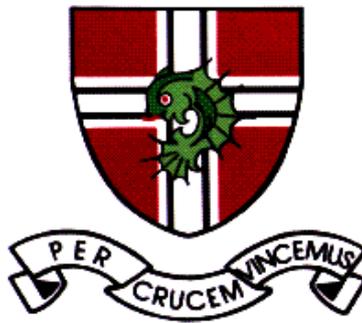


St John Fisher Catholic Voluntary Academy

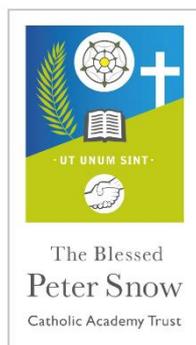


PAY POLICY

Teachers

Revised
September 2016.

The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

In light of the above principles, the Trust aims to:

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

INTRODUCTION

1. This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions through Kirklees LA. A copy of this policy and all relevant documents on pay and conditions will be made available to staff by the school.
2. In adopting this pay policy the aim is to:

- assure the quality of teaching and learning at the school;
 - support recruitment and retention and reward teachers appropriately; and
 - ensure accountability, transparency, objectivity and equality of opportunity.¹
3. The Trust/Academy Council will maintain teachers' previous pay entitlements in accordance with the principle of pay portability and ensure that teachers suffer no financial or professional detriment as a consequence of the changes to the teachers' pay structure from September 2014 onwards.
 4. Pay decisions at this school are made by the Trust/Academy Council which has delegated certain responsibilities and decision making powers to the Resources Committee and the Pay Committee as set out in Appendix One. The Resources Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the Academy Council and Trust Board. The Pay Committee shall have full authority to take pay decisions on behalf of the Academy Council and Trust/Academy Council Board in accordance with this policy. The head teacher shall be responsible for advising the Pay Committee on its decisions.

PAY REVIEWS (For teachers not on the Leadership pay spine)

5. The Trust/Academy Council will ensure that each teacher's salary is reviewed annually with effect from 1 September, 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.
6. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
7. Where a pay determination leads or may lead to the start of a period of safeguarding, the Trust/Academy Council will give the required notification as soon as possible and no later than one month after the date of the determination.

BASIC PAY DETERMINATION ON APPOINTMENT

8. The Trust/Academy Council 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.
9. In making such determinations, the Trust/Academy Council will apply the following policy:

¹ Including compliance with equalities legislation i.e. Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equality Acts 2010/2012

Classroom teacher posts

10. The Trust/Academy Council has established the following pay scale for classroom teacher posts paid on the Main Pay Range and Upper Pay Range which at September 2016 was:

Main Pay Scale

1	22,466
2	24,242
3	26,191
4	28,206
5	30,429
6	33,159

Upper Pay Scale*

1	35,570
2	36,888
3	38,250

11. The Trust/Academy Council undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.
12. The Trust/Academy Council will apply the principle of pay portability in making pay determinations for all **new appointees** as follows:

When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Trust/Academy Council 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 of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
- one point for each one year of service as a qualified teacher 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 seven 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 children/young people excluding any years spent in full-time study;

13. The Trust/Academy Council will also consider the allocation of additional scale points on the above basis to **other teachers** appointed to the Main or Upper Pay Ranges.
14. 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 Trust/Academy Council will pay the teacher on the Main Pay Range or Upper Pay 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 33).
15. The Trust/Academy Council will also pay classroom teachers who are "post-threshold teachers" as defined by the STPCD on the Upper Pay Range.

Leading Practitioner Teacher Posts

16. The Trust/Academy Council has established the following pay scale[s] for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range:

minimum	38,984
maximum	59,264

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

Unqualified teachers

20. The Trust/Academy Council has established the following pay scale (as at September 2016) for unqualified teachers employed in classroom teacher posts:

Unqualified Teachers

1	16,461
2	18,376
3	20,289
4	22,204
5	24,120

Leadership Pay (head teacher, deputy & assistant head teachers)

21. The Trust/Academy Council has established the following pay ranges for the head teacher, deputy head teacher[s] and assistant head teacher[s]:

Head teacher pay range: L31-L37

Deputy head teacher pay range L19-L23

Assistant head teacher pay ranges

(a) L13 - L17

(b) L14 - L18

22. The Trust/Academy Council will normally appoint new leadership teachers at the bottom point of the relevant pay range.

