



# MODEL POLICY FOR DETERMINING TEACHERS' PAY

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## Introduction

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 has been consulted on with the recognised professional associations. A copy of this policy and all relevant documents on pay and conditions will be made available to staff by the school.
2. In adopting this Pay Policy, the aim is to:
  - assure the quality of teaching and learning at the school;
  - support recruitment and retention of a high quality teacher workforce
  - enable the school to recognise and reward teachers appropriately for their contribution to the school
  - ensure that decisions on pay are managed in a fair, objective and transparent way.
3. Pay decisions at this school are made by the Governing Board which has delegated certain responsibilities and decision making powers to the Pay Committee as set out in Appendix One. The Pay Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the Governing Board, and shall have full authority to take pay decisions on behalf of the Governing Board in accordance with this policy. The Head Teacher/Principal shall be responsible for advising the Pay Committee on its decisions.

## Pay Reviews

4. The Governing Board will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 31
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October each year (31<sup>st</sup> December for Head Teachers) and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

5. The Governing Board will ensure that the salary of an NQT/Early Career Teacher is reviewed with effect from the start of the term immediately following the term in which the statutory induction process is successfully completed
6. 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.
7. 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.
8. Where a teacher is absent for a significant period of time, for example long term sickness absence or maternity, performance and pay reviews will still be undertaken for that member of staff.
9. For a teacher that has had an extended period of absence due to maternity or sickness, the agreed appraisal objectives may be revised, before or following the teacher's return to work, or the length and impact of the absence on the teacher's ability to achieve the objectives will be taken into account in the assessment at the end of the appraisal cycle.

### **Basic Pay Determination on Appointment**

10. The Governing Board will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
11. In making such determinations, the relevant body may take into account a range of factors, for example:
  - The nature of the post
  - The level of qualifications, skill and experience required
  - Market conditions
  - The wider school context

12. When determining the starting pay for a classroom teacher who has previously worked in a local authority maintained school or academy in England, the relevant body will pay the teacher on the Main Pay Scale or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement.
13. In circumstances where a different determination is made, the reasons for the determination will be recorded in writing, following discussions with the applicant with a view to reaching agreement on starting pay.
14. When determining the starting pay for a classroom teacher taking up their first appointment as a qualified teacher, the relevant body will normally pay the teacher on the minimum point of the Main Pay Range.
15. The relevant body may consider awarding additional points for relevant experience on the following basis:
  - One point for each year of employment as a qualified teacher in higher or further education, including sixth form colleges or independent schools in England.
  - One point for each year of employment as a qualified teacher within state sector schools outside England.
  - One point for each three years' experience outside of teaching which the relevant body considers to be of value to the performance of the teacher's duties eg. industrial or commercial training, work in an occupation relevant to the teacher's work at the school, and experience with children/young people.

### **Classroom Teacher Posts**

16. The Governing Board has established the following pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range:

#### **Main Pay Scale                  England**

<b>1</b>	£28,000
<b>2</b>	£29,800
<b>3</b>	£31,750
<b>4</b>	£33,850

<b>5</b>	£35,990
<b>6</b>	£38,810

**Upper Pay Scale            England**

<b>1</b>	£40,625
<b>2</b>	£42,131
<b>3</b>	£43,685

17. The Governing Board undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

**Leading Practitioner Teacher Posts**

18. The Governing Board has established the following pay scale for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range:

**Leading Practitioner            England**

<b>Minimum**</b>	£44,523
<b>Maximum**</b>	£67,685

(\*\*Minimum and maximum salary values as in STPCD 2021)

19. Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.
20. When determining the pay scales for such posts, the Governing Board will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.
21. The Governing Board will normally appoint any new Leading Practitioner teacher at the bottom point of the individual post range.

