

# Conatus Federation

## Pay Policy

The Governing Board has a statutory responsibility for making decisions on pay, for reviewing school leadership and teachers' salaries annually, determining support staff pay and for developing a School Pay Policy. The aim of the Governing Board is to provide for both pupils and staff an environment in which all people are valued. The Governing Board will seek to ensure fairness and equity for all staff and to fulfil its statutory and other responsibilities as a good employer. The Pay Policy will assist the Governing Board in seeking to ensure that all staff receive proper reward for their work and their contribution to the school, and that decisions are taken within the context of the School's Improvement Plan and equality of opportunity. Some aspects of the Pay Policy are not prescriptive as there is a need for an element of flexibility. Other aspects are not covered comprehensively as more detailed information is available from other sources.

In accordance with the Freedom of Information Act 2000 this Pay Policy will be published and will be available on demand. Any enquiries relating to the content of this Pay Policy should be made to Head of School in the first instance. Advice will be sought from Schools' Human Resources as appropriate.

The Pay Policy covers all staff directly employed to work at the school.

### **Procedures for Making Decisions on Pay**

Matters relating to pay, including annual pay reviews, will be decided by a Committee of the Governing Board. This function might either be performed by a dedicated Pay Committee or be part of a more wide ranging Business Committee. It will include the Executive Headteacher, except in the case of decisions about the Executive Headteacher's pay. The Chair of the Governing Board will convey decisions on the Executive Headteacher's pay to the Executive Headteacher.

The Governing Board will also have a responsibility to maintain an overview of all payments made to staff including payments for additional responsibilities and recruitment and retention allowances.

Notifications to payroll regarding pay awards should be authorised by the School Business Manager and due process followed. In the case of pay awards made to the Executive Headteacher, the Chair of the Governing Board will also be required to provide additional authorisation.

Where the membership of the Committee includes staff governors (other than the Executive Headteacher/Head of School), they cannot be party to any decision, directly or indirectly, which affects the pay or performance appraisal of any particular person working at the school. This does not affect general discussions about general policy.

The terms of reference of the Pay Committee are available from Chair of Governors.

In making any determination relating to pay, the Governing Board will comply with the requirements of the Equality Act 2010, The Employment Equality Regulations, Employment Relations Acts of 1996, 1999, and 2002 and the Part-Time Worker and Fixed-Term Employees Regulations. The procedures for determining pay will also be consistent with the principles of public life, objectivity, openness and accountability.

### **Appeals**

Any member of staff will have the right to appeal against a decision on pay to an Appeal's Committee of the Governing Board (where this is within the jurisdiction of the Governing Board). The membership of this Committee will consist of 3 governors and will be determined by the Governing Board. It will not include any governor involved in the making of the original decision. The Governing Board may seek professional advice if this is considered necessary.

The appeal will be conducted along the lines as for appeals in other circumstances. See Appendices 1 and 2 for the process to be followed.

The grounds for appeal against a decision on pay will be one or more of the following:

- In the case of teachers, incorrect application of the School Teachers' Pay and Conditions Document.
- Incorrect application of the Schools' Pay Policy.
- Failure to have proper regards for statutory guidance.
- Failure to take proper account of relevant evidence.
- Taking account of irrelevant or inaccurate evidence.
- A biased decision
- An unlawful decision.

Upon receipt of written confirmation of a decision the member of staff (who is not satisfied with the decision) should first seek to resolve the matter by informal discussion with the decision maker normally within 10 working days.

### **Job Descriptions**

All staff will be given a Job Description that reflects the duties and responsibilities of their post. There will be an opportunity for reviewing the content of a Job Description when appropriate, and a Job Description will be reviewed when a post becomes vacant, or as part of any staffing structure reviews.

The Governing Board recognises the necessity to award equal pay for equal work of the same value and the need to maintain parity with other like employment within the Royal Borough. Therefore:

- All support staff posts will be subject to the Royal Borough's Job Evaluation process at the point of the revision of a Job Description and School's Human Resources will be asked to undertake such an evaluation.
- A post may be revised or reviewed:
  - When it falls vacant
  - As part of a school staffing structure
  - As part of a reorganisation.
  - Where the post-holder and manager agree that the duties and responsibilities of the post vary considerably from the job description.
  - For other reasons as determined by the Governing Board.
- Reference to the determination of the level of teaching staff posts is made under the paragraph titled 'TEACHERS' of this policy statement.

### **Job Share**

All posts within the school will be considered suitable for job share unless the Executive Headteacher/Governing Board believe and can demonstrate there is an objective reason why a job cannot be shared. The Governing Board will not unreasonably refuse a request from a member of staff to job share their existing post (whether on returning from maternity leave or for another reason) provided that the particular job share is manageable and is applied and accepted in accordance with the Royal Borough's job share arrangements.

Advice will be sought from Schools' Human Resources as appropriate.

### **Contracts**

All staff will be issued with a Statement of Terms and Conditions of Employment relating to the post they hold. Any variation to the terms and conditions of employment will be confirmed in writing. Advice will be sought from Schools' Human Resources as appropriate.