23. The Trust/Academy Council will pay teachers as deputy or assistant head teachers only where the Trust/Academy Council is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –

(a) is focused on teaching and learning;

(b) requires the exercise of a teacher's professional skills and judgment;

(c) requires the teacher to lead and manage the school through:

- development of teaching and learning priorities across the school;
- accountability for the standards of achievement and behaviour of pupils across the school;
- accountability for the planning and deployment of the school's resources;
- leading policy development and implementation across the school in accordance with statutory provisions;
- managing whole school operational activity;
- working with external bodies and agencies; and
- securing pupils' access to their educational entitlements;

(d) has an impact on the educational progress of the school's pupils;

(e) involves leading, developing and enhancing the teaching practice of the school's staff; and

(f) includes line management responsibility for a significant number of people and/or the line management of other line managers.

24. In the case of a deputy head teacher post, the Trust/Academy Council must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an assistant head teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the head teacher.

25. The Trust Board notes that on 1 September 2014 revised arrangements for determining the pay of school leaders came into force. The main points are as follows:-

- There was no need to reassess the ISR or ranges for **existing** headteachers or leadership team members in September 2014. The pay of those in post will only need to be reviewed when there are significant changes to responsibilities.
- Schools may choose to review the pay of all of their leadership posts under the new 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 1 September 2014 or with pay arrangements for a member or members of the leadership group whose responsibilities significantly change on or after that date.
- Pupil weighted numbers continue to provide the basis for determining individual pay ranges.
- The new progression arrangements applied to all school leaders from the 2014/15 appraisal year for payment from September 2015 and beyond.
- Kirklees advice to schools is to retain the spine points and Kirklees will publish these annually in line with any national pay awards.
- All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group of teachers with a particular protected characteristic under the Equality Act 2010.
- The principles underlying the core provisions on non-pay conditions remain unchanged.

26. The Trust/Academy Council is responsible for determining the pay of staff on the leadership scale, which includes headteachers, deputy headteachers and assistant headteachers.

Head Teachers

27. The Trust Board note that the school must be assigned to a Head Teacher Group and the Individual School Range (ISR) determined whenever it is proposed to appoint a new Head Teacher.

- The ISR must consist of **7** consecutive points within the group size range and should be re-determined if the school group size changes. The ISR can also be re-determined at any point if there has been a significant change in the responsibilities of the Head Teacher e.g. becoming Head Teacher of a Federation of Schools. In the event of re-determining the ISR, the Trust/Academy Council will not take account of the salary of the serving Head Teacher.

The ISR relates to the position being filled rather than the individual filling the position.

- Discretionary payments (which are permanent) will be considered if our school falls into any of the following cases: schools causing concern, difficulties filling a vacant head teacher post, difficulties retaining the current head teacher and temporary appointment as a head teacher of more than one school.
- Additional payments may also be agreed in relation to the following circumstances: Continuing Professional Development (CPD), Initial Teacher

Training Activities, Out of School Learning Activities and the provision of Services to another school (e.g. National Leader of Education)

Calculating the Group Size

28. A school is assigned to a Head Teacher group by determining its unit total score in accordance with pupil numbers on the most recent School Census.

The Unit Total is calculated as follows:-

Key Stage	Units per pupil
Foundation Stage, Key Stage 1 and 2	7
Key Stage 3	9
Key Stage 4	11
Key Stage 5	13

- Each pupil with a statement of special educational needs (SEN) or an Education, Health and Care plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted as in the table above and if not in such a special class be counted as three such units only where the relevant body so determines.
- Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations, the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.
- In the event of expected changes in the number of registered pupils, the Trust/Academy Council may assign the school to the appropriate group which would result after the expected change in numbers has taken place.

Total Score	Unit	School Group	Range of Spine Points	Salary Range September 2016
Up to 1,000	1		L6 – L18	£44,102- £59,264
1001 – 2,200	2		L8 – L21	£46,335 - £63,778
2,201 – 3,500	3		L11 – L24	£49,976 – £68,643
3,501 – 5,000	4		L14 – L27	£53,712–£ 73,875
5,001 – 7,500	5		L18 – L31	£59,264 – £81,478
7,501 – 11,000	6		L21 – L35	£63,778 – £89,874
11,001 – 17,000	7		L24 – L39	£68,643 – £99,081
17,001 and over	8		L28 – L43	£75,708 – £108,282

Salary/Pay range for members of the Leadership group at 1 September 2016 is:

	£			£
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L1	38,984		L23	66,981
L2	39,960		L24*	68,643
L3	40,958		L25	70,349
L4	41,978		L26	72,089
L5	43,023		L27*	73,875
L7	45,289		L28	75,708
L6	44,102		L29	77,582
L8	46,335		L30	79,513
L9	47,491		L31 ⁵	80,671
L10	48,710		L31*	81,478
L11	49,976		L32	83,503
L12	51,126		L33	85,578
L13	52,405		L34	87,693
L14	53,712		L35 ⁶	88,983
L15	55,049		L35*	89,874
L16	56,511		L36	92,099
L17	57,809		L37	94,389
L18 ¹	58,677		L38	96,724
L18*	59,264		L39 ⁷	98,099
L19	60,732		L39*	99,081
L20	62,239		L40	101,553
L21 ²	63,146		L41	104,091
L21*	63,778		L42	106,698
L22	65,362		L43 ⁸	108,282

Notes:

1 - scale point to be used only by schools in Group 1 where it is the maximum value of the head teacher group range for the school **2-8** - scale point to be used only by schools in Groups 2 to 8 respectively where it is the maximum value of the head teacher group range for the school
* - scale points to be used unless the above applies

29. Determining the Individual School Range (ISR)

- The Trust/Academy Council must determine a school's ISR, taking into account the full responsibilities of the post. They must take into account all of the permanent responsibilities of the role, any challenges that are specific to the

role, and all other relevant considerations. In the case of a new appointment, the relevant body may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum of the relevant headteacher group. The relevant body must ensure that there is appropriate scope within the range to allow for performance related progress over time.

- Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range (where determined on or after 1 September 2014) may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the headteacher's pay range and any additional payments made do not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case.
- The ISR must consist of 7 consecutive spine points within the group size range for the school (see table above)
- A newly appointed Head Teacher can be appointed on any of the bottom 4 points of the range determined
- In the case of an ISR being re-determined, any performance point(s) awarded for the previous year must be calculated on the lower ISR before the Head Teacher's pay is assimilated onto the higher range.

30. Discretionary Payments

- Discretionary payments (in addition to the salary paid according to the individual's point on the ISR), can be considered in the following circumstances:-
 - The school is causing concern;
 - Without the additional payment the school would have substantial difficulty filling the vacant head teacher post;
 - Without the additional payment the school would have substantial difficulty retaining the existing head teacher;
 - The head teacher is appointed as a temporary head teacher of one or more additional schools
- The Trust/Academy Council should have oversight of a head teacher's entire role and any paid responsibilities attached to this role. This should ensure that the Trust/Academy Council can take a fully informed decision about the appropriate remuneration for a head.
- Discretionary payments can only be made provided in each case that the relevant body has not previously taken such reason or circumstance into account when determining the ISR i.e. some schools may have increased the ISR at a date prior to 1 September 2011 for retention purposes as this was an option up to 31 August 2011 – a further discretionary payment for this reason would therefore not be allowed.
- The total of all discretionary payments in respect of each school year must not exceed 25% of the individual's point on their ISR for that year.

- All discretionary payments (including other additional and recruitment and retention incentives/benefits payments) in relation to their role as head teacher count towards the 25% limit
- If for some exceptional circumstance it is considered that a payment in excess of 25% above the point on the ISR which the head teacher is paid is warranted, the relevant committee must make a business case for the payment to the full Trust/Academy Council. The Trust/Academy Council must seek external independent advice from an appropriate person or body who can consider the provisions and whether they have been properly applied before making a decision on whether it is justifiable to exceed the limit. There must be a clear audit trail for any advice given to the Trust/Academy Council and a full and accurate record of all decisions made by the governors and the reasons behind them.

31. Recruitment and Retention incentives and benefits

- Relevant bodies may make payments or other benefits as an incentive for the recruitment and retention of teachers
- Payments cannot be made for carrying out specific responsibilities.
- Relevant bodies can determine the value of any award. However, the total of all payments (including any discretionary and other additional payments made) in respect of each school year must not exceed 25% of the individual's point on their ISR for that year.
- New awards may only be given for a fixed period of up to 3 years for new teachers for recruitment purposes – they cannot be renewed.
- Awards made for retention purposes may also only be given for a fixed period of up to 3 years; however, they are renewable in exceptional circumstances.

