



PARK HOUSE SCHOOL & SPORTS COLLEGE

TEACHERS PAY POLICY

Document Ref:	FGB/TP/102013	Date Created:	October 2013
Version:	1	Date Modified:	October 2013
Review due:	Autumn 2014	Review Body:	FGB
Author:	Derek People	Sign & Date:	
Headteacher:	Derek People	Sign & Date:	
Review Body Chair:	David Marson	Sign & Date:	

CHANGE HISTORY

Version	Date	Description
Issue 1	October 2013	New Policy
Issue 2		

LINKED DOCUMENTS

[Appraisal Policy](#)



Park House School Teachers' Pay Policy

Principles

Our policy is based on the following key principles:

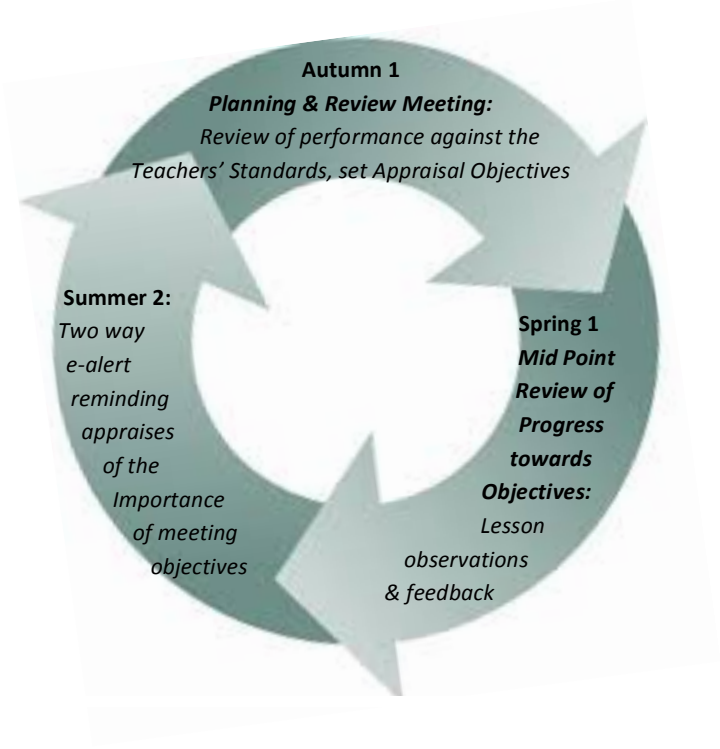
- If teachers meet both the Teachers' Standards and their Appraisal Objectives, which are driven by them, they will progress up the pay scale
- We expect teachers to progress up the pay scale as the norm
- We will retain the current STPCD pay scales for MPS and UPS, but also use new TLR 3 and Leading Practitioner scales to recognise and reward identified roles and responsibilities
- We want to maintain the strongly felt collaborative nature of our school
- We want a policy which reflects our explicitly high expectations of the quality of teaching and learning, as reflected in the SDP
- We want to make the pay progression decision-making process as developmental as possible
- We want to make the pay progression decision-making process rigorous, fair and transparent
- We want the new policy to align with our existing, effective policies and structures
- Our policy will be based on a common, school-based understanding of the Teachers' Standards

Link to Appraisal

Following these principles, our Pay Policy flows from our Appraisal Policy, which is based on an **integrated** and **holistic** assessment of a teacher's performance against:

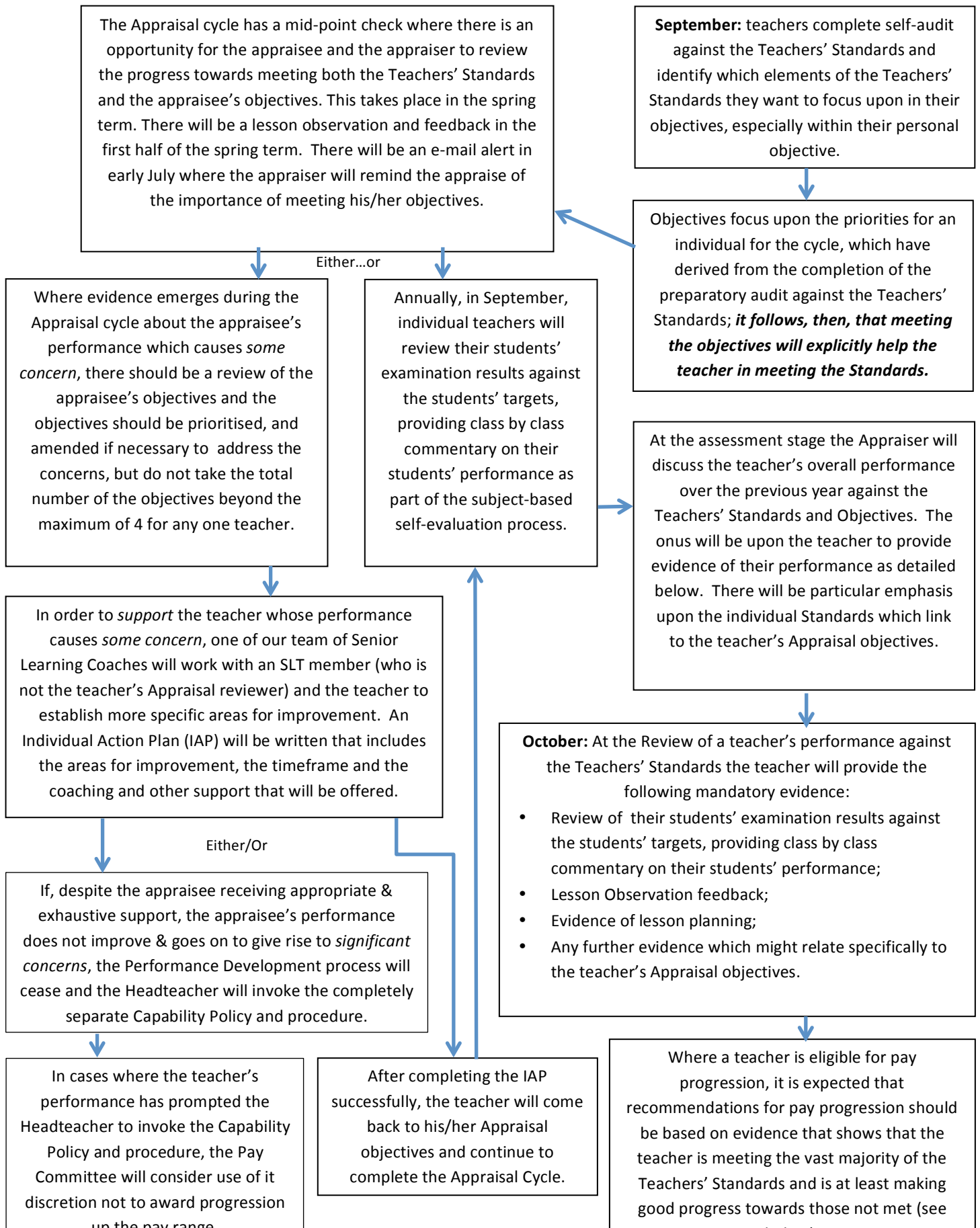
- **The Teachers' Standards**
- **His or her Appraisal objectives, set within the context of the Teachers' Standards**
- **Lesson Observations**

The Appraisal process follows the following cycle, starting with each teacher auditing their performance against the Teachers' Standards as illustrated below:



Process for Determining Pay Progression

The process for determining pay progression, starting with the audit against the Teachers' Standards, is as follows:



Objective Setting

In preparation for setting objectives at the Appraisal Review meeting, teachers will complete a self-audit against the Teachers' Standards in order to identify which of the Teachers' Standards they might want to set objectives against in order to improve the quality of their performance in the classroom. The completion of the self-audit should be done in conjunction with the subject self-evaluation activities which take place on the start of term training days.

Park House staff have drawn up a common statement of understanding of the Teacher Standards in September 2013 which will be used to inform this process. It is included as Appendix 1.

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. Appraisers will therefore assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of his or her career (whether an early-career teacher, mid-career teacher, or a more experienced practitioner). The professional judgement of appraisers will therefore be central to appraisal against these standards. At Park House it is expected, in general terms, that early-career teachers will be at least competent against all the Teachers' Standards, mid-career teachers will be at least confident against all the Teachers' Standards and more experienced teachers will be generally expert against all the Teachers' Standards.

The objectives will also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of students at the school.

