



P1 PAY POLICY

Responsible:
Reviewed by Finance & Personnel Committee:
Consultation with Staff:
Approved by Governing Body:
Next Review:

The Principal
18 October 2016
16 November 2016
22 November 2016
October 2017

1. INTRODUCTION

1.1 September 2016 Pay Award

The minimum and maximum of the pay ranges and allowances for the September 2016 pay award are set out in the STPC Document 2016.

1.2 Decisions about teachers' pay progression must be linked to the academy's Appraisal Policy.

1.3 The Governing Body will operate a Whole School Pay Policy as the 'relevant body', as defined in the STPC Document, and for the pay arrangements agreed for all the support staff which will:

- grade posts appropriately within the conditions of employment identified in the current STPC Document and the conditions of service for support staff employed by the academy.
- take into account pay relativities between posts within the teachers of the academy and support staff of the academy.
- ensure that the annual appraisal of all teaching staff, including those absent from duty for any reason, is fairly and properly conducted, in accordance with the academy's Appraisal Policy as soon as possible and by 31st October 2016 at the latest.
- where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required written statement of notification as soon as possible and no later than one month after the date of the determination.
- ensure that discretion available under the STPC Document is exercised in a fair and equitable manner.
- give recognition to assigned Teaching and Learning Responsibilities, whether for a permanent post, an acting period, or a temporary project (TLR3).
- ensure that an approved evaluation process is used to determine the appropriate salary range for members of the support staff of the academy.
- Comply with the salary safeguarding arrangements in the current STPC Document.

1.4 This policy statement will be available to the staff of the academy.



2. DELEGATION OF DECISION MAKING

2.1 Principal

- 2.1.1 Except where otherwise stated, the Governing Body will delegate the day to day management of the policy to the Principal in consultation with the Chair of the Governing Body. The Principal will report to the Governing Body those occasions when the delegated responsibility has been exercised in respect of the discretionary elements of the STPC Document and the pay provisions for support staff. Decisions related to the Principal will be taken by the Chair of the Trust and are excluded from this policy.
- 2.1.2 The Principal shall make annual recommendations on the salary of all staff to the appropriate committee of the Governing Body.
- 2.1.3 The Governing Body requires that the Principal has regard to the budget approved by the Governing Body or Trust and the requirements of employment legislation, particularly The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The Governing Body expects the Principal to seek advice where appropriate from persons engaged by the Governing Body to provide such advice.

2.2 An Appropriate Committee Structure

- 2.2.1 The Governing Body will delegate to a committee of governors, namely the Finance & Personnel Committee, hereafter referred to as the "**Review Committee**", decisions arising out of this policy and/or the appraisal policy. The committee shall comprise of 3 governors of the Finance & Personnel Committee. The remaining eligible governors from the pool of all governors can then be used to make up the membership of the '**Review Appeal Committee**'. No member of the Review Appeals Committee, referred to below, will be a member of the Review Committee. No governor who is employed at the academy may be a member of the Review Committee or the Review Appeals Committee.
- 2.2.2 The Governing Body will delegate to a committee of governors, hereafter referred to as the '**Review Appeal Committee**', any appeals by individual members of staff against decisions of the Review Committee in 2.2.1 arising out of this policy or the appraisal policy. The number of governors on the committee shall normally be 3. Any appeal will be dealt with before a final decision is reported to the Governing Body.
- 2.2.3 Meetings of the Review Committee and the Review Appeal Committee will be convened by the Clerk to the Governing Body. Such meetings will normally be arranged within 20 working days of the date the Employee requests the meeting, and 5 working days' notice of the date and time of the meeting will be given.

Those entitled to attend meetings of these Committees are outlined in **Annex A and B**.

2.3 Review of Recommendations to, or Decisions of, the Review Committee

- 2.3.1 Prior to making a recommendation to the Review Committee regarding the salary outcome following the Performance Management Review, the Principal will inform the Employee of the recommendation they intend to make to the



Review Committee, and the date the Review Committee will be considering the recommendation.

- 2.3.2 If the Employee does not agree with the recommendation to be made, then s/he may provide a written statement to the Clerk of the Governing Body which will be provided to the Review Committee when they consider the recommendation.

The statement provided by the Employee must indicate the reason(s) why they disagree with the recommendation, and must fall within one or more of the following:-

That the recommendation:

- incorrectly applied any provision of the appropriate salary and/or appraisal policy;
- in the case of a teacher, failed to have proper regard for statutory/contractual guidance of the STPC Document 2015;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the Employee.

The Employee will have a minimum of 5 working days' notice between the date they are informed of the recommendation and the date of the meeting of the Review Committee to provide this written statement. The Clerk of the Governing Body will provide the Principal with a copy of the written statement submitted by the Employee prior to the meeting of the Review Committee.

- 2.3.3 The Employee will be notified in writing of the decision made by the Review Committee and their right to appeal the decision to the Review Appeal Committee.

If the Review Committee agree with the recommendation of the Principal () the Employee has the right of appeal against the decision under paragraph 2.4 below.

If the Review Committee disagrees with the recommendation of the Principal the Employee may, within 5 working days of being informed of the decision, make a request to the Clerk of the Governing Body to attend a meeting with the Review Committee. The Clerk to the Governing Body will arrange, normally within 20 working days of the receipt of the written notice, giving at least 5 working days' notice, a meeting of the Review Committee.

The employee may be accompanied at that meeting by a workplace colleague or representative of his/her trade union and the Review Committee may also have an adviser present to advise them. The Review Committee may also ask the Principal to be present and to comment on the reasons for the application for the review. The decision of the Review Committee will be provided to the employee in writing as soon after the review as possible. The employee will be advised that s/he has the right of appeal against the decision of the Review Committee to the Review Appeal Committee (paragraph 2.4 below).

- 2.3.4 The procedure to be followed for the review hearing is attached at **Annex A** of this policy.

2.4 Appeals against Salary or Appraisal Decisions

The employee may appeal against the decision of the Review Committee within 5 working days of receipt of the determination, by notifying the Clerk to the Governing Body in writing of the reasons for the appeal, which must be as stated in paragraph 2.3.2 above.



The decision of the Review Appeal Committee shall be final. Once any appeal has been resolved, the final decisions regarding the assessment of salaries shall be reported to the Governing Body.

2.4.1 The procedure to be followed for the appeal is attached at **Annex B** of this policy.

2.5 **Threshold Application**

2.5.1 Any qualified teacher on M5 or M6 may apply to the Principal to be paid on the Upper Pay Range. An application must be made by 31st October. A successful applicant will progress to the minimum point of the Upper Pay Range. This is the maximum progress that can be made by any applicant from M5 or M6.

A successful applicant will have demonstrated through the appraisal process:

- that s/he is highly competent in all elements of the relevant standards; and
- that his/her achievements and contributions are substantial and sustained.

(See **Annex C** and **Annex E** for the school's definition of "highly competent" and "substantial and sustained" as well as the criteria for further progression on the Upper Pay Range. See also Section 7).