## Unqualified Teachers

22. The Governing Board has established the following pay scale for unqualified teachers employed in classroom teacher posts:

Unqualified Teachers	England
1	£19,340
2	£21,559
3	£23,777
4	£25,733
5	£27,954
6	£30,172

## Leadership Posts (Head Teacher, Deputy and Assistant Head Teachers)

23. The pay ranges for the Head Teacher, Deputy Head Teacher[s] and Assistant Head Teacher[s] will be determined in accordance with the criteria specified in the 2021 STPCD and ensuring fair pay relativities.
24. Discretionary payments to the Head Teacher will be determined in accordance with the provisions of the STPCD 2021 and will be reviewed annually.
25. The Governing Board will normally appoint new leadership teachers at the bottom point of the relevant pay range.
26. The Governing Board will pay teachers as Deputy or Assistant Head Teachers only where the Governing Board is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –
- is focused on teaching and learning;
  - requires the exercise of a teacher's professional skills and judgment;
  - requires the teacher to lead and manage the school through:
    - development of teaching and learning priorities across the school;
    - accountability for the standards of achievement and behaviour of pupils across the school;
    - accountability for the planning and deployment of the school's resources;

- leading policy development and implementation across the school in accordance with statutory provisions;
  - managing whole school operational activity;
  - working with external bodies and agencies; and
  - securing pupils' access to their educational entitlements;
- (d) has an impact on the educational progress of the school's pupils;
- (e) involves leading, developing and enhancing the teaching practice of the school's staff; and
- (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.
27. In the case of a Deputy Head Teacher post, the Governing Board must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Head Teacher employed in the same school, including responsibility for discharging in full the responsibilities of the Head Teacher in their absence.

### **Pay Progression Based on Performance**

28. All decisions about pay progression ie movement up to the appropriate pay range, must be linked to performance.
29. The arrangements for teacher appraisal are set out in the School's Appraisal Policy.
30. Decisions regarding pay progression will be made with reference to the teacher's performance management/appraisal reports and the pay recommendations they contain. In the case of NQTs/Early Career Teachers, pay decisions will be made by means of the statutory induction process.
31. All appraisals must result in a pay recommendation being made, including recognition that a teacher is at the top of their pay range ie. progression / no progression / at top of pay range.
32. A teacher whose performance does not meet Teachers' Standards (and/or other relevant standards) and/or their appraisal objectives may be considered not to be eligible for pay progression. While it is possible for a "no progress" determination to be made without recourse to the capability procedure, there is a clear expectation that concerns about a teacher's performance will have been made clear in writing through the appraisal process

and appropriate support given to address these concerns. In these circumstances the teacher will not be eligible for pay progression.

33. Assessment of performance will be made through the appraisal process and will include assessment of performance against the Teachers' Standards (and/or other relevant standards) and appraisal objectives.
34. To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
35. The evidence used will only be that available through the performance management/appraisal cycle.
36. Evidence to be used for assessment should be made clear to all teachers at the start of the appraisal cycle and may, for example, include self-assessment, lesson observations, and feedback on learning.
37. Teachers may also gather any evidence that they deem appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (ie application to be paid on the Upper Pay Range).
38. Whatever evidence is used it should provide teachers with a fair opportunity to demonstrate in their appraisal that they have met both their individual objectives and the relevant standards.
39. Where teachers have joined the school part way through a performance management/appraisal cycle, the Governing Board will, where necessary, seek evidence from the previous schools to assist pay decisions and will only, where necessary, seek evidence from the teachers themselves.
40. Teachers' performance management/appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the relevant Committee of the Governing Board, having regard to the performance management/appraisal report and taking into account advice from the senior leadership team.
41. The Governing Board will ensure that appropriate funding is allocated for pay progression for all eligible teachers.

42. All teachers can expect progression to the top of their pay range as a result of successful performance management/appraisal reviews. Pay progression will normally be by one increment.
43. The Governing Board will make pay decisions according to the criteria for progression set out below.

### **Classroom Teachers on the Main Pay Range**

44. Classroom teachers will be awarded pay progression on the Main Pay Range following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.
45. Classroom teachers in their induction period will be awarded pay progression on the successful completion of induction.