### **Vacancies**

All vacancies should be advertised within the school as a minimum in line with the schools' recruitment policy. Wherever appropriate, advertisements will be placed in such a way as to encourage applications from under-represented groups. The posts of Executive Headteacher and Head of School will always be advertised nationally.

### **Staff Records**

Any record held by the school relating to the pay or personnel matters for individual staff will be held in personal files and will be treated confidentially. Individual staff will have the right to inspect their own files by prior arrangement.

## Teachers

### Introduction

The School will operate within the relevant School Teachers' Pay and Conditions Document (STPCD), the Conditions of Service for School Teachers in England and Wales (the Burgundy Book) and local agreements operative within the Royal Borough of Greenwich.

### Pay Determination on Appointment

The Governing Board will not restrict the pay range or starting salary for a vacancy prior to advertising it other than the minimum of the main pay range and the maximum of the upper pay range. The principle of pay portability will be applied when making pay determinations for all new appointees, who will be paid in line with the reference points detailed below.

M1	£32,157
M2	£33,658
M3	£35,226
M4	£36,866
M5	£39,492
M6	£42,624

UPR 1	£46,971
UPR 2	£49,279
UPR 3	£50,935

### Pay Award 2021

The 2021 version of the School Teachers' Pay and Conditions Document will come into effect on 1st September 2021. There are no pay awards this year for the Main, Upper and Leadership pay range, the only significant change is an advisory pay points structure for the unqualified teacher pay range (UTPR) with an uplift on points UQT 1, 2 and 3.

Progression on any pay range will be dependent on performance and the individual meeting the requirements for progression detailed within this policy.

### Pay Progression

The Governing Board has determined that the pay scale for main pay range teachers will be in line with the minimum and maximum of the pay range and the pay committee will use reference points when making pay determinations.

Annual progression, one point at a time will be dependent on completion of a successful performance management/appraisal review. There is also a requirement to meet the Teachers' Standards which are a clear baseline of expectations for the professional practice and conduct of teachers and reflects the minimum level of practice.

If the evidence shows that the teacher's performance has been exceptional in relation to the criteria set out above for annual progression, the Governing Board will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of 2 additional points.

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, pay progression will be awarded on successful completion of induction.

It will be possible for a 'no progression' determination to be made without recourse to the capability procedure. Where such a decision is made there should be clear evidence that valid concerns have been raised in writing and the potential for non progression has been raised within the appraisal process. The employee will retain a right of appeal against such a decision if they feel it is unfair.

To be fair and transparent, assessment of performance will be properly rooted in a range of appropriate evidence. In this school we will ensure fairness by rigorous, regular monitoring of performance in class, pupil results and the use of Teachers Standards.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Board will behave with financial responsibility and ensure that appropriate funding is allocated for pay progression at all levels.

### **Upper Pay Range**

The Governing Board has determined that the pay scale for upper pay range teachers will be in line with the minimum and maximum of the pay range and the pay committee will use reference points when making pay determinations.

Progression of one point will be dependent on:

- Completion of two successful performance management/appraisal reviews
- The teacher meeting the Teachers Standards which are a clear baseline of expectations for the professional practice and conduct of teachers and reflects the minimum level of practice.
- The teacher providing evidence that their achievements and contribution to the school are substantial and sustained as defined in this section of the document.

If the evidence shows that the teacher's performance has been exceptional, in relation to the criteria set out above for progression and where the teacher has exceeded their objectives the governing Board will consider the use of its flexibilities to award enhanced pay progression up to the maximum of 2 points.

### **Applications and Evidence**

Any qualified teacher regardless of their position on the main pay range 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 will be received no later than October half term for the current academic year applying particular attention to ensuring every teacher is treated fairly. See Appendix 4.

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. However, schools within the Borough may liaise to consider the case for granting joint applications.

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 the preceding two-year period including two successful and consecutive performance management/appraisal reviews and any recommendation on pay. Those teachers who are not subject to the Appraisal regulations 2012, or who have been absent, through sickness, disability or maternity may cite written evidence from a two-year period before the date of application, from this school and other schools in support of their application.

See extract from 2021 STPCD, (Further information).

### **The Assessment**

An application form from a qualified teacher will be successful where the Governing Board is satisfied that:

- (a) The teacher has met the Teachers Standards which are a clear baseline of expectations for the professional practice and conduct of teachers and reflects the minimum level of practice, and
- (b) The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy:

**'substantial'** means the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of Children, but also in making a positive and distinctive contribution to the school, which impacts on pupil progress and the effectiveness of staff and colleagues.; A teacher who takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning. A teacher who is able to lead the professional development of others, sharing their own good practice.

**'sustained'** means the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the school's appraisal policy.

The application will be assessed against the appropriate standards by the Executive Head Teacher in consultation with the relevant line manager and Head of School. The recommendation will then be passed to Governors to make the final determination.

### **Processes and Procedures**

The assessment will be made within 20 working days before the applicant will receive a response to their application.

If successful, applicants will move to the minimum point on the upper pay range from the start of the academic year.

If unsuccessful, feedback will be provided by Executive Head Teacher within 20 working days of decision.