2.5.2 The Principal shall inform the teacher of the recommendation of the outcome of the threshold application to be made to the Review Committee as soon as possible after the closing date has passed. The Principal shall provide oral feedback on the relevant criteria indicated, or in the case of unsuccessful application, in writing on the original application form. Feedback shall also include advice on aspects of performance that would benefit from further development. The process to be followed when the Employee does not agree with the recommendation is as outlined in paragraph 2.3.2 to 2.4.

2.5.3 Any decision regarding successful placement on the Upper Pay Range will only apply to posts under the employment of the Governing Body.

2.6 **Statement of Salary**

2.6.1 Salary assessment forms will be issued to confirm salary determinations.

2.7 **The Chair of the Governing Body**

2.7.1 The Chair of the Governing Body will be available to the Principal for consultation on those matters of this policy delegated to the Principal. In this instance the Chair of the Governing Body may not be a member of Review Committee or Review Appeal Committee.

3. **EXERCISE OF DISCRETION UNDER THE STPC DOCUMENT**

3.1 **Starting Salary of New Classroom Teacher Appointments**

3.1.1 When advertising a teaching post, the school will identify the range of salaries the school is prepared to pay subject to qualifications and experience. The school will not normally agree to match the salary on which the applicant is/was paid in his/her last school without first considering the merits of the application and its relationship to the salary of teachers employed at the school.



Where the Principal or selection panel regards a teacher has relevant teaching experience, or non-teaching experience which is directly relevant to the post being offered, then an appropriate salary will be offered within the advertised range.

- 3.1.2 The Principal will provide a statement for the appropriate committee of the Governing Body of the reasons for which the salary has been awarded together with the position on the appropriate range in the Governing Body's salary structure.

3.2 Calculation of Part Time Teachers' salaries

3.2.1 The Governing Body will ensure that all part time teachers employed by the Governing Body will have their salaries calculated in accordance with the STPC Document and the "pro rata principle" except where a part time teacher is awarded a TLR3.

3.2.2 The Governing Body will ensure that the total amount of time for which a part time teacher may be directed by the Principal is calculated in accordance with the STPC Document and the "pro rata principle".

3.2.3 All part time teachers will be advised of the way in which their salary and directed time are calculated.

3.3 Recruitment/Retention Incentives

3.3.1 The Governing Body may have a policy with regard to any payment of recruitment/retention incentives or benefits in accordance with paragraph 27 of the STPC Document.

3.3.2 The policy adopted by the Governing Body will be made known to staff and set out as **Annex D** to this policy.

3.4 Staffing Structure

- 3.4.1 The Principal will annually recommend to the Governing Body a staffing structure for the academy that:
- takes account of any financial limits determined by the Governing Body or its delegated committee;
 - identifies the posts to which allowances will be allocated for permanent Teaching and Learning Responsibilities (TLR) in accordance with the requirements of the STPC Document;
 - will determine the value of any TLR post that is to be paid for a short term period. A statement identifying a payment within the range for TLR3, the length of time for which it will be paid, and the reason for the short term payment will be provided to the appropriate committee of the Governing Body. A TLR3 paid to a part time teacher will be paid in full without reference to the "pro rata principle".
 - identifies the level of allowance to be allocated to each permanent TLR post between the minimum and maximum limits set out for each TLR in the STPC Document, and the different levels that may be paid within each TLR in the staffing structure in accordance with the STPC Document;
 - identifies the level of salary to be allocated to any Leading Practitioner posts together with the salary ranges to be assigned to each post;
 - identifies posts to be paid on the Leadership Group pay range together with the salary ranges assigned to each post;
 - identifies any post to which a salary from the Special Educational Needs range of salaries will be allocated together with the level of each allowance to be paid;



- identifies the staffing structure for support staff posts together with the evaluated salary range assigned to each post.

The staffing structure and pay ranges approved by the Governing Body shall be published with this pay policy.

- 3.4.2 In the event that the recommendation contains significant changes in the staffing structure the recognised trade unions will be informed and consulted before the final salary structure is published.

3.5 Special Educational Needs

- 3.5.1 The Governing Body will award an allowance to any teacher who satisfies the requirement of the STPC Document, paragraph 21.

- 3.5.2 The post and allowance(s) will be identified in the staffing structure and will be spot salaries selected from the SEN range. The value of allowances should be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post.

3.6 Awards for performance progression to teachers paid on the Main Pay Range, the Upper Pay Range or Unqualified Teachers' Pay Range *(Pay progression will be linked to assessment of performance only).*

- 3.6.1 At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Review Committee will consider written recommendations from the Principal that a teacher be paid a higher salary on the classroom teachers' main pay range determined by the Governing Body, or the Upper Pay Range, depending on which range the teacher is currently paid. The Principal will also provide written reasons why any teacher should not progress on either range.

- 3.6.2 Any recommendations for progression to a higher salary made by the Principal shall be in respect of the excellence of the teacher's performance during the previous year (Main Pay Range), or two years (Upper Pay Range), across all aspects of the teacher's professional duties as measured against the Teachers' Standards, and also having regard to his/her performance review under the school's Appraisal Policy with particular reference to the achievement of objectives and classroom performance. In determining progress for teachers beyond the threshold, the Principal will also have regard to the teacher's overall contribution to the school. **Progress on the Upper Pay Range can only be made once every two years and at a maximum of one point at a time. See also Section 7.**

- 3.6.3 Before the Principal decides whether or not to make a written recommendation to the Review Committee, the Governing Body will expect that the Principal will have had due regard to the Governing Body's criteria for determining whether or not a teacher shall progress as set out in Annex E of this policy..

- 3.6.4 Recommendations for increases in pay will be differentiated such that the amount of any increase is clearly attributable to the performance of each teacher.
- 3.6.5 A teacher on the Main Pay Range whose performance meets the criteria set out in Annex E could reasonably expect to reach the maximum of the scale in about five years. The Principal may recommend that there will be no progression on the scale in a given year where the performance of the teacher does not warrant progression. A newly qualified teacher who achieves the required standards at the end of his/her induction will normally progress to the second point on the Main Pay Range from the following September in accordance with paragraph 2.3.

- 3.6.6 Where a teacher has been absent through long term illness or on maternity leave (or other long term leave) the Principal will ensure that a performance



review has been conducted. In the event that a review cannot be conducted until the teacher returns to the academy the Principal will conduct a review at such time following the teacher's return to the academy to enable a proper and reasonable assessment to be made and, in the event that the Principal's recommendation is to pay the teacher on a higher salary on the appropriate pay range, the award may be back dated to the appropriate date on which the award would normally have been paid.