### **Classroom Teachers on the Upper Pay Range**

46. Classroom teachers will be awarded pay progression on the Upper Pay Range following two successful consecutive performance management/appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **Leading Practitioner Teachers**

47. Leading Practitioner teachers will be awarded pay progression on their pay scales following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **Unqualified Classroom Teachers**

48. Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **Leadership Teachers (Head Teacher, Deputy & Assistant Head Teachers)**

49. The Head Teacher, Deputy Head Teacher(s) and Assistant Head Teacher(s) will be awarded additional scale points in accordance with the provisions of the STPCD ie they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

## **MOVEMENT TO THE UPPER PAY RANGE**

### **Applications and Evidence**

50. Any eligible 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. Decisions made about movement to the upper pay range in one school will not be binding on another school.
51. Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix Three) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.
52. The evidence to be used will be that available through the performance management/appraisal cycle. This means that as standards are part of the appraisal process, the expectation is that the teacher will need to provide the evidence as agreed at the start of the appraisal cycle before a decision is made by the appraiser
53. Teachers may also gather any evidence that they deem appropriate in relation to their application to be paid on the Upper Pay Range.

54. 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.

### **The Assessment (Upper Pay Range)**

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

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy, the Governing Board will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria (see Appendix Four) have been satisfied as evidenced by two successful and consecutive performance management/appraisal reviews.

55. In making its decision, the Governing Board will have regard to the two most recent performance management/appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **Processes and procedures**

56. Teachers should be notified of the date by which an application form to be paid on the Upper Pay Scale must be submitted. This date must be before 31<sup>st</sup> October in the year of application. Applications that are submitted after the agreed date will not be considered unless there are exceptional reasons.
57. The assessment will be made within 10 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on Point 1 of that pay scale. If unsuccessful, feedback will be provided by the Head Teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. 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**

58. 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. Any additional hours worked by agreement from time to time will be paid at the same rate.

## **SHORT NOTICE/SUPPLY TEACHERS**

59. 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.
60. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

## **PAY INCREASES ARISING FROM CHANGES TO THE STPCD**

61. The school is committed to awarding any nationally agreed pay awards through the School Teachers' Review Body (STRB) pay review process.

## **DISCRETIONARY ALLOWANCES AND PAYMENTS**

### **Teaching & Learning Responsibility Payments (TLRs 1,2 & 3)**

62. The Governing Board pays TLR 1 and 2 payments to teachers as indicated in the staffing structure, in accordance with the pay ranges specified in the STPCD 2021 as updated from time to time.
63. The criteria for the award of TLR 1 and 2 payments are as follows:
- Before awarding any TLR 1 or 2 payment, the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- (a) is focused on teaching and learning;
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- (b) requires the exercise of a teacher's professional skills and judgement;
  - (c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
  - (d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
  - (e) involves leading, developing and enhancing the teaching practice of other staff.
64. In addition, before awarding a TLR1 payment, the Governing Board must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
65. Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.
66. A teacher cannot be awarded a TLR1 and a TLR2 simultaneously but may hold a concurrent TLR3.
67. Unqualified Teachers may not be awarded TLRs.

### **TLR3 Payments**

68. Before making any TLR3 payment, the Governing Board must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.
69. Where the Governing Board wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range of **£571** and **£2,833**) and the duration of payment will be set out clearly.
70. The Governing Board will ensure that the use of a TLR3 applies only to clearly time-limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.
71. No safeguarding will apply in relation to a TLR3 allowance.

### **Special Educational Needs (SEN) Allowances**

72. The Governing Board will award SEN allowances in accordance with the criteria and provisions set out in the STPCD 2021.

### **Acting Allowances**

73. Acting allowances may be paid to teachers who are assigned and carrying out the duties of the Head Teacher, Deputy Head Teacher or Assistant Head Teacher.
74. The relevant Committee will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

If the relevant Committee determines that an allowance will be paid, any teacher who carries out the duties of Head Teacher, Deputy Head Teacher or Assistant Head Teacher, will be paid at an appropriate point of the Head Teacher's ISR, Deputy Head Teacher range or Assistant Head Teacher range as determined by the full Governing Board.

### **OTHER PAYMENTS**

#### **Recruitment and Retention Incentives and Benefits**

75. Where the Governing Board wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in this policy. Such payments will be reviewed annually.
76. There is no provision within the STPCD 2021 for Head Teachers, Deputy Head Teachers and Assistant Head Teachers to be awarded a recruitment and retention allowance.