Upon receipt of written confirmation of a decision, the member of staff (who is not satisfied with the decision) should first seek to resolve the matter by informal discussion with the decision maker normally within 10 working days.

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 Board will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full time teacher in an equivalent post.

### **Teaching and Learning Responsibility Payments (TLRs)**

A TLR 1 OR 2 may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching

and learning for which he/she is made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder. Part time teachers may not be awarded a full time TLR 1 or 2 payment; this must be pro rata'd to reflect their contract eg 3 days per week contract = 60% pro rata. Unqualified Teachers may not be awarded a TLR.

- The annual value of a TLR1 must be no less than £8,291 and no greater than £14,030
- The annual value of a TLR2 must be no less than £2,873 and no greater than £7,017

A TLR1 or 2 will be awarded for posts in which 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 teachers professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or group of pupils; and
- involves leading, developing and enhancing the teaching practice of other staff.

The award of TLR1 must include line management responsibility for a significant number of people. The values of the TLRs to be awarded are set out in Appendix 7:

TLR 1 or 2 will be awarded to the holders of the appropriate posts indicated in the attached staffing structure.

The responsibility or package of responsibilities for which a TLR1 or TLR2 is awarded will be clearly set out in the job description of the post holder. A teacher cannot hold a TLR1 and a TLR2 concurrently.

A fixed term TLR (TLR3) may be awarded to a classroom teacher for a clearly time-limited school improvement project, or one-off externally driven responsibilities. The annual value of a TLR 3 must be no less than £571 and no greater than £2,833. The duration will be established at the outset and payment will be made on a monthly basis for the duration of the fixed term. A teacher in receipt of a TLR1 or TLR2 may also hold a concurrent TLR3.

TLR3s are not subject to safeguarding.

### **Recruitment and Retention Allowances**

The Governing Board may exercise its discretion to make such payments or provide such other financial assistance support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and/or the retention of existing teachers. In respect of the award of an allowance for retention purposes the Governing Board will decide whether to award an allowance on a monthly basis, or as a lump sum at the end of a specified period; in normal circumstances the latter will apply. The Governing Board are free to determine the value of any award.

Executive Headteacher, Head of School and Assistant Headteachers may not be awarded a recruitment and/or retention allowance other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Headteacher must be taken into account when determining the Headteacher's salary range. Where a recruitment or retention incentive or benefit has been paid under the provisions of a previous document, subject to review, the benefit may continue at its existing value until such time as the respective pay range is reviewed in line with this policy.

The period of the award will be determined by the Governing Board who will make clear at the outset the expected duration and the review date at which it may be withdrawn. The Governing Board will conduct a regular formal review of all such awards.

The Governing Board will confirm in writing to the recipient the amount of the allowance, its expected duration, how and when it will be paid, whether it is awarded for recruitment or retention, and the reason for its award. Please see Appendix 6 – model letter.

The award of any points under this heading will not set a precedent.

### **Special Needs**

A Special educational needs (SEN) allowance on a range of between £2,270 and £4,479 will be awarded to any teacher in accordance with the criteria set out in paragraph 21 of the STPCD.

When deciding on the amount of the allowance to be paid, the Governing Board will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post. The Governing Board will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

### **Leading Practitioner Posts**

Leading Practitioners will be qualified teachers employed to model and lead the improvement of teaching skills across the school. The Governing Board may determine that different posts in the same school may be paid on different individual pay ranges within the leading practitioner pay range. The governing Board must ensure that there is appropriate scope within each individual pay range to allow for performance related progress over time. Additional duties will be set out in the job description of the Leading Practitioner and will include:

- A leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- The improvement of teaching schools within school (and the wider school community) which impact significantly on pupil progress;
- Improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as teaching and learning.

It is not the intention of the Governing Board to create a leading practitioner post at this time but this position will be regularly reviewed.

### **Salary Review**

The Governing Board will review the salaries of all qualified teachers each year, with effect from 1 September and no later than 31<sup>st</sup> October each year and will issue a formal statement to each teacher setting out what their salary is and how it has been arrived at 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 Board will give the required notification as soon as possible and no later than one month after the date of the determination. The review will be carried out in the context of the school's management structure, its performance management and pay policies, and its obligations under equal opportunities legislation.

### **Acting Allowances**

The Governing Board will decide within four weeks of the start of such arrangements whether a teacher who is covering a post at a higher level, which normally attracts a Teaching and Learning Responsibility allowance, should receive an acting allowance. Such an allowance will be that appropriate to the post covered.

Likewise, the Governing Board will consider within four weeks whether to award an allowance to a teacher temporarily carrying out the duties of Executive Headteacher, head of school or Assistant Headteacher. Such an allowance must be equivalent to the minimum point on the Leadership Scale payable in the school for the post in which the teacher is acting. Similar arrangements will apply in the case of Assistant/Deputy Headteachers acting as Deputy/Headteacher.

In all cases the acting allowance awarded will be backdated to the time when the teacher took on the additional responsibilities.