4. LEADING PRACTITIONER POSTS

- 4.1 The Governing Body may decide to include a Leading Practitioner post or posts in the staffing structure where it receives a recommendation from the Principal to consider such a post. .
- 4.2 Where a Leading Practitioner is appointed the Governing Body shall select an individual post range on the pay range designated for Leading Practitioners. A newly appointed Leading Practitioner shall be appointed to the minimum of the chosen range.
- 4.3 The primary purpose of a Leading Practitioner post is for the modelling and leading improvement of teaching skills. In addition the Leading Practitioner will take a leading role in developing, implementing and evaluating policies and practice that will contribute to academy improvement. Performance objectives will be set with the Leading Practitioner and performance reviewed against those objectives in accordance with the academy's Appraisal policy.
- 4.4 At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Review Committee will consider recommendations from the Principal that any Leading Practitioner be paid a higher salary subject to the maximum of the individual range. The criteria on which such a recommendation will be based are set out in **Annex F** of this policy.

5. THE LEADERSHIP GROUP (See *Annex G*)

5.1 Vice and Assistant Principals

- 5.1.1 The Governing Body, following consideration of the relevant criteria set out in the STPC Document, will determine the individual range for a newly appointed Vice Principal or Assistant Principal's salary.
- 5.1.2 At the time of appointing a new Vice Principal or Assistant Principal the selection panel of the Governing Body making the new appointment shall determine the salary point on the individual range to be paid. The selection panel shall have regard to advice available from persons engaged by the Governing Body.

5.2 Awards for performance of Vice Principals and Assistant Principals

- 5.2.1 At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Review Committee will consider recommendations from the Principal that any Vice or Assistant Principal be paid up to 2 additional points subject to the maximum of the individual range. The Governing Body expects that the objectives which were set for a Vice or Assistant Principal under the appraisal policy will have become progressively more challenging as the teacher has gained experience in his/her current role.



- 5.2.2 Where it considers it has substantial difficulties in retaining the services of a current Vice or Assistant Principal the Governing Body may decide to change the salary range of a Vice or Assistant Principal in accordance with the STPC Document in order to retain his/her services. Only in exceptional circumstances may the Vice or Assistant Principal's range overlaps the Principal's.

6. ANNUAL ASSESSMENT OF THE SALARY OF TEACHERS

6.1 Annual Assessments

- 6.1.1 On or before 30th November of each year, or as soon as possible thereafter, the Principal will carry out an annual assessment of salary for each teacher, including Vice and Assistant Principals, Leading Practitioners and Unqualified Teachers employed in the school.
- 6.1.2 When the Review Committee has considered the recommendations from the Principal for all teachers employed at the school and any comment from any individual teacher, its decision will be provided in writing, by 31st December at the latest, to each teacher on the appropriate teacher salary assessment form. The salary assessment form will give information on each relevant aspect of the teacher's salary on which the Governing Body has discretion under this policy. All salary decisions will have been completed by 31st December at the latest to be backdated to the 1st September.

7. DETERMINATION OF LEADERSHIP GROUP SALARIES

7.1 Salary ranges for members of the leadership group

- 7.1.1 The Board of Trustees shall agree a process for appointment of a new Principal and shall determine the salary to be paid. The selection panel will ensure that there is room for salary progression to be determined by subsequent performance and shall have regard to advice available from persons engaged by the Trust.
- 7.1.2 In the event that the Board of Trustees agrees to the school's Principal also being made the Principal of another school on a permanent basis, the Principal's salary will be determined with regard to advice available from persons engaged by the Trust.
- 7.1.3 Where such a decision is made, then the Governing Body will also review the salary ranges of any other teachers affected by the arrangement by increased responsibilities. Where such arrangements are temporary the safeguarding provisions will not apply.
- 7.1.4 The salary ranges for a Vice or Assistant Principal shall be determined with regard to advice from persons engaged by the Trust and the Principal.

7.2 Determination of Discretionary Payments to Staff

- 7.2.1 The Principal (or the Chair of the Board of Trustees in the case of the Principal) may decide to make additional payments to staff.
- 7.2.2 Discretionary payments are entirely discretionary and their award will be dependent on the overall financial position of the academy. Colleagues should not assume that exceptional performance will always lead to discretionary payments, and the information below is guidance on when payments might be expected, but they must not be assumed.



- 7.2.3 Each year the Principal will review the performance of all staff progressing from M6 to the threshold, staff who have already been on the Upper Pay Spine for at least a year, all staff at the top of the unqualified teacher pay scales, all support staff at the top of their pay ranges and all staff at the top of their Leadership Range, to determine if their performance has been so exceptional as to warrant a bonus payment. For staff other than support staff, this would normally be where the performance has been 'highly competent' in all elements of the relevant standards and 'substantial', as defined in Annex C and Annex E, as well as having met all performance management targets.
- 7.2.4 In the case of support staff, performance will be determined as being exceptional if it has met all the requirements of the job description, all performance review targets and met the criteria for 'highly competent' and 'substantial' as defined in the following sections in the Upper Pay Range job description: Section 2 (excluding 2.6), 3, 4, 5, 6, 7, 8, 9.1, 9.6 and 10 (excluding 10.2).
- 7.2.5 Bonuses will be half the value of the difference between the two points at the top of the relevant pay range (eg, this would be half the difference between UPS2 and UPS3 for all those eligible on the Upper Pay Range). In the case of part-time staff, this would be awarded on a pro-rata basis.
- 7.2.6 Any additional bonus payments made will be awarded as a one year allowance, payable in 12 equal monthly instalments.
- 7.2.7 Where a decision is made to increase an individual's salary, the total sum of the increase, referred to in 7.2.1, will not exceed 25 per cent of the previous salary being paid.
- 7.2.8 In the event that it is considered there are wholly exceptional circumstances which make it necessary to exceed the provision set out in 7.2.7 above then the Chair of the Board of Trustees will take external independent advice before agreeing to such a decision.

7.3 Acting allowances for an acting Principal, acting Vice Principal, acting Assistant Principal or a teacher acting up in a TLR post

- 7.3.1 In the prolonged absence of a Vice Principal, an Assistant Principal or a TLR post holder, the Principal (or the Chair of the Board of Trustees in the case of the Principal) may appoint an individual to act up during the absence of the post holder. From the date that the Principal/Chair of the Board of Trustees considers it necessary to make an acting appointment, the academy will pay an allowance equal to the difference between the salary currently paid to the person appointed to act up and a point considered appropriate by the Principal/Chair of the Board of Trustees on the range agreed for the Vice or Assistant Principal or the level of TLR in question.
- 7.3.2 If, during any absence of a Vice or Assistant Principal, or a TLR post holder, the acting appointment is made and maintained for a period, then the Principal (or the Chair of the Board of Trustees in the case of the Principal) will consider within four weeks of the acting appointment whether or not the individual shall be paid an acting allowance calculated in accordance with 7.2.1 above. If no allowance is paid the Principal/Chair of the Board of Trustees may reconsider the position at any time.



