1 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.
- 4.2 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 academy context
- 4.3 There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school or occupation.

5 Pay Progression Based On Performance

- 5.1 In this academy 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 academy's appraisal policy.
- 5.2 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.
- 5.3 It will be possible for a no progression determination to be made without recourse to the capability procedure.
- 5.4 To be fair and transparent, assessments of performance will be properly rooted in evidence. In this academy we will ensure fairness by ensuring that objectives and assessments are consistent, with Performance Management objectives moderated across the school to ensure consistency and fairness in pay decisions.
- 5.5 The evidence Holy Trinity CE Primary Academy will use will include a range of sources for assessing performance, such as self-assessment, peer review, tracking pupil progress, attainment of pupils, lesson observations, the views of pupils and parents, observation of the teaching and learning environment.
- 5.6 Where tracking pupil progress and attainment the academy reserves the right to balance this on an aggregate of a three year cycle backwards from the date of appraisal. This is to ensure greater stability in the data used.
- 5.7 Teachers' 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 from the senior leadership team.
- 5.8 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.
- 5.9 Decisions regarding annual pay progression within the relevant ranges set out in Appendix B, will be made with reference to teachers' performance management statements and the pay recommendation they contain. In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

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5.10 The Governing Body expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year. Performance Management objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.

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

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

- have been assessed as meeting all of the teaching standards, throughout the assessment period
- have had their teaching assessed as at least good overall during the assessment period
- Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall
- Lead Practitioners will be expected to demonstrate outstanding teaching overall
- have been assessed as meeting the requirements of their job description/job role
- meet their individual performance management objectives
- Consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives
- have demonstrated a personal responsibility for identifying and meeting their CPD needs.

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

- pupil progress data;
- quality of teaching against the Teaching Standards (Appendix C), including observed practice;
- self-assessment;
- professional dialogue;
- received feedback;
- performance management statements;
- CPD records.

5.14 In the case of Upper Pay Range teacher and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider academy.

5.15 Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.

6 Decision To Progress

6.1 Where all of the performance pay progression criteria set out in 5.12 above are met, the teacher will move up to the next Performance Pay Progression Stage. Discretion will be applied where not all performance management objectives have been fully met, but significant progress has been made.

6.2 In exceptional circumstances teachers will be eligible for a pay increase of 2 reference points if they have exceeded all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as outstanding.

7 Decision Not To Progress

7.1 Where the performance pay progression criteria in 5.12 are not met, the teacher will not receive any performance pay progression. A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching

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standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

- 7.2 Where a decision not to progress is made, the teacher will be supported through the performance management process to improve their performance.

8 Movement to the Upper Pay Range

- 8.1 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.

- 8.2 Applications may only be made once a year.

9 Threshold Assessment

- 9.1 The Academy inform Teachers, through this document, of their eligibility to apply for Threshold assessments, and Teachers may apply at any time of the year up to and including until the 31st August of the current academic year. Teachers who wish to do so should apply for threshold assessment to the Head teacher. Teachers may apply and should be assessed against the post-threshold standards, see paragraphs 19 and 20 of the STPCD. If successful, the pay award will come into effect from September of the following academic year.

- 9.2 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 academy will not be bound by any pay decision made by another school.

- 9.3 All applications should include the results of reviews or appraisals under the 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).

- 9.4 Applications 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; and,
 - the teacher's achievements and contribution to the school are substantial and sustained.

- 9.5 In this academy, 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 management 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 some 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.

- 9.6 Applications should be made in writing to the headteacher.

- 9.7 For the purpose of this pay policy

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- ‘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 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 maintained continuously over at least the previous three years . (Only 2 years’ worth of evidence will be required from teachers who are on the equivalent of old points M4, M5 or M6 on 1 September 2013, so that they are not disadvantaged in comparison to the previous Threshold criteria).