Objectives will therefore focus on the impact of actions on student progress and attainment. Progress and attainment data from all taught classes of an individual teacher will be a major evidence base for evaluating the quality of teaching, so that student performance data are evidence rather than objectives in themselves. Annually, in September, individual teachers will review their students' examination results against the students' academic targets, providing class by class commentary on their students' performance as part of the subject-based self-evaluation process.

At Park House, all teachers will have three SMARTID (Specific, Measurable, Achievable, Realistic, Time-bound, Impactful and Differentiated) objectives, to include:

- a student progress objective
- a subject-based objective
- a professional development objective related to the Teachers' Standards and/or the progress and subject-based objective

All teachers with a Teaching and Learning Responsibility (TLR), or those on the Leadership Spine, will have an objective related to their leadership responsibilities, linked to their subject-based objective.

Progress objectives may be differentiated across a one-, two- or three-year period. Where the objective extends over more than one year, appropriate milestone will be set.

A series of exemplar objectives are included as Appendix 2.

Criteria for Pay Progression Recommendations

At the end of the cycle, assessment of performance will be judged by appraisers as follows:

Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
Teachers' Standards and Appraisal Objectives	Exceptional performance	Met securely and all achieved securely	The vast majority are met & achieved and at least making good progress towards those not met or achieved	Whilst some are met and achieved, a significant number are not	Clearly not met or achieved

In order to be recommended for pay progression a teacher's performance must be judged to be **Level 3 or above**. This will lead to one full point of progression on the relevant pay scale if approved (See Appendix 3).

The professional judgement of Appraisers will be central to appraisal against the Teachers' Standards and Appraisal Objectives. To that end, all staff who undertake Appraisal assessments at Park House will be well-trained and the consistency of their judgements will be maintained through systematic moderation procedures which will include the moderation of objective setting and judging evidence against the Teachers' Standards, and observation of Appraisal Review conversations.

Judgements will therefore be made with professional wisdom and will take into account a teacher's contextual analysis of the academic performance of students in his/her individual classes.

So that no-one is unclear about the standard of performance expected at Park House, the following statement is designed to clarify what is expected of our

teachers and ensure that:

- there is no doubt about the level of performance required by our teachers;
- the need to reduce performance measures to overly specific and inflexible numerical targets is obviated.

It is a given that the assessment of a teacher's performance during the Appraisal meeting will be rooted in the mandatory evidence outlined above in the flow diagram. However, it is important to be clear that the final judgement of a teacher's performance on our 1-5 grading system will be made within the context of our school, where:

- *students enter the school at attainment levels broadly in line with national average;*
- *we aim for students make progress above the expected progress nationally;*
- *we aim for students to leave at the end of Key Stage 4 and Key Stage 5 with attainment levels above the national average;*
- *teachers have the highest expectations of our all students, based on our 'values-centred' ambition for them.*

It is also important to acknowledge that the 2013-14 School Development Plan has explicitly high expectations of the quality of teaching at our school, with the ambition that by September 2014 at least 80% of the teaching in our school will be judged Outstanding or Good against the current OFSTED lesson observation criteria. The aim is that this should rise to 100% by September 2015.

Appendix 2 Pay Scales

1. The Governing Body 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 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
2. 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 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.
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 determination.
4. 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.
5. In making such determinations, the Governing Body will apply the following policy:

Classroom teacher posts

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

Main Pay Scale*

1	21,588
2	23,295
3	25,168
4	27,104
5	29,240
6	31,552

Upper Pay Scale*	
1	34,181
2	35,447
3	36,756

*(Pay Award Pending)

- 6** The Governing Body 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.
- 7** The Governing Body will apply the principle of pay portability in making pay determinations for all appointees as follows.
- (a) When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Governing Body will pay the teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis.
- one point for each one year service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
 - one point for each year of service as a qualified in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
 - one point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with young children/young people;
 - one point for each three years of other remunerated or unremunerated experience including caring for children during a career break.

The Governing Body will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main or Upper Pay Ranges.

(b) When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the Governing Body will pay the teacher on the Main Pay Range or Upper Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post (subject to the provisions in paragraph 29).

(c) The Governing will also pay classroom teachers who are "post-threshold teachers" as defined by the 2012 STPCD on the Upper Pay Range.

Leading Practitioner teacher posts

The Governing Body has established the following pay scale for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range**:

Leading Practitioner Pay Scale	
1	
2	
3	
4	
5	

(**Minimum and maximum salary values as in STPCD 2013
Awaiting national guidance)

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, such as Senior Learning Coaches, where those duties fall outside the criteria for the TLR payment structure.