8. ADDITIONAL PAYMENTS FOR TEACHING STAFF

- 8.1 In the event that the Principal, following consultation with the teacher(s) affected, or the Chair of Governors following consultation with the Principal, decides to request teachers or the Principal to undertake:
- CPD undertaken outside of the school day
 - Activities relating to the provision of ITT as part of the ordinary conduct of the school day or
 - Out of school hours learning activities
- then payments as below will be made to teachers/Principal agreeing to participate in such activities.
- 8.2 The daily rate payable to each individual teacher /Principal undertaking such CPD or ITT activities and entitled to such a payment will be determined by the Governing Body (or the Chair of the Trust in the case of the Principal). Periods of less than a day will be paid pro rata.
- 8.3 Where additional responsibilities and activities are undertaken by an individual resulting from the Principal having responsibility for more than one academy, as provided for in paragraph 7.1.7 of this policy, the Review Committee of the Governing Body will review the individual's salary to reflect the additional responsibilities and activities. The decision of the Review Committee will be reported to the next meeting of the Governing Body.

9. UNQUALIFIED TEACHERS

- 9.1 The Governing Body may employ unqualified teachers/instructors in the academy. Such unqualified teachers will be paid in accordance with paragraph 17 of the STPC Document.
- 9.2 The point on the Governing Body's unqualified teacher range, within the maximum and minimum of the range as set out in paragraph 17 of the STPC Document, at which a new appointment will be paid, will be determined by the Principal, in consultation with the Chair of the Governing Body, and will take account of the qualifications and experience considered to be relevant to the post to which the person is appointed.
- 9.3 In addition to the appropriate point on the unqualified teachers' pay range the Principal, in consultation with the Chair of the Governing Body, may award an additional annual allowance in accordance with paragraph 22 of the STPC Document to a person appointed as an unqualified teacher who either takes on a sustained additional responsibility or who s/he believes has additional qualifications and/or experience to warrant such an award.
- The Principal will report any award of such an allowance to the appropriate committee of the Governing Body.
- 9.4 The same arrangements for salary progression for teachers will also apply to unqualified teachers.



10. SALARIES OF SUPPORT STAFF

- 10.1 On appointing a member of the support staff the job description determined for the post to which the employee is to be appointed will be evaluated in accordance with an approved scheme. Advice will be sought from persons engaged by the Governing Body to advise on an approved evaluation process.
- 10.2 The Principal, in consultation with the Chair of the Governing Body, will determine the appropriate point on the evaluated range having regard to:
- i) relevant qualifications and/or competencies; and
 - ii) recruitment/retention needs of the academy in respect of the post

The decision of the Principal will be reported to the appropriate committee.

- 10.3 If at any time the Principal, in consultation with the Chair of the Governing Body, considers that a member of the support staff is being asked to undertake, or has undertaken, increased or decreased responsibilities on a permanent basis, s/he shall refer the job description of the post, with the new responsibilities, to be evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the Principal and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid. In the event that the evaluation provides for a lower salary the employee will be entitled to salary safeguarding for a period in accordance with the academy's policy. The new salary level will be reported to the appropriate committee at its next meeting.
- 10.4 At the time of making the annual assessment of the teachers' salaries the Principal may also make any recommendation to the Review Committee in respect of the salary of any member of the support staff. Where the Principal considers it appropriate s/he may recommend to the Review Committee that a named member(s) of the support staff shall be awarded an honorarium for the excellence of his/her performance during the previous year. The honorarium may either be paid as a lump sum payment at the next salary payment after the Review Committee's decision, or as a 1/12 increase in monthly salary over the next year.
- 10.5 If any member of the support staff wishes to appeal against his/her salary level s/he may ask for a re-evaluation of the job description of the post to be undertaken. In the event that a member of the support staff decides to appeal against a decision of the Review Committee under paragraph 2.4 above, then s/he shall enter a formal written statement of appeal. The appeal shall be heard by the Review Appeal Committee referred to in paragraph 2.2.2 above.

11. SALARY SACRIFICE SCHEME

- 11.1 The Governing Body will support and encourage any salary sacrifice scheme as identified in the STPC Document and made available by the Governing Body, from which teachers or support staff employed in the academy benefit where there is no additional cost to the academy's budget.**

12. REVIEW OF THE POLICY

- 12.1 The Governing Body will review this policy annually or on any occasion when it is requested to do so by the Principal.
- 12.2 The Governing Body will consult with the staff and the recognised trade unions at the time of the annual or any other review of the policy.



13. HISTORY

Version	Date	Changes	Approved
1	16 September 2013	New Policy	FGB
2	26 November 2014	Full Review	FGB
3	9 December 2015	Sections Updated – 2.3, 2.5, Annex A, Annex E, Annex F, Annex G	F&PC
4	6 October 2016	Minor updating – no significant changes other than 1% increase applied to all pay ranges	FGB

** *The Governing Body should be aware that there will be a cost when an employee in receipt of child care vouchers is on maternity leave and is no longer receiving contractual pay.*

ANNEX A

(This procedure complies with the guidance of the Secretary of State ('Implementing your academy's approach to pay')

PROCEDURE FOR A REVIEW OF A SALARY DETERMINATION OR A PERFORMANCE MANAGEMENT DECISION BY THE REVIEW COMMITTEE OF THE GOVERNING BODY

1. Case for the employee

The employee is entitled to be accompanied by a representative of his/her trade union or a workplace colleague

The employee or representative:

- a) presents the employee's written application for the review.
- b) the members of the Review Committee may ask questions of the employee

2. The Chair of the Review Committee:

- a) explains the process and evidence used to come to the recommendation/decision under review with reference to the written statement of reasons for the recommendation/decision previously provided to the employee.
- b) If the Review Committee has asked the Principal (or a governor as referred to in Note 3 below) to be present at the hearing the Principal (or governor) may be asked questions by the members of the Review Committee, and the employee or representative.

3. Summing up and withdrawal

- a) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
- b) all persons other than the members of the Review Committee and the adviser (See Note 5 below), are then required to withdraw.

4. Review Committee decision

- a) The Review Committee and the person who is advising, if other than the Principal or a Governor, are to deliberate in private, only recalling other persons to clear points of uncertainty on evidence already given. Any recall will involve both parties.
- b) The Chair of the Review Committee will announce the decision of the review to the employee, which will be confirmed in writing within 5 working days.

- Notes:
1. *For the purposes of the review, the Review Committee and the employee will have the following documents:-*
 - *the written statement of reasons for the recommendation/decision previously provided to the employee*
 - *the written statement of reasons for the application for the review from the employee. (The grounds for the appeal must comply with paragraph 2.3.2 of the pay policy).*
 - *any additional documents to be used at the review hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.*
 2. *For the purposes of the review, the Review Committee may ask the Principal (or in accordance with note 3 below, a governor) to be present. In that event the Principal (or governor) may also be asked questions by the members of the Review Committee and by the employee or his/her representative. The Principal (or governor) may not be involved in the decision of the Review Committee.*
 3. *Where the Principal has asked for the review, the Review Committee may ask the Chair of the Governing Body or a representative of the governors referred to in 2.8.1 above to be present. The Review Committee may have an adviser present.*
 5. *The review is not an appeal against the recommendation/decision.*
 6. *Where a teacher is seeking a review against a recommendation about the Threshold Application or an appraisal decision of the Principal, the same procedure will be used with the Principal taking the role of the Review Committee. The Principal may have an adviser present, who may not be an employee of the academy.*

ANNEX B

(This procedure complies with the guidance of the Secretary of State ('Implementing your academy's approach to pay')

PROCEDURE FOR AN APPEAL AGAINST A SALARY OR PERFORMANCE MANAGEMENT DECISION OF THE REVIEW COMMITTEE TO THE REVIEW APPEAL COMMITTEE OF THE GOVERNING BODY

The Appeal of the Employee

The employee is entitled to be accompanied by a representative of his/her trade union or a workplace colleague

The employee or representative:

- a) introduces the employee's written reasons for the appeal and the representative of the Review Committee and then members of the Review Appeal Committee may ask questions of the employee.
- b) may call witnesses, each of whom will have provided a written statement of the information s/he wishes to give, and each witness may be asked questions by the representative of the Review Committee and then by the Review Appeal Committee.