10 Post Threshold Teachers

- 10.1 Post Threshold teachers will be subject to an annual review of performance. Progression up the UPS will normally be at two-yearly intervals and is subject to two consecutive successful appraisals and the Governing Body being satisfied that the teacher’s achievements and contribution to the school have been substantial and sustained.
- 10.2 To ensure that the achievements and contributions have been substantial and sustained, the appraisals/reviews will assess that the teacher has:
- Continued to meet post threshold standards and
 - Grown professionally by developing their teaching expertise post threshold.
- 10.3 Where the appraisal review does not demonstrate successful achievement of objectives, no pay progression will be awarded.

11 The Assessment

- 11.1 The headteacher will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Pay Committee. The headteacher will use the evidence contained in the teachers’ performance management review paperwork to make their assessment.
- 11.2 Final decisions about whether or not to accept a pay recommendation will be delegated to the Pay Committee, 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.

12 Processes and Procedures

- 12.1 The assessment will be made within 20 working days before the applicant will receive a response to their application.
- 12.2 If successful, applicants will progress to the minimum of the Upper Pay Range from the start of the following academic year.
- 12.3 If unsuccessful, feedback will be provided by head teacher.
- 12.4 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.

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13 Part-Time Teachers

- 13.1 Teachers employed on an on-going 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.

14 Short Notice/Supply Teachers

- 14.1 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. Supply teachers from an agency will be paid according to the negotiated agency rate. Supply teachers employed directly through the school will be paid at a negotiated and agreed rate.
- 14.2 When a Teacher is employed to cover the same post for a continuous period exceeding 4 weeks s/he will be appointed on a temporary contract, paid on the basis of 6.5 hours per day and may be expected to undertake the full range of duties of the teacher who is being replaced. A short notice teacher who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more in respect of that period than he/she would have received had he been in regular employment throughout the period.

15 Pay Increases Arising from Changes to the Document

- 15.1 All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.
- 15.2 Subject to any recommendation by the School Teacher Review Body on pay uplifts, and the provisions of the School Teachers' Pay and Conditions Document 2017, teaching staff should note that future pay uplifts may be subject to performance.
- 15.3 Unqualified teachers will be paid at the rate as shown in Annex B.

16 Headteacher

- 16.1 A new Head teacher may be placed at any of the four bottom points of the ISR.
- 16.2 When determining the ISR the Pay Committee will take account of the context and full responsibilities of the role with reference to the professional duties set out in TPCD. The salary of the existing headteacher will be disregarded when determining the ISR.
- 16.3 Setting the Headteacher's Pay Range – The Individual School Range (ISR) will be set in accordance with paragraph 4 - 6 of section 2 of the STPCD 2015. The Head teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded. The clarification of the application of the criteria for leadership Group progression will be taken fully into account. The governing body has discretion to move a Head teacher by more than one point (to a maximum of two). Annual pay progression within the range for this post is not automatic. The governing body will consider whether to award one or two pay progression points.

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17 Acting up Arrangements

- 17.1 In the case of an acting Head teacher, payment will be at the lowest point of the appropriate range if the duties of the post are to be carried out in full or where the teacher is already paid at a point on the range, at least one point higher than the teacher's substantive point.
- 17.2 The period of time for which the post is to be covered before a payment is made is 4 weeks. A payment will then be paid retrospectively from the beginning of the period of absence. Where the leadership member is not required to fulfil the full range of duties the governing body will review the salary of the teacher within 4 weeks of the duties being assigned to the teacher.
- 17.3 Honorariums will be paid at the discretion of the Pay Committee.

18 Teaching and Learning Responsibility Payments (TLRS)

- 18.1 There are 3 TLR levels: TLR1, TLR2 and TLR3
- 18.2 TLRs may be awarded to teachers on the Main or Upper Pay Range. A teacher may not be in receipt of more than one TLR payment simultaneously.
- 18.3 Posts which attract TLR1 and TLR2 Allowances, and the amount of those Allowances, are set out in the staffing structure (see Appendix D).
- 18.4 TLR1 and TLR2 payments are permanent while the employee remains in the same post in the staffing structure.
- 18.5 TLR3 Allowances are paid for a fixed-term period, for delivery of a significant responsibility in relation to a clearly time-limited school improvement or one-off externally driven project.
- 18.6 The headteacher will determine what projects should attract a TLR3 Allowance and the value of those Allowances having regard to the context, nature and complexity of the responsibility.
- 18.7 The headteacher will invite teachers to express interest in relevant projects and will allocate TLR3s on the basis of an assessment, through professional dialogue, of which teacher has the relevant skills and knowledge required for the specific project.
- 18.8 In determining the allocation and value of TLR3 payments, due regard will be given to ensuring consistency, fairness, transparency and value for money.
- 18.9 Where a TLR is awarded, written notification will be given to the teacher of:
- the nature of the significant responsibility
 - the level of the payment
 - in the case of TLR3, the date on which the Allowance will end.