## **Leadership**

### **Pay Determinations effective from September 2021**

The following will apply to individuals appointed to a leadership post on or after 1<sup>st</sup> September 2014 or whose responsibilities have significantly changed or if the Schools' Headteacher group changes. However, the Governing Board may choose to review the pay of all leadership posts under the new arrangements introduced in the 2014 document, if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership team made on or after 1<sup>st</sup> September 2014 or with pay arrangements for a number of members of the leadership group whose responsibilities have significantly changed on or after that date.

The Governing Board has determined that the pay scale for leadership posts will be in line with the minimum and maximum as detailed in the STPCD and that the pay committee will use reference points when making pay determinations. The pay range for head of school will be seven points and the pay range for all other leadership posts will be five points.

## **School Group**

The Governing Board will first determine the Headteacher group of the school by reference to the formula set out in the STPCD (paragraph 6 for ordinary schools or paragraph 7 for special schools).

## **Salary Ranges**

The Governing Board will determine the pay range of any leadership post, Executive Headteacher, Head of School, or Assistant, in accordance with paragraph 9 of the STPCD. When determining a leadership pay range the Governing Board will take into account the following:

- The permanent responsibilities of the role
- Any challenges that are specific to the role
- All other relevant considerations

The Governing Board will also ensure when setting a pay range that there is sufficient scope to allow for performance related progression over time.

## **Executive Headteacher Pay Range**

The pay range for the Executive Headteacher will not normally exceed the maximum of the schools' Headteacher group.

However, the Governing Board may determine that circumstances specific to the role or candidate warrant a normal than higher payment, in which case the Governing Board will ensure that the maximum of the Headteacher's pay range does not exceed the maximum of the school's Headteacher group by more than 25%, other than in exceptional circumstances; in such circumstances the Governing Board will seek external independent advice and support its decision with a business case.

The Governing Board will ensure that the process of determining the remuneration of the Executive Headteacher is fair and transparent. There will be a record made of the reasoning for the determination of the Headteacher's pay range.

Where the Executive Headteacher is appointed to be permanently responsible and accountable for more than one school, the Governing Board will base the determination of the Headteacher group on the total number of pupil units across all schools, which will give a group size for the federation in accordance with the STPCD paragraph 6.6.

Where the Headteacher is appointed as temporary Headteacher/Executive Headteacher of more than one school, in addition to their substantive post remuneration will take the form of a temporary payment (see below).

Where the arrangement for the Executive Headteacher is temporary, any adjustment to their pay and that of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease. There is an



expectation that temporary arrangements will be time limited and subject to regular review. The maximum duration should be no longer than two years.

### **Temporary payments to Executive Headteachers**

The Governing Board may determine that additional payments are made to the Executive Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. The Governing Board will not have previously taken such reason or circumstance into account when determining the Headteacher pay range.

The total sum of temporary payments made to the Executive Headteacher in any school year will not exceed 25% of the annual salary payable to the Headteacher. The total sum of salary and other payments made to the executive Headteacher will not exceed 25% above the maximum of the Headteacher group. In wholly exceptional circumstances and after seeking independent external advice, the Governing Board may determine that additional payments are made to the Executive Headteacher which exceed these limits.

### **Pay Progression on the Leadership Pay Range**

#### **Pay progression decisions effective from September 2021**

The Governing Board will consider annually whether or not to increase the salary of members of the leadership group, who have completed a year of employment since the previous pay determination. Pay decisions will be clearly attributable to the performance of the individual.

Progression of one point will be dependent on:

- The individual's performance as assessed by completion of a successful performance management/appraisal review in line with the requirements of the schools Appraisal Policy.
- The individual meeting the appropriate professional standards.

Sustained high quality of performance having regard to the results of the most recent appraisal should give an individual an expectation of progression up the pay range.

If the evidence shows that the individual's performance has been exceptional in relation to the criteria set out above for annual progression, the governing Board will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of two additional point(s).

Leaders' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board. Consideration will be given to the appraisal report and advice from the external advisor when considering pay progression for the Headteacher and the appraisal report and advice from the Headteacher when considering pay progression for Deputy and Assistant Heads.

### **Partnership Arrangements**

Under the Collaboration Regulations, the governing bodies of all the schools involved in the partnership may arrange for a Joint Committee to be established - made up of 2-3 governors from each of the schools involved - to oversee the pay of the Executive Headteacher. The Joint Committee should have delegated power to deal with the pay and performance management of the Executive Headteacher and other relevant staffing issues.

### **Unqualified Teachers**

#### **Pay Determinations effective from September 2021**

The Governing Board has determined that the pay scale for unqualified teachers will be in line with the minimum and maximum of the pay range and the pay committee will use the reference points detailed below when making pay determinations.

Unqualified Teacher Pay Range 2021 – Annual Salary Minimum £23,099 - Maximum £33,410

Annual progression, one point at a time will be dependent on completion of a successful performance management/appraisal review.

If the evidence shows that that the teacher's performance has been exceptional, in relation to the criteria set out above for progression and where the teacher has exceeded their objectives the governing Board will consider the use of its flexibilities to award enhanced pay progression up to the maximum of 2 points.