The response of the Review Committee

The representative of the Review Committee:

- a) explains the process and evidence used to come to the decision being appealed with reference to the written statement of reasons for the decision of the Review Committee previously provided to the employee, and the employee or representative and then members of the Review Appeal Committee may ask questions of the representative of the Review Committee.
- b) may call witnesses, who will have provided a written statement of the information they wish to give, and each witness may be asked questions by the employee or his/her representative and then by the Review Appeal Committee

3. Summing up and Withdrawal

- a) the representative of the Review Committee has the opportunity to sum up if s/he so wishes.
- b) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
- c) all persons other than the Review Appeal Committee and its adviser (see note 4 below) are then required to withdraw.

4. Review Appeal Committee Decision

- a) the Review Appeal Committee and adviser are to deliberate in private, only recalling the parties to clear points of uncertainty on evidence already given. Any recall must involve both parties.
- b) the Chair of the Review Appeal Committee will announce the decision to the employee, which will be confirmed in writing.

- Notes:
1. *For the purposes of the appeal, the Review Appeal Committee will have the following documents:-*
 - *the written statement of reasons for the Review Committee decision previously provided to the employee*
 - *the written statement of reasons for the appeal from the employee. (The grounds for the appeal must comply with paragraph 2.3.2 of the pay policy).*
 - *any additional documents to be used at the appeal hearing which must be provided to the other party at least 48 hours before the commencement of the hearing*
 2. *For the purposes of the appeal, the Review Committee representative may call the Principal (or in accordance with note 3 below, a governor) as a witness for the Review Committee. In that event the Principal (or governor) may be questioned as a witness.*
 3. *Where the Principal has asked for the review the representative of the Review Committee may call the Chair of Governors and/or one of the governors referred to in paragraph 2.8.1 of the policy above as a witness.*
 4. *The Review Appeal Committee may appoint an adviser who may not be an employee of the academy.*
 5. *Where a teacher is appealing against a determination of the Threshold Application or an appraisal decision the same procedure will be used with the Principal taking the role of the representative of the Review Committee. The Review Appeal Committee may have an adviser present who may not be an employee of the academy.*

ANNEX C

ACCESS TO THE TEACHERS' UPPER PAY RANGE

Any qualified teacher (who has made substantial progress towards the maximum of the main classroom teachers' scale) may apply to the Principal to be paid on the Upper Pay Range. An application may only be made once in an Academic year and must be made before the start of the Autumn half term break. (The Bushey Academy will not be bound by pay decisions made by other schools).

A successful applicant will have demonstrated:

- That as a teacher s/he is highly competent in all elements of the relevant standards.
- That his/her achievements and contributions to the school are substantial and sustained.

For the purpose of this Pay Policy:

- *Highly competent* means performance which is not only consistently good, with clear evidence of outstanding for teachers progressing to the maximum of the Upper Pay Range, but is also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school in order to help them meet the relevant standards and develop their teaching practice.
- *Substantial* means of real importance, validity and value to the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement.
- *Sustained* means maintained continuously over a period of 2 years.

The application shall be in the form of the annual appraisal document (and two previous appraisal reports which meet the criteria) with supplementary evidence to be considered which reflects the applicant's achievements over a 2 year period. All applications will be assessed robustly, transparently and equitably by the Principal and recommendations made to the Review Committee as explained in section 2.3. Where the application is unsuccessful, written notification will indicate the areas where the judgement is that the teacher's application does not satisfy the assessment criteria. A successful applicant will progress to the minimum point of the Upper Pay Spine where it is expected that the level of performance assessed will be at least sustained. Further progression on the Upper Pay Spine will be dependent on additional evidence that the applicant has developed further and taken on further responsibilities across the school.

ANNEX D

TEACHERS: RECRUITMENT AND RETENTION ALLOWANCES OR BENEFITS

This annex identifies the circumstances under which the school will pay allowances and/or benefits for the purposes of recruiting and retaining teachers. Recruitment or Retention allowances will be considered as a method of attracting or retaining outstanding teachers and support staff where the school would be adversely affected by not recruiting or retaining them. Recruitment and Retention allowances will be pensionable payments. On expiry of a recruitment allowance it may be replaced by a retention allowance. Decisions on recruitment allowances or retention allowances will be made by the Principal.

The Principal will set out:

1. The reasons why the post should attract a Recruitment or Retention allowance with reference to other allowances awarded and any available recruitment or retention information.
2. The start and end dates of the allowance.
3. The amount of the allowance and its percentage of substantive salary which will not exceed 10%.

The decision to award a recruitment or retention allowance will be communicated to the employee in writing stating the start date and end date, the amount and whether it is Recruitment or a Retention allowance. The decision to award a Recruitment or Retention allowance will be reported to the Pay review Committee at the next meeting.

ANNEX E

THE SALARY POINTS AND PROGRESSION ON THE MAIN, UPPER AND UNQUALIFIED TEACHER PAY RANGES

This annex, referred to in paragraph 3.6 of the Pay Policy, sets out the school's policy regarding Progression on the Main, Upper and Unqualified Teachers' scales.

Teachers on the Main, Upper and Unqualified teachers' pay scales will have their salary reviewed annually in accordance with paragraph 6 of the Pay Policy. To move up the Main pay scale or the Unqualified teachers' pay scale one point at a time teachers will need to have made good progress towards their objectives, have shown they are competent in all elements of the Teachers Standards and that 70% of their lessons are at least good or better, as determined by the academy's quality assurance process.

In determining a judgement, account will be taken of the following criteria and the attached framework, which further defines the characteristics of teachers at each career stage, and is based on the previously adopted DfE Professional Standards for Teachers:

1. Impact on pupil progress
2. Outcome of lesson observations (70% to be at least good or better)
3. Appraisal targets and how successfully these have been met
4. Competency in all elements of the Teachers' Standards
5. Contributions to whole school development
6. Wider outcomes for pupils and colleagues.