32. Other additional payments

- The Trust Board/Academy Council may determine that payments be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the headteacher's pay range.
- The total sum of the temporary payments made to a headteacher in any school year must not exceed 25% of the annual salary which is otherwise payable to the headteacher, and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group
- This does not apply to payments made in accordance with:
paragraph 25 of the STPCD where those residential duties are a requirement of the post; or
paragraph 27 of the STPCD to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of that headteacher.
- The Trust Board/Academy Council may determine that additional payments be made to a headteacher which exceed the limit set out above in wholly

exceptional circumstances however they must seek external independent advice before producing a business case, seeking such agreement.

- Additional payments (one-off or periodic) may also be considered in respect of:-
 - Continuing professional development undertaken outside the school day;
 - Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
 - Participation in out-of-school hours learning activity agreed between the Head Teacher and governing body;
 - Additional responsibilities and activities due to, or in respect of the provision of services by the head teacher relating to raising of educational standards to one or more additional schools e.g. as a National Leader of Education (NLE).

33. Deputy Head Teachers and Assistant Head Teachers

- A Deputy Head Teacher/Assistant Head Teacher Pay Range must be determined whenever it is proposed to appoint a new Deputy Head Teacher or Assistant Head Teacher.
- The range should also be re-determined if at any point if there has been a significant change in the responsibilities of the Deputy Head Teacher/Assistant or if it is felt that there would be substantial difficulty in retaining the Deputy Head Teacher/Assistant Head Teacher in post.
- In the event of re-determining the range, the Trust/Academy Council should not take account of the salary of the serving Deputy or Assistant Head Teacher.

34. The Salary Range relates to the position being filled rather than the individual filling the position.

35. Determining the Deputy Head or Assistant Head Teacher Pay Range

- The Trust/Academy Council must determine a pay range for each Deputy or Assistant Head, taking into account the responsibilities of the post, the background of the pupils and whether the post is difficult to fill.
- The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances.
- The range must consist of **5** consecutive spine points on the leadership group pay spine.
- For the Deputy Head Teacher range, the minimum point must be of a higher value than that of any Assistant Head Teachers within school.
- For Assistant Head Teachers (or Deputy Head Teachers in the event of no Assistant Head Teachers being employed), the minimum point must be of a higher value than the highest paid member of teaching staff not employed on the Leadership Pay Spine (taking into account Upper Pay Spine 1 only plus the values of any additional TLRs or other allowances)

- A newly appointed Deputy Head or Assistant Head Teacher can be appointed on any of the bottom 3 points of the range determined
- In the case of a salary range being re-determined, any performance point(s) awarded for the previous year must be calculated on the lower range before the Deputy Head or Assistant Head Teacher's pay is assimilated onto the higher range.

Performance Management and Reviewing Salary Ranges

36. The Trust/Academy Council has direct responsibility for the Performance Management process in relation to the headteachers and for decisions on awarding a pay increase as a result of the performance management process for teaching staff, including those on the leadership pay scale.
37. **The Trust/Academy Council will always seek guidance on the various options when investigating whether or not to change salary ranges.** As the STPCD specifies that any awards of performance points must be calculated on the current range before assimilating onto the higher range, any consideration to reviewing ranges should ideally be considered during the academic year in which a postholder has reached the maximum point of their existing range.

PAY PROGRESSION BASED ON PERFORMANCE

38. The arrangements for teacher appraisal are set out in the school's appraisal policy.
39. Decisions regarding pay progression will be made with reference to the teacher's performance management/appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
40. To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions (see paragraph 90).
41. The evidence used will be only that available through the performance management/appraisal process (see Appraisal Policy).
42. Where teachers have joined the school part way through a performance management/appraisal cycle, the Trust/Academy Council will, where necessary, seek evidence from the previous schools to assist pay decisions and will only seek evidence from the teachers themselves where that is necessary (see also paragraph 12).
43. Teachers' performance management/appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Trust/Academy Council, having regard to the performance management/appraisal report and taking into account advice from the senior leadership team.

44. The Trust/Academy Council will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
45. All teachers can expect progression to the top of their pay range as a result of successful performance management/appraisal reviews.
46. The Trust/Academy Council will make pay decisions according to the criteria for progression set out in this document.

Absence during the during the appraisal period – Maternity / Sickness

47. Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision because of her maternity. When a teacher returns to work from maternity leave, the school must give her any pay increases that she would have received, following appraisal had she not been on maternity leave.
48. The school will need