The policy of the Governing Body is to appoint any new Leading Practitioner teacher at the bottom of the Pay Range.

The Governing body will establish such posts from 1 September 2013 for all teachers previously employed in the school as advanced Skills Teachers or Excellent Teachers and will pay them at a scale point which maintains that teacher's previous pay entitlement plus any pay progression which they would have received had they remained in that post 2.

Unqualified Teachers

The Governing Body has established the following pay scale for unqualified teachers employed in classrooms teacher posts.

Unqualified Teachers***	
1	15,817
2	17,657
3	19,497
4	21,336
5	23,177
6	25,016

(***Pay award pending)

Leadership teacher posts (head teacher, deputy & assistant head teacher)

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 2013 STPCD and ensuring fair pay relativity.

Appendix 3

Movement to the Upper Pay Range

Applications and Evidence

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.
2. Teachers will be eligible for progression to the Upper Pay Range having reached M6 on the Main Pay Range. The head teacher will notify all teachers on Scale Points 5 and 6 of the Main Pay Range at the start of each school year of their eligibility to apply for assessment.
3. 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 appraisal planning meeting. The teacher's application will be appended to their appraisal planning statement.
4. The evidence to be used will be only that available through the appraisal process.

The Assessment

5. An application from a qualified teacher will be successful where the Governing Body is satisfied that:
 - a. the teacher is highly competent in all elements of the relevant standards; and
 - b. the teacher's achievements and contribution to the school are substantial and sustained.
6. For the purposes of this pay policy, the Governing Body 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.
7. In making its decision, the Governing Body 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

8. 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.

PAY INCREASES ARISING FROM CHANGES TO THE STPCD

The school is committed to award a minimum 1 per cent pay uplift to all existing pay points and allowances for all teachers from September 2013 and to a greater award if that is the outcome of the School Teachers' Review Body (STRB) pay review process.

DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching & Learning Responsibility Payments (TLRs)

The Governing Body pays TLR 1 and 2 payments to teachers as indicated in the staffing structure below, in accordance with the pay ranges specified in the 2013 STPCD as updated from time to time and the following levels and values will apply:

TLR 1b

H of Science	2c 2nd in Dept & 1 science area & 1 science area 2b 3rd in Dept & 1 science area
H of English	2b 2nd in Dept 2a 3rd in Dept
H of Maths	2b 2nd in Dept 2a 3rd in Dept
H of PE	2b 2nd in Dept 2a 3rd in Dept
H of ICT	2b 2nd in Dept 2a 3rd in Dept
SENCO	

TLR 1a

6 Heads of Learning i/c student progress and guidance

TLR 2c

H of MFL	2a 2nd in Dept
H of Art/Pt	2a 2nd in Dept
H of Geog	2a 2nd in Dept
H of Hist	2a 2nd in Dept
H of Mus	
H of Citizenship	

TLR 2b

H of Drama
H of Resistant Materials
H of Food

TLR 2a

H of Media
H of So/Ps
H of BSt/Ec
H of Dance
H of Phil
H of Textiles
Co-ordinator of Able and Talented Education

The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payment, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a. is focused on teaching and learning;
- 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.

In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

TLR 3

Before making any TLR3 payment, the Governing Body will 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. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment will be set at **£1500** and the duration of payment will be set out clearly.

Special educational needs (SEN) allowances

The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the 2013 STPCD.

APPENDIX 4

UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name _____

Post _____

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 signature _____ **Date** _____

APPENDIX 5

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.

APPENDIX 6

REMIT FOR THE PAY COMMITTEE OF THE GOVERNING BODY

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 any discussions (including those relating to individuals) 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 trade union representatives, and submitting it to the Governing Body for approval.

The Governing Body 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 trade union representatives; and submitting it to the Governing Body for approval.

The Governing Body 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 Body; and
- ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right to appeal

The Appeals Committee of the Governing Body 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 7

PAY APPEALS PROCEDURE

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.⁴

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 Body (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 any provision of the STPCD;
- 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 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 decision-maker within ten working days of the decision.
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 and send it to the person (or committee) who made the determination, 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. The teacher will be given the opportunity to make representations in person. 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.

For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. 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 must allow both parties to explain their cases.