Taking into account all of the criteria and any external factors, a best fit judgement will be made by the Principal as to a teacher's overall performance. Teachers demonstrating exceptional performance may be awarded progression up to two points on the Main Pay Scale; this will be determined by progress significantly above expected, evidence of consistently outstanding teaching (66% of formal lesson observations judged as outstanding and none less than good) and meeting all performance management targets as well as demonstrating they are competent in all elements of the Teachers' Standards. The basis of progression to and on the Upper Pay Scales is already dependant on highly competent, substantial and sustained performance (Annex C) and therefore progression can only occur at a maximum of one point every two years.

Teachers' annual appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the Principal. The Governing Body will consider its approach in the light of the school's budget and where possible will ensure that appropriate funding is allocated for pay progression at all levels.

For reference, the following job descriptions, derived from the STPCD 2013, form the basis of the contractual obligations which teachers on either the Upper Pay Range or Main Pay Range are required to meet, which may be individualised to reflect personal areas of accountability and annual objectives as set out in the context of these job descriptions.

THE MAIN PAY RANGE FOR 2016

The salary points for the Main Pay Range 2016 are set out below.

	Main* (Inclusive of Fringe)	Upper*	Unqualified* (Inclusive of Fringe)	TLR Allowances*	
Minimum	£23,547	£36,650	£17,542	TLR 2a	£2,638
	£25,321	£37,966	£19,455	TLR 2b	£4,400
	£27,269	£39,331	£21,370	TLR 2c	£6,449
	£29,292		£23,284	TLR 1a	£7,620

	£31,508		£25,199
Maximum	£34,249		£27,112

TLR 1b	£9,381
TLR 1c	£11,139
TLR 1d	£12,897
TLR 3 min	£521
TLR 3 max	£2,602

**A 1% uplift has been applied to points, effective 1 September 2016, in line with the recommendation of the School Teachers' Review Body and the Joint Advice (from teaching unions) on School Teachers' Pay 2016/17.*

Main Pay Range Teacher Job Description

This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

As a Main Pay Range teacher you are required to be competent in all elements of the Teacher Standards, to discharge the Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2013, and as may be amended by subsequent documents, and to act in accordance with the academy's ethos, policies and practices, under the direction of the Principal:

1. Teaching

- 1.1 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the academy's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress and outcomes;
- 1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- 1.3 Set and mark work to be carried out by the student in school and elsewhere;
- 1.4 Participate in arrangements for preparing students for external examinations.

2. Whole school organisation, strategy and development

- 2.1 Contribute to the development, implementation and evaluation of policies, practices and procedures in such a way as to support the academy's values and vision.
- 2.2 Work with others on curriculum and/or student development to secure co-ordinated outcomes.
- 2.3 Supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so. (You will not be required to provide such cover for more than 38 hours in any school year).

3. Health, safety and discipline

- 3.1 Promote the safety and well-being of students in accordance with the academy's Child Protection and other relevant policies.
- 3.2 Maintain good order and discipline among pupils in accordance with the school behaviour policy.

4. Management of staff and resources

- 4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3 Deploy resources delegated to you in accordance with academy policies.

5. Professional development

- 5.1 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- 5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

6.1 Communicate with students, parents and carers in accordance with the academy ethos, policies and practice.

7. Working with colleagues and other relevant professionals

- 7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the academy.
- 7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the academy, which require the exercise of your professional skills and judgment.

8. Fulfil wider professional responsibilities

8.1 Make a positive contribution to the wider life and ethos of the academy.

Specific details of the accountabilities (eg the allocated curriculum and/or pupil development accountability under paragraph 2.2 above) may be recorded below and reviewed annually by the appraiser.

Paragraph	Specific Additional Accountabilities

This job description and related documents provides the standards and framework for Performance Management Objectives for a Main Pay Range Teacher which will be set under the academy's Appraisal Policy before or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the academy's plans for improving the school's educational provision and performance and improving the educational opportunities of all students at the academy.

Upper Pay Range Teacher Job Description

This academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

Paragraphs 1 to 8 below are a Main Pay Range Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2013, and as may be amended by subsequent documents. Main Pay Range teachers are required to act in accordance with the academy's ethos, policies and practices, under the direction of the Principal.

In addition to the duties and responsibilities of a Main Pay Range Teacher, you are, as an Upper Pay Range Teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the academy are substantial and sustained and to ensure that you discharge the Accountabilities under paragraph 9 and, if you are paid at the maximum of the Upper Pay Range, Accountabilities under paragraph 10.

1. Teaching

- 1.5 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the academy's plans, curriculum and schemes of work in order to achieve target levels of student attainment, progress. and outcomes.
- 1.6 Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- 1.7 Set and mark work to be carried out by the student in academy and elsewhere.
- 1.8 Participate in arrangements for preparing students for external examinations.

2. Whole academy organisation, strategy and development

- 2.4 Contribute to the development, implementation and evaluation of policies, practices and procedures in such a way as to support the academy's values and vision.
- 2.5 Work with others on curriculum and/or student development to secure co-ordinated outcomes.
- 2.6 Supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so. (You will not be required to provide such cover for more than 38 hours in any academy year).

3. Health, safety and discipline

- 3.3 Promote the safety and well-being of students in accordance with the academy's Child Protection and other relevant policies.
- 3.4 Maintain good order and discipline among students in accordance with the academy behaviour policy.

4. Management of staff and resources

- 4.4 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.5 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.6 Deploy resources delegated to you in accordance with academy policies.

5. Professional development

- 5.3 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- 5.4 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

- 6.2 Communicate with students, parents and carers in accordance with the academy ethos, policies and practice.

7. Working with colleagues and other relevant professionals

- 7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the academy.
- 7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the academy, which require the exercise of your professional skills and judgment.

8. Fulfil wider professional responsibilities

- 8.1 Make a positive contribution to the wider life and ethos of the academy.

9. Upper Pay Range Accountabilities

- 9.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 9.2 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.
- 9.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- 9.4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 9.5 Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- 9.6 Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- 9.7 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.
- 9.8 Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.

10. Additional Accountabilities for the Maximum of the Upper Pay Range

In addition to the requirements of a Main Pay Range Teacher and an Upper Pay Range Teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

- 10.1 Play a critical role in the life of the academy.
- 10.2 Provide a role model for teaching and learning.
- 10.3 Make a distinctive contribution to the raising of student standards.
- 10.4 Contribute effectively to the work of the wider team.
- 10.5 Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning.

Specific details of the accountabilities (eg which workplace policies under paragraph 9.1 above that the post holder will contribute to implementing and promoting) may be recorded below and reviewed annually by the appraiser.

Paragraph	Specific Additional Accountabilities

This job description and related documents provide the standards and framework for Performance Management Objectives for an Upper Pay Range teacher which will be set under the academy's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the academy's plans for improving the academy's educational provision and performance and improving the educational opportunities of all students at the academy.