19 Special Needs Allowances

- 19.1 There is one special needs allowance consisting of a minimum and maximum amount.
- 19.2 The Pay Committee will determine which posts will attract an SEN Allowance according the criteria set out in the Teachers Pay & Conditions Document which relate to teaching SEN pupils, and the amount of the Allowance in each case. Such posts are as set out in the Staffing Structure (see Appendix D).
- 19.3 Where a post attracts an SEN allowance the amount of the allowance will be determined in each case by reference to:
- whether any mandatory qualification is required;
 - the qualification and/or expertise of the teacher relevant to the post;

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- the relative demands of the post.

19.4 In determining the value of an SEN payment, due regard will be given to ensuring consistency, fairness and transparency.

20 Support Staff

20.1 The Headteacher will be responsible for determining the starting salary, and for making pay progression decisions, for all support staff.

20.2 There are no statutory pay scales for education support staff. Support staff will be paid on the Academy pay scales that currently mirror the Wiltshire local authority scales in accordance with nationally and where appropriate locally, agreed conditions of service. The relevant conditions will be as outlined in the employee's contract of employment.

20.3 The salaries of new staff will be set within the range for the post as set out in the Staffing Structure and in accordance with this pay policy. In determining the starting salaries for individual staff, account will be taken of;

- the skills, experience and relevant qualifications of the individual;
- market conditions.

21 Pensions

21.1 The Governing Body will not promote staff through the grading systems or use other pay flexibilities to assist in securing an employee's improved pension entitlement on retirement. The Governing Body recognises that, where this to be done, the DfE and/or pension regulator, where appropriate, may use their powers to substitute a notional salary for calculation of pension.

22 Staffing Budget

22.1 The amount of money allocated to implementing the Pay Policy will be determined at the beginning of each financial year through the budget allocation process of the school. The Governing Body will endeavour to ensure that appropriate funding is allocated for performance pay progression at all levels.

23 Equalities

23.1 The Governing Body recognises the principle of equal pay for work of equal value in the implementation of this policy. The Governing Body will take into account the salaries payable in comparable establishment, where possible, in setting pay levels.

23.2 All pay related decisions will be taken in accordance with relevant equalities legislation, Employment Relations Acts and Part-time Workers and Fixed-term Employees Regulations. Appropriate consideration will be given where staff have been absent for long periods e.g. due to sickness or maternity leave.

24 Over/Under Payments

24.1 Every effort will be made to make accurate salary and other payments on the due date. However, should an overpayment or underpayment occur the Governing Body will seek to recover/refund the amount, limited to 4 years of overpayment (except in cases of wilful misrepresentation or omission by the employee). Employees are expected to draw to the attention of the headteacher any overpayment or underpayment as soon as possible.

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24.2 In the case of overpayments, the employee will be notified in writing of the full amount of the overpayment and agreement will be sought about a reasonable repayment schedule. In the absence of such an agreement the school will determine a recovery schedule, usually through deductions not exceeding 5% of the monthly gross pay. Recovery of overpayments/refund of underpayments will be pursued in the case of former employees.

25 Recruitment and Retention Payments and Incentive

25.1 The Pay Committee may authorise, on a case by case basis, a payment or incentive to secure the recruitment, and/or to retain the services, of a teacher. In authorising such a payment, the following factors will be considered:

- there is evidence that there is difficulty in appointing to a particular post or in recruiting a teacher with the required skills, qualifications and/or experience;
- there is a need to retain the skills, qualifications or experience of an individual;
- whether the salary available in the context of the staffing structure is insufficient to secure an appointment given the circumstances of the school;
- available financial resources;
- market forces.