#### **Honoraria**

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

#### **Safeguarding**

78. The Governing Board will operate salary safeguarding arrangements in line with the provisions of the STPCD. No safeguarding will apply in relation to a TLR3 allowance.

### **APPEALS**

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79. The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

### **MONITORING THE IMPACT OF THE POLICY**

80. The Governing Board will monitor the outcomes and impact of this policy on a regular basis, for example through an annual written report. Professional Associations have the right to request information relating to the monitoring of the outcomes and impact of the pay policy.

Recognised Trade Unions & Professional Associations are customarily involved with consultations on changes to staffing structures.

## **APPENDIX ONE**

### **REMIT FOR THE PAY COMMITTEE OF THE GOVERNING BOARD**

The Pay Committee will comprise at least three governors. All governors, including those employed at the school, will be eligible for membership of the Pay Committee and will be eligible to take part in discussions where their interest is no greater than that of the generality of employees at the school.

#### **Establishment of the policy**

The Pay Committee is responsible for:

- establishing the policy, in consultation with the Head Teacher, staff and professional association representatives, and submitting it to the Governing Board for approval.

The Governing Board is responsible for:

- formal approval of the policy.

#### **Monitoring and review of the policy**

The Pay Committee is responsible for:

- reviewing the policy annually, in consultation with the Head Teacher, staff and professional association representatives; and submitting it to the Governing Board for approval.

The Governing Board is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

#### **Application of the policy**

The Head Teacher is responsible for:

- ensuring that pay recommendations for the Deputy and Assistant Head Teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of the Deputy and Assistant Head Teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the Head Teacher;
- taking decisions regarding the pay of the Head Teacher following consideration of the recommendations of the governors responsible for the Head Teacher's performance review;
- submitting reports of these decisions to the Governing Board; and
- ensuring that the Head Teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Governing Board is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

## APPENDIX TWO

### PAY APPEALS PROCEDURE

The Governing Board is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provision of employment law (See <http://www.acas.org.uk/index.aspx?articleid=2174>) The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Board (or a Committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or Committee by whom the decision was made:

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

What follows is intended as a guide as there is no statutory process for schools to follow in terms of hearing pay appeals. A key aspect of the process is the opportunity for a teacher to discuss a pay recommendation prior to it being confirmed by the Governing Board.

This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair. The opportunity to discuss a pay decision before it is made may also mitigate the need for the more formal stages two and three.

### **Stage One – Informal discussion with the appraiser or Head Teacher prior to confirmation of pay recommendation**

A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the Head Teacher or appraiser before the recommendation is actioned and confirmation of the pay decision is made by the school.

### **Stage Two – Formal written / oral representations to the Pay Review Committee.**

If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made; he/she may make representations to the Pay Review Committee. To begin the process the teacher should submit a formal written statement / representations within 5 working days of receipt of the pay determination, to the Pay Review Committee setting down in writing the grounds for not agreeing with the pay recommendation.

The teacher should be given the opportunity to make representations at a formal meeting with the Pay Review Committee. This meeting should take place within 20 working days following receipt of written notification.

Once the teacher has made his/her representations the Pay Review Committee will give the Head Teacher / appraiser who made the pay recommendation the opportunity to present their case.

Consideration will be given to a request to present representations on an individual basis.

Following the representations hearing the Pay Review Committee will make a pay determination, which will be communicated within 5 working days to the teacher in writing.

The procedure for the conduct of the representations hearing (Stage 2) shall be as follows.

1. The Chair of the Pay Review Committee will begin by introducing those present.
2. The appellant\* will be given an opportunity to make representations to the Committee (copies of the formal representations documents having been given to the Committee members). Witnesses may be called, as notified and at the discretion of the Committee.