Teacher Career Stage Expectation

Teacher Std	QTS	Band 2 Min (e.g. M4)	Band 3 Min (e.g. U1)	Band 3 Max e.g. (U3)
Set high expectations which inspire, motivate and challenge	They understand and apply a good knowledge of learners to support and motivate them to learn. They have improving practice; setting consistently high expectations of students. They expect all learners to have positive attitudes and behaviours for their learning.	They have a well-developed knowledge of learners and use this effectively to motivate learners. They set high expectations of all students and create a supportive and challenging learning environment. Their practise is well developed in all areas.	Has excellent knowledge of learners and sets consistently high expectations that motivate all to learn and achieve well. They model this to other teachers within their team and across the school and support/coach them to set similar expectations. Learners are involved in adopting a wide range of positive attitudes and behaviour to learning. They create a positive culture and support others to do so	High expectations inspire all groups of students to achieve above expectation. They lead on this with teams and individuals to embed best practice. They evaluate the impact of this work and use this to ensure appropriate professional learning is in place for all. Learners are inspired and have very positive expectations of themselves and others. They help to embed this positive culture across the school
Promote good progress and outcomes	Aware of all relevant data on learners and use this to set challenging targets with them. Students know what they need to do to improve. They use intervention strategies effectively with learners. Most students progress in line with school expectations.	Aware of all relevant data on learners and use this to set challenging targets with them. Students know what they need to do to improve and can explain how the teaching and assessment has helped them make progress. They structure lessons to support all students and use intervention strategies effectively with learners so that almost all students progress in line with school expectations	Develops aspirational targets with students and discusses progress with each one so they know what they have to do improve and how to do it. Students are keen to improve and achieve and regularly reflect and set their own targets form improvement. Almost all students progress in line with, and many exceed, school expectations. They analyse data with others to improve practice and to make sure there is effective intervention with underachievers.	Develops aspirational targets with students individually and discusses progress with each one so they know precisely what they have to do improve and ensure they have the necessary skills to do it. Students are clearly keen to improve and achieve and regularly reflect and set their own targets for improvement. Significant numbers of students exceed school expectations. They analyse data with others to improve practice and to make sure there is effective intervention with underachievers. They can support others in the effective use of data and intervention strategies.
Demonstrate good subject and curriculum knowledge	They have secure subject knowledge across at least two key stages and are flexible in their teaching strategies. They promote high standards of literacy and numeracy and introduce opportunities for SMSC.	They demonstrate excellent subject knowledge across the range of key stages taught in the subject area. Their teaching strategies demonstrate creativity within their subject and they play an active role in creating and sharing SOWs. They promote and secure high standards of literacy and numeracy and develop opportunities for SMSC in their lessons.	They have excellent subject knowledge which is used constantly in promoting learning. They write and update SoW and lead aspects of this within their subject. They promote and secure high standards of literacy and numeracy. They provide students with wider opportunities for learning including SMSC which engage and enthuse them as well as accelerate their skills for learning.	They reflect and evaluate their curriculum, and are involved in networks of practitioners to do this. They ensure that SoWs are up to date and relevant and include opportunities to support and develop literacy, numeracy and SMSC. They constantly evaluate its impact on learning in the classroom. They organise and lead others in SoW writing. They lead in delivering wider learning opportunities and celebrate & reward learning in teams.

Teacher Std	QTS	Band 2 Min (e.g. M4)	Band 3 Min (e.g. U1)	Band 3 Max e.g. (U3)
Plan and teach well-structured lessons	All lessons are planned well and are well structured. Lessons have a clear path of learning for all students who know what is expected of them. There is clear differentiation and engagement in the planning and delivery of lessons. There are good opportunities for students to check their understanding and reflect on their learning. Regular homework is used effectively to consolidate and extend. Teaching is at least good.	All lessons are planned well and take into account the range of students in the group. Students are engaged in the lessons and there is a good pace of learning for all. Lessons have a clear path of learning for all students who know what is expected of them. There is clear differentiation for all students with assessment opportunities to check that the differentiation is being effective. There are good opportunities for students to check their understanding and reflect on their learning. Regular homework is used with great effect to consolidate and extend. Teaching is good with some outstanding aspects.	Lessons are well planned to maximise the understanding and skill development of each student. There are activities planned to accelerate learning and students are involved in their learning. Lessons have good differentiation, assessment opportunities and engaging activities. They support and coach other teachers in planning and lesson delivery. They are innovative in the use of homework to consolidate and extend. Teaching is good with many outstanding aspects.	Lessons are excellently planned to maximise learning and engagement. They are tailored so each student is actively involved, engaged and working above expectations, with appropriate peer work and assessment embedded in the lesson. They support and coach others in planning and lesson delivery and contribute to whole school CPD. They model the use of homework to consolidate and extend. Teaching is good with much of it outstanding.
Adapt teaching to respond to strengths and needs of all	They are able to show effective differentiation for students from their knowledge of learners and understanding of barriers to learning of certain groups of students e.g. SEN, EAL.	They are able to demonstrate well developed techniques for differentiation from their knowledge of learners and understanding of barriers to learning of certain groups. There is clear evidence that this differentiation is effective. They take on board advice for other colleagues with good effect.	Differentiate using a wide variety of strategies (resources, grouping etc.) which they adapt and shape with good effect on progress. They share these with others to improve practice across their team.	Have shown consistently excellent strategies for differentiation (resource, grouping, activity, co-operative learning) which have an extremely positive impact on learning and progress. They work with others to improve their through professional learning and have expertise in leading the development of such strategies.
Make accurate and productive use of assessment	They have a secure understanding of formative and summative assessment and consistently use sound strategies to accurately assess students' progress and work. They act on the results of assessment to shape their lesson delivery and future planning. They apply the schools assessment policy diligently. Feedback to students is effective and supports improved achievement. They fully understand national expectations in relation to attainment and achievement.	They have a well-developed understanding of formative and summative assessment and consistently use sound strategies to accurately assess students' progress and work. They act on the results of written and verbal assessment to shape their lesson delivery and planning ensuring that all students make progress. They apply the schools assessment policy diligently. Feedback to students is effective and supports improved achievement. They ensure that students are given opportunities to reflect on their feedback so that students understand how to improve and are able to do so. They fully understand national expectations in relation to attainment and achievement.	They have detailed understanding of assessment, both oral and written and use these to great effect so that each student is clear about their learning. They monitor closely and intervene appropriately where students are underachieving. They act with great effect on the results of their assessment to shape the learning to maximise progress. They apply the schools assessment policy diligently. They also use this assessment to improve their practice and lesson structure to reshape learning where necessary. They share best practice with others and work with middle leaders to identify trends with student groups and set appropriate targets and strategies across the team.	They have excellent understanding of the pedagogy of assessment especially that of oral and written feedback, so each student is clear and acts upon the feedback given to them to improve. They act with great effect on the results of their assessment to shape the learning to maximise progress and can model this to others. They apply the schools assessment policy diligently. They lead aspects of intervention strategies for groups and individual students with their team to narrow any gaps in achievement. They lead professional learning in aspects of assessment so best practice is embedded.