25.2 Any such payment or incentive will be subject to review and there will be no entitlement to a payment beyond the review date.

25.3 Any such payment will be confirmed in writing, including details of:

- whether it is for the purpose of recruitment or retention;
- the nature of the payment or incentive;
- if a financial payment paid, whether this will be paid monthly as part of salary or as a lump sum to be paid at an agreed time;
- the basis for any uplifts where applicable;
- the date which the payment/incentive will be reviewed;

26 Honoraria

26.1 Honoraria payments can be considered when a teacher (or headteacher) is asked to undertake duties outside the normal scope of their post on a one-off basis or for an extended period of time. These are paid retrospectively and cannot be paid to a teacher (or headteacher) who has already been compensated for undertaking such duties through an acting-up appointment or the award of a teaching allowance.

26.2 Payment will be allowed for temporary additional responsibility over and above the graded post. Payment will be based on the difference between the substantive grade and the grade of new duties being undertaken.

26.3 Payment of an honorarium is only appropriate where additional responsibilities outside the normal scope of their post have been undertaken, not simply an increase in the volume of work.

27 Authorisation of Payment of Honoraria

27.1 The Headteacher may consider granting an honorarium (in the case that this pertains to the headteacher the chair of the Board of Governors will consider) of an amount dependent upon circumstances of each case.

27.2 It is the responsibility of the Premises and Finance Sub-Committee to approve such requests.

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28 Monitoring

- 28.1 The Governing Body will monitor the outcome and impact of this policy annually assess its effect and continued compliance with equalities legislation. The effect of the policy will be assessed particularly with reference to trends in progression across specific groups of teachers and the correlation between this and performance management reviews and outcomes for pupils.
- 28.2 The pay of individual staff will remain confidential – shared only with those responsible for making pay decisions and managing administrative matters.

29 Appeals

- 29.1 The arrangements for considering appeals are shown in appendix E.

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30 APPENDIX A: TERMS OF REFERENCE PAY COMMITTEES

31 PAY COMMITTEE

Delegation of Function

The Governing Body shall establish a Pay Committee to set the Pay Policy for the school and to implement the approved Pay Policy in respect of the pay for all staff

Clerking

The meeting of the Staff Pay Committee should not be clerked by a Governor, or a member of the Committee or the Headteacher.

Membership

The Staff Pay Committee shall consist of at least three named members of the Governing Body, none of whom shall be employees of the academy.

The headteacher may attend all proceedings of the Pay Committee for the purposes of providing information and advice, but must withdraw when their own salary is being discussed.

Quorum

Three Governors

Terms of Reference

- To determine the Pay Policy for the school;
- To advise the Governing Body/Finance Committee on current and future pay level;
- To ratify appropriate salary ranges and starting salaries for Lead Practitioners, and member of the leadership group;
- To ratify annual pay progress for teachers (by 31 October at the latest) as set out in the Pay Policy, taking account of any recommendations made on the Performance Management review statement, in accordance with the approved pay policy.
- To approve applications to be paid on the Upper Pay Range
- To approve annual pay progress for the headteacher (by 31 December at the latest), taking account of the recommendation made by the Headteacher's Performance Review Panel, following the annual review.
- To determine the application of national inflationary increases as required;
- To monitor and report to the full Governing Body on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils.

32 PAY APPEALS COMMITTEE

Delegation of Function

The Governing Body shall establish a Pay Appeals Committee to deal with all appeals against pay decisions.

Clerking

The meeting of the Staff Pay Appeals Committee should have minutes taken.

Membership

The Pay Appeals Committee shall consist of at least three named members of the Governing Body, none of whom shall be employees or members of the Pay Committee.

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The headteacher may attend all proceedings of the Pay Appeals Committee for the purpose of providing information and advice (except where the appeal is in respect of his/her own salary, where s/he will attend for the purposes of making his/her case).

Quorum

Three Governors

Terms of Reference

- To determine formal appeals against pay determinations in accordance with the Appeals Procedure set out in the Pay Policy.

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33 Appendix B (School Teachers Pay and Conditions 2017)

Qualified teachers will be paid on the Main Pay Range or the Upper Pay Range.