There are only three types of unqualified teachers allowed by the law - trainees working toward QTS; overseas trained teachers who have not exceeded the four years they are allowed without having QTS; and instructors who have a particular skill as set out in the Education (School Teachers) (Qualified and Specified Work) (Miscellaneous Amendments) (England) Regulations 2012. Since September 2012 The Education (School Teachers) (Qualifications and Specified Work) (Miscellaneous Amendments) (England) Regulations 2012 has removed the condition that an instructor may only carry out specified work, if no suitable qualified teacher or teacher on the employment based training scheme is available. It has also removed the restriction that an instructor may only carry out specified work for such period of time as no suitable qualified teacher or teacher on the employment based training scheme is available.

In accordance with the LA's advice an overseas trained teacher will be paid on the unqualified scale with an allowance to bridge the gap between the unqualified scale and a point on the qualified teachers' scale the teacher would have been entitled to be paid if already a qualified teacher in England and Wales.

Wherever possible an unqualified teacher will be considered for either the registered or graduate teachers' programmes or, in the case of a teacher who has qualified overseas, the Overseas Trained Teachers' Scheme.

The Governing Board may determine that such an additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers in the context of its staffing structure that the teacher has:

- a) taken on a sustained additional responsibility which-
  - i) is focused on teaching and learning
  - ii) requires the exercise of a teachers' professional skills and judgement; or
- b) qualifications or experience which bring added value to the role being undertaken.

### **Supply Teachers/Short Notice**

Supply teachers (qualified or unqualified) will be assessed in the same way as qualified or unqualified teachers and paid 1/390 of the annual rate for each half-day session (1/195 each full day for the academic year 2021/22). Teachers required to work for less than half-day will be paid an hourly rate based on 1/1045 of their basic annual rate.

### **Agency Teachers**

Agency teachers will only be used if all other reasonable attempts to appoint a teacher have failed. During the engagement of an agency teacher to cover a vacant post, efforts will continue to be made to fill the post on a permanent basis.

### **Support Staff**

The Royal Borough will operate within nationally agreed provisions as set out in the Green Book as well as provisions agreed 'locally' between the Royal Borough and representative trade unions.

- For posts with an incremental scale, a new appointee will usually be placed on the bottom of the scale.
- No post will be paid less than the London Living Wage
- The Governing Board may use its discretion to pay a starting salary at a point above the minimum to attract particular applicants.
- The level of posts will be determined by use of the Job Evaluation scheme used by the Royal Borough (where appropriate).
- Honoraria payments may be made in the case of acting up, duties outside the scope of their post over an extended period or where the additional duties or responsibilities involved are exceptionally onerous. The

level of such payments will be determined by the Governing Board and will take account of the higher level or extent of work required and the pay scale of the post in which the individual is required to act.

### **Out of Hours Activities/ Initial Teacher Training (ITT)/ Continuing Professional Development (CPD).**

The Governing Board will decide whether to make payments for the above activities which are undertaken outside of directed time. The rate of pay will be equivalent to 1/1045 of the teacher's (including the headteacher's) annual hourly basic rate and will only be paid when the salary range does not take account of such activity. In all cases, details of the activity and the rate of pay which applies will be made known to the teacher in advance.

Payment may be made in respect of the following:

- Continuing professional development undertaken outside the school day
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school
- Participation in out-of-school hours learning activity agreed in advance

### **Paid Activities Undertaken Wholly or Partly in School Time**

Governors recognise that it is increasingly the case that teachers and Headteachers are being asked to undertake work outside their own institution for external bodies or other schools in a professional capacity - for example, exam marking or acting as a School Improvement Partner.

Any absence from school for work of this kind should be authorised formally by the Governing Board in the case of the Executive Headteacher and by the Headteacher in the case of other teachers (if this responsibility has been delegated to him/her) and the following principles should apply:

- When agreeing to release staff to undertake such work, the Governing Board should take into account:
  - the needs of the school and its pupils;
  - the benefits that the activity would bring to the school;
  - the impact of the absence on other staff, including their workload; and
  - the workload and work/life balance of the individual.
- Arrangements for payment for external work should be clearly set down, formally incorporated into, for example, a protocol by the Governing Board (or the Finance Committee) and decisions duly minuted.
- The head of school/Governing Board, as appropriate, should monitor the operation of the arrangements and their impact on staff and pupils.
- The proportion of any payment for external services that should be paid to the teacher/Headteachers and the proportion that should be paid to the school should be agreed in advance in accordance with the determinations of the Governing Board.
- The terms of such an agreement should be set out in a memorandum signed by the Chair of Governors and the teacher/Head of school. All staff should be treated in the same way in accordance with the governing Board's procedures.
- Teachers and head of school should not be paid twice for the same time worked. If the external work takes place wholly in the time the school is in session, all of the payment received should be paid to the school. Payment to the individual teacher/Headteachers should be based on work, including preparation, done outside of normal school/working hours (a specific determination would have to be made for members of the leadership group and ASTs as their contractual hours are not time-limited). For example, if 40% of the work is done when the school is in session and 60% not, any payment received should be split between the school and the individual on a 2:3 basis. Only if all of the work is carried out outside time when the school is in session, should the whole of the additional payment go to the individual.
- Any such additional income should be taxed at source and/or declared to HM Revenue and Customs by the individual Headteacher/teacher at the end of the tax year.