Teacher Std	QTS	Band 2 Min (e.g. M4)	Band 3 Min (e.g. U1)	Band 3 Max e.g. (U3)
Manage behaviour effectively to ensure a good and safe learning environment	They follow and use the school's policy and procedures effectively and use clear and consistent strategies to produce a positive climate for learning. They actively ensure that students learn in a safe environment. Relationships with students are positive.	They follow and use the school's policy and procedures effectively and use clear and consistent strategies to produce a positive climate for learning. They actively ensure that students learn in a safe environment and they create a highly productive and supportive learning environment. Relationships with students are positive.	They have a very positive culture for learning in their lessons, based upon excellent relationships and mutual respect. Students regulate their own and others behaviour so lessons are very supportive of learning. Through this, they are confident practitioners who maximise the participation of each student in learning. They model this throughout the school and provide support for others in their team.	They have excellent relationships, coupled with excellent planning for learning which creates an extremely positive learning environment. Students are keen to learn and so regulate themselves and engage other students in learning. They support staff from across the school in this area as needed. They deliver professional learning for other staff in this aspect.
Fulfil wider responsibilities	They conduct themselves well and are professional about their duties. They are aware of what the school expects of them in their wider role and complete this effectively. They take responsibility for their own professional learning with guidance from leaders. They are keen to improve their pedagogy and take opportunities to do this well and embed that practice into their own. They reflect on their practice with others and plan improvements. They communicate well with other staff and parents.	They conduct themselves well and are highly professional about their duties. They are aware of what the school expects of them in their wider role and complete this effectively. They take responsibility for their own professional learning with guidance from leaders. They are keen to improve their pedagogy and actively seek opportunities to do this and embed that practice into their own. They reflect on their own practice and use this to develop their own professional learning. They communicate well with other staff and parents	They model their professionalism effectively to others and support others in their conduct and the school's expectations. They are keen to share practice and improve their own and take full responsibility for their professional learning. They models effective practice and support others to improve through sharing practice and peer obs. coach others in some aspects of teaching. They are members of a wider network and feed this practice to others. They form positive relationships with other staff and parents.	They model professionalism at all times and are recognised as excellent role models. As such they mentor staff from across the school. They carry out all of their duties well and are very visible around the school. They take full responsibility for their own learning and that of others who they are supporting through coaching or mentoring. They are seen as an excellent role model for others and an effective coach or mentor. They use their expertise to develop professional learning for self and others and are willing to contribute to staff CPD. They are members of wider networks and use this to improve the teaching of teams and individuals. They have excellent relationships with staff, students and parents.
Tutoring and Mentoring	Fulfils all requirements of the role. Works at making good relationships with students to be able to have discussions about achievement and personal development. Contributes well to the tutor team.	Confidently completes all aspects of the role. Forms excellent relationships from which to mentor students effectively. Models the role to others.	As MPS plus: Will support others in tutoring. Has excellent relationships and empathy with students and is well regarded by them. Is highly supportive member of the tutor team.	As UPS plus: Models effective tutoring and will be a buddy tutor with an NQT. Takes responsibility for own tutor group and is a key tutor in the tutor team.
Professional ethics and conduct	Consistently presents a good professional image to all staff, students, parents and others. Understands and implements all relevant policies, and code of conduct for staff. Communicates well with other staff and models good conduct to students. Punctual to school, classes, duties and meetings			

ANNEX F

TEACHERS: THE APPOINTMENT OF LEADING PRACTITIONERS

The school may decide to appoint Leading Practitioners as indicated in paragraph 4 of the Pay Policy and in accordance with the provisions of paragraph 16 of the STPC Document 2016.

Specific job requirements will include:

- A leadership role in developing, implementing and evaluating policies and practices in the school which contribute to school improvement.
- The improvement of teaching at The Bushey Academy and, where required by The Bushey Academy, within local schools which impact significantly on pupil progress.
- Improving the effectiveness of staff and colleagues through coaching and mentoring. Up to 20% of the Leading Practitioners time will be spent on this aspect of their role (including supporting other schools. Any costs associated with the provision of this service will be invoiced and be retained by the school).

Criteria for progression on the Leading Practitioner scale will be based on evidence that the Leading Practitioner:

- Has made good progress towards their performance management objectives.
- Is an exemplar of teaching skills which must impact significantly on pupil progress within school and within the wider school community, if relevant.
- Has made substantial impact on the effectiveness of staff colleagues including any specific elements of practice that have been highlighted as in need of improvement.
- Is highly competent in all elements of the Teachers' Standards.
- Has shown strong leadership in developing, implementing and evaluating policies and practices in the workplace which contribute to school improvement.

Highly competent, substantial and sustained are as defined in **ANNEX C**.

Leading Practitioner Pay Range for 2016*

	Leading Practitioner	
	Pay Spine	Salary Range (Inclusive of Fringe)
Minimum	L10	£49,788
	L11	£51,050
	L12	£52,207
	L13	£53,486
	L14	£54,790
Maximum	L15	£56,122

***A 1% uplift has been applied to points, effective 1 September 2016, in line with the recommendation of the School Teachers' Review Body and the Joint Advice (from teaching unions) on School Teachers' Pay 2016/17.**

ANNEX G

SALARY RANGES AND ARRANGEMENTS FOR INDIVIDUALS PAID ON THE LEADERSHIP GROUP RANGE

Changes to the determination of leadership group pay under the STPC Document 2016 (paragraphs 4 to 11) should only be applied to individuals appointed to a leadership post **on or after 1st September 2014**, or whose responsibilities have significantly changed after that date.

This annex, referred to in paragraph 5 of the Pay Policy, sets out the school's policy regarding determination of Leadership Group salaries.

	Assistant Principals		Vice Principals	
	Pay Spine	Salary Range* (Inclusive of Fringe)	Pay Spine	Salary Range* (Inclusive of Fringe)
Minimum	L13	£53,486	L23	£68,057
	L14	£54,790	L24	£69,725
	L15	£56,122	L25	£71,425
	L16	£57,591	L26	£73,171
Maximum	L17	£58,896	L27	£74,952

**A 1% uplift has been applied to points, effective 1 September 2016, in line with the recommendation of the School Teachers' Review Body and the Joint Advice (from teaching unions) on School Teachers' Pay 2016/17.*

At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Review Committee will consider recommendations from the Principal that any Vice or Assistant Principal be paid up to two additional points subject to the maximum of the individual range. The Governing Body expects that the objectives which were set for a Vice or Assistant Principal under the Appraisal Policy will have become progressively more challenging as the individual has gained experience in his/her current role.

Where it considers it has substantial difficulties in retaining the services of a current Vice or Assistant Principal, the Governing Body may decide to change the salary range of a Vice or Assistant Principal in accordance with the STPC Document in order to retain his/her services. The Vice or Assistant Principal's salary cannot be placed on a new range, except at his/her current point or the minimum point, whichever is the greater, until the September following the determination of a changed range.

The salary ranges for a Vice or Assistant Principal shall be determined with regard to advice from persons engaged by the Trust and the Principal.

The Governing Body may choose to review the pay of its leadership posts under these arrangements, if they determine that this is required to maintain consistency, either with pay arrangements for new appointments to the leadership group made on or after 1st September 2014, or with pay arrangements for a member or members of the leadership group whose responsibilities significantly changed on or after that date.