The Pay Ranges in this academy have been divided into progression stages as follows:

Main Pay Range	
Minimum 1	22,917 (Fixed)
Performance Progression Stage 2	24,728
Performance Progression Stage 3	26,716
Performance Progression Stage 3	28,772
Performance Progression Stage 4	31,039
Maximum: 5	33,824 (Fixed)

Upper Pay Range	
Minimum: U1	35,927 (Fixed)
Performance Progression Stage U2	37,258
Maximum U3	38,663 (Fixed)

Leading Practitioner	Annual Salary (£)
Statutory Minimum point (LP1)	39,374
Reference point (LP2) *	40,360
Reference point (LP3) *	41,368
Reference point (LP4) *	42,398
Reference point (LP5) *	43,454

Unqualified Teachers will normally be paid on the Unqualified Pay Range.

The Pay Range for Unqualified teachers in this school has been divided into progression stages as follows:		
Minimum:	1	16,626 (Fixed)
Performance Progression Stage 2		18,560
Performance Progression Stage 3		20,492
Performance Progression Stage 4		22,426
Performance Progression Stage 5		24,361
Maximum:	6	26,295 (Fixed)

Teaching and learning responsibility (TLR) payment			
	TLR1	TLR2	TLR3
Min	£7,699	£2,667	£529
Max	£13,027	£6,515	£2,630

Special educational needs allowance	
SEN Min	£2,106
SEN Max	£4,158

Annual pay ranges for Headteacher's 2017

England and Wales (excluding the London Area)							
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
44,544 – 59,264	46,799 – 63,778	50,476 – 68,643	54,250 – 73,876	59,857 – 81,478	69,330 – 99,081	68,643 – 98,100	76,466 – 109,366

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Teachers' Standards

Preamble

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

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - have a secure knowledge of the relevant subject(s) and curriculum areas,
 - foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well-structured lessons
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. Adapt teaching to respond to the strengths and needs of all pupils
 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

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- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. Make accurate and productive use of assessment
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
8. Fulfil wider professional responsibilities
- make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - deploy support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

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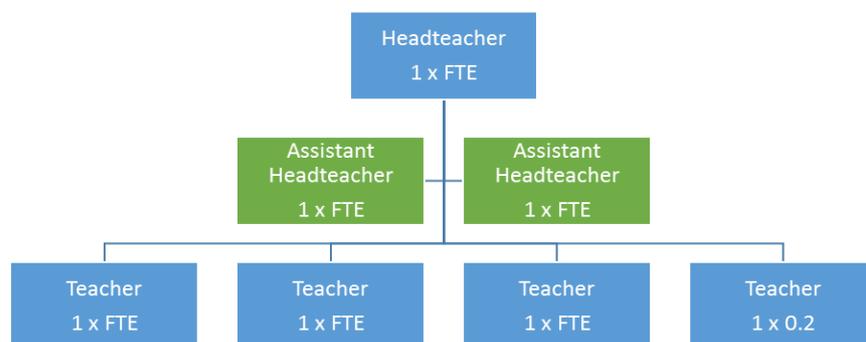
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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Appendix D

Holy Trinity CE Primary Academy

Staffing Structure



Role	Grade
Headteacher 1 x FTE	Headteacher's
Assistant Headteacher 2 x FTE	Leading Practitioner
Classroom Teachers 2 x FTE	Main Pay Range
Classroom Teacher 1 x FTE	Unqualified Pay Range
Teaching Assistants x 7FTE	

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Appeals

A teacher may appeal against any determination in relation to his pay or any other decision taken by the governing body (or committee or individual acting with delegated authority) that affects his pay.

The grounds for appeal are that the person or committee by whom the decision was made –

- a) incorrectly applied any provision of the STPCD Document;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

The order of Appeal proceedings is as follows:

1. The teacher receives written confirmation of the pay determination 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 within ten working days of the decision. (In the case of the Head teacher, the matter should be referred to the chairman of the pay panel.)
3. Where this is not possible or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the Head teacher within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification and give the teacher the opportunity to make representations in person. The teacher is entitled to be accompanied by a colleague or union representative. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.

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