These principles are not intended to cover the circumstances where teachers/heads are seconded to other schools. Support of this nature is a major responsibility and should be remunerated appropriately within the provisions permitted in the STPCD.

### **Deductions from Pay**

Any deduction from pay arising from authorised unpaid leave, unauthorised leave or industrial action will be made in accordance with advice from School’s Human Resources.

### **Equal Opportunities**

All matters relating to pay and conditions will be dealt with fairly and consistently within a framework of equal opportunities and equal pay legislation. The governing Board will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. maternity leave or long term sickness absence. The exact adjustments will be made on a case by case basis, depending on the individual teacher’s circumstances and the school’s circumstances. The governing Board will monitor the outcomes of pay decisions, including the extent to which different groups of teachers may progress at different rates, ensuring the school’s continuing compliance with equalities legislation.

### **Confirmation the Pay Policy in respect of Conatus Federation has been discussed by the Governing Board**

Signed by:

Chair of Governors: ..... Date: .....

(Boxgrove Primary School)

Chair of Governors: ..... Date: .....

(Kidbrooke Park Primary School)

Executive Head Teacher: ..... Date: .....

To be Reviewed Annually

**Last reviewed 2022**

### **Appendices – to be inserted by the school**

Appeals Procedure	Appendix 1
Appeals Process	Appendix 2
Upper Pay Range Application Form	Appendix 3
Upper Pay Range Progression Criteria	Appendix 4
2020 STPCD extract ‘Absence’	Appendix 5
Model Recruitment & Retention Letter	Appendix 6
School Staffing Structure	Appendix 7



## Appendix 1

### Appeals Procedure

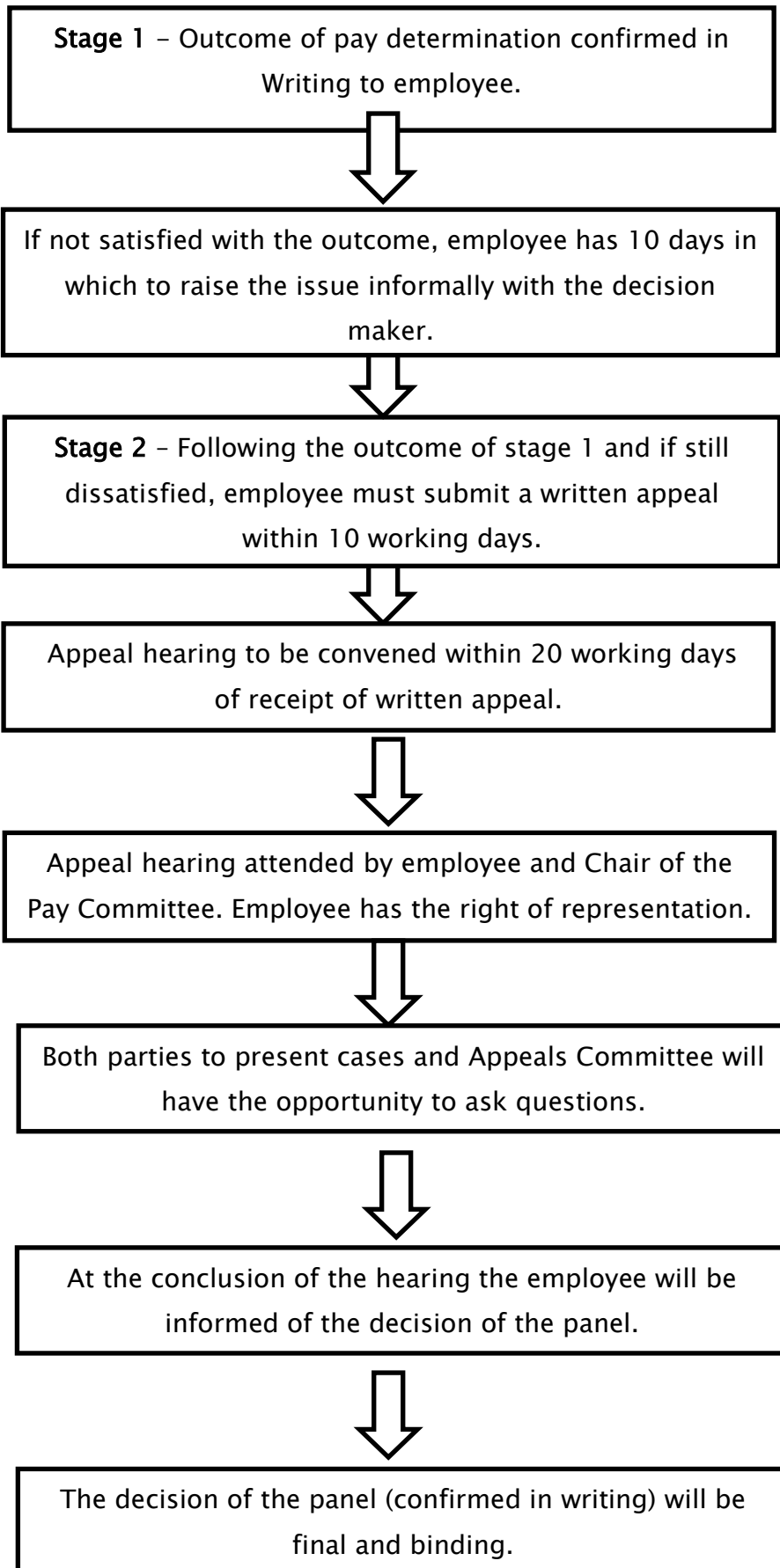
In the event that a member of staff seeks a review of a decision made by the headteacher/Governing Board regarding any decision that affects pay, the following process should be followed:

- A written appeal, clearly setting out the reason for appeal, must be submitted to the decision maker (person or committee) within 10 working days of receipt of the decision of the outcome of the discussion referred to above.
- An appeal hearing will be convened within 20 working days of receipt of the appeal. The hearing may be postponed for a period, not normally more than 10 working days, at the discretion of the Chair of the Appeals Committee
- The appellant may be accompanied by a trade union representative or a work colleague (this right of representation should be made clear to the appellant by the Chair of the Appeals Committee before the hearing commences).
- Both parties will be present at the hearing until directed otherwise by the Chair of the Appeals Committee.
- The Respondent (usually the Chair of the Pay Committee) will summarise the circumstances which lead to the committee's decision and will have the opportunity of calling witnesses.
- The Appellant and the Appeals Committee will have the opportunity of questioning the respondent and any witnesses.
- The Appellant will present their grounds of appeal and will have the opportunity of calling any witnesses.
- The Respondent and the Appeals Committee will have the opportunity of questioning the Appellant and any witnesses.
- (Witnesses for either party will only be present at the hearing to give their evidence and will withdraw at the direction of the Chair).
- The Respondent will have the opportunity of summarising and concluding their case.
- The Appellant will have the opportunity of summarising and concluding their case.
- The Appeals Panel will then retire to make their decision. The decision, which will be final and binding on both parties, will be conveyed to the Appellant (copy to Respondent) in writing.

It will not be possible for any appeal against a decision on pay to be heard under any other procedure. Appeals against decisions on pay will include decisions relating to the progression to, and up, the upper pay range (teachers' threshold).

## Appendix 2

### Appeals Process



## Appendix 3

KIDBROOKE PARK PRIMARY SCHOOL

### UPPER PAY RANGE APPLICATION FORM

#### TEACHER'S DETAILS

<b>NAME</b>	
<b>POST</b>	

<b>PM / Appraisal Details</b>	
<b>Years covered by planning/review statements</b>	
<b>School covered by planning/review statements</b>	

#### Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period. I understand that I may be asked to provide additional evidence.

<b>Applicant's signature</b>	
<b>Headteacher's signature</b>	
<b>Date</b>	



## **Appendix 4**

### **UPPER PAY RANGE PROGRESSION CRITERIA**

#### **Professional Attributes**

Contributes significantly and actively promotes the ethos, policies and practices of the school in which they teach.

Acts as a positive role model across the school.

Proactive in their own development and the contribution it makes to school improvement and the wider life of the school.

#### **Professional Knowledge and Understanding**

Have an extensive and up to date knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Have an excellent depth and breadth of knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Have a depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

#### **Professional Skills**

Have a high level of competency in their own planning which meets and extends the needs of learners and supports other colleagues to do the same.

Have teaching skills which apply up to date knowledge leading to learners achieving well relative to their attainment, making progress as good as, or better than, similar learners nationally.

Promote collaboration and work effectively as a team member.

Proactively contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback which impacts on pupil progress.

Have skill in the use of assessment for learning strategies to respond immediately and effectively to the needs of all pupils within their own class, and through supporting colleagues, in other classes over a sustained period.

Have experience of effectively leading a school initiative with sustained impact.

Have highly effective behaviour management strategies in line with school policies and is able to support other teachers to do the same.

Be able to use the school's analysis of assessment data and use it to target specific issues and/or groups of pupils.

In the case of a Teacher who holds a TLR:

Have successful and sustained experience of leading an area of the curriculum/school development and/or leading a team

## Appendix 5

A person has completed a “year of employment” if:

- (a) the person has completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year in the case of paragraph 11.1 and 19, or within the previous twelve months in the case of paragraph 30. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person’s service during that period has been full-time or part-time or regular or otherwise;
  - i. where a person is absent from work:
    - ii. in exercise of her right to maternity leave conferred by section 71 or 73 of the ERA 1996 or her contract of employment and has the right to return to work by virtue of those sections or her contract of employment; the right to parental leave conferred by section 76 of the ERA 1996; the right to paternity leave conferred by section 80A, 80AA, 80B or 80BB of the ERA 1996; or the right to adoption leave conferred by section 75A or 75B of the ERA 1996; or
- because of her pregnancy;
- (b) the period of absence counts towards the period of service of at least twenty-six weeks referred to in paragraph (a); and
- (c) where a person is absent from work for any reason other than as specified in sub paragraph (a) or (b), the relevant Board may determine that the period of absence counts as if the person was in employment during it.