3. The Committee shall be given an opportunity to ask questions of the appellant\*.
4. The Head Teacher / appraiser\*\* shall be given an opportunity to present the management case, calling any witnesses as notified and at the discretion of the Committee.
5. The Committee shall be given an opportunity to ask questions of the Head Teacher / appraiser\*\*
6. The Committee to consider the appellant\* representations, the Head Teacher/appraisers\*\* case and any advice and guidance provided by the LA to reach a decision on the matter (a pay determination)/
7. The decision to be notified to the appellant and the Head Teacher/appraiser\*\* within 5 working days.

Note: \*or his/her representative \*\*or their representative

### **Stage Three – Formal Appeal Hearing to the Governing Board Appeals Committee.**

Upon receipt of the decision of the Pay Review Committee, if the teacher does not agree with the decision then they should give written notice of their intention to appeal and the grounds for the appeal within 5 working days to the Clerk to the Governing Board or in the case of the Head Teacher, the Chair of Governors.

The Clerk to the Governing Body will then arrange for the appeal to be heard within 20 working days following receipt of the written notice of appeal. The appellant and the Head Teacher / Appraiser will be given at least 5 working days' notice of the hearing.

The appellant and the Head Teacher / Appraiser (whoever made the original determination on pay) will be required to submit their statement of case in writing at least 3 working days before the hearing. The Clerk to the Governing Board will then arrange for the appellant and the management case to be exchanged ahead of the Appeals Committee being convened.

In the appeal hearing both the teacher and the management representative will have the opportunity to present their evidence and call witnesses, and to question one other. The panel is permitted to ask exploratory questions.

The Appeals Committee will consist of three Governors none of whom should be employees of the school and have not been involved in making the initial pay determination. There should be no conflict of interests of the members of the Appeals Committee.

Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing, including their rationale for reaching the decision.

The Appeals Committee decision will be given in writing within 5 working days of the appeal hearing. The Appeals Committee decision is final and there is no recourse to the general staff Grievance/Resolving Issues at Work procedure.

For either of the formal meetings (stage 2 or Stage 3) the teacher is entitled to be accompanied by a work colleague or a representative from their trade union (not a family member). Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings (Stage 2 and Stage 3) must allow both parties to explain their cases.

### **Appeals Hearing Procedure**

The procedure for the conduct of an Appeal Hearing (Stage 3) shall be as follows.

1. The Chair of the Appeals Committee will begin by introducing those present
2. The appellant\* will be given an opportunity to make representations to the Committee on his/her appeal (copies of the formal appeal documents having been given to the Committee members). Witnesses may be called, as notified and at the discretion of the Committee.
3. The Head Teacher\*\* shall be given an opportunity to ask questions of the appellant.
4. The Committee shall be given an opportunity to ask questions of the appellant.
5. The Head Teacher / appraiser \*\* shall be given an opportunity to present the management case, calling any witnesses as notified and at the discretion of the Committee.
6. The appellant\* shall be given an opportunity to ask questions of the Head Teacher / appraiser\*\*.
7. The Committee shall be given an opportunity to ask questions of the Head Teacher / appraiser\*\*.

8. The appellant shall have an opportunity to sum up his/her case.
9. The Head Teacher / appraiser\*\* to sum up his/her response.
10. The appellant, his/her representative and the Head Teacher / appraiser\*\* to withdraw from the meeting.
11. The Committee to consider the appeal, the Head Teacher/appraiser's\*\* responses and any advice and guidance provided by the LA to reach a decision on the matter.
12. The decision to be notified to the appellant and the Head Teacher/appraiser\*\* within 5 working days.

Note: \*or his/her representative; \*\*or their representative or Chair of the Pay Review Committee

## APPENDIX THREE

### UPPER PAY RANGE APPLICATION FORM

#### Teacher's Details:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

#### PM/Appraisal Details:

Years covered by planning/review statements

Schools covered by planning/review statements

#### 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.

**Applicant's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Signature:** \_\_\_\_\_

## **APPENDIX FOUR**

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

#### **(1) Professional attributes**

1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

#### **(2) Professional knowledge and understanding**

2.1 Have an extensive 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.

2.2 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.

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

2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

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

#### **(3) Professional skills**

3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3 Promote collaboration and work effectively as a team member.

- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Policy approved by Governors: Nov 2022

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