## **Appendix 6**

### **Private & Confidential**

NAME

ADDRESS

ADDRESS

DATE

Dear

### **Re: Recruitment & Retention Allowance**

I am writing to confirm the decision of the Governing Board to award you a recruitment/retention (delete as applicable) allowance.

The allowance of £XX per month **or** £XX to be paid in full on DATE has been awarded for (STATE REASON FOR AWARD).

#### ***Delete as applicable***

It is expected that you will receive the allowance for a period of XXX, however the arrangement will be reviewed on annual basis.

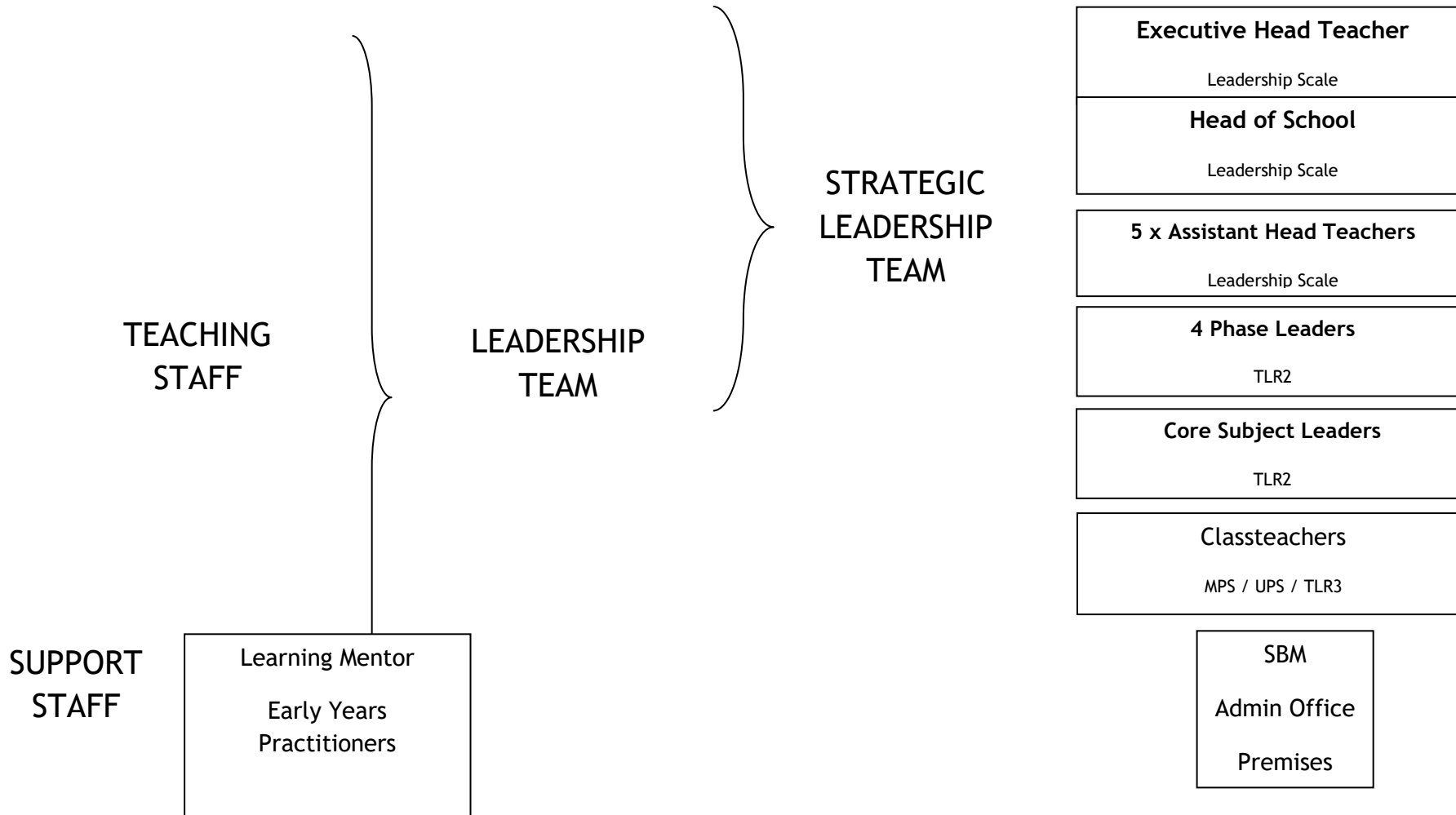
Please note that this allowance is not subject to safeguarding.

Yours sincerely

**Chair of the Pay/Personnel Committee**

# Boxgrove Primary School

School Staffing Structure / Premises & Administration (w.e.f. 01.09.2022)



# Kidbrooke Park Primary School

Staffing Structure- Premises & Administration (w.e.f. 01.09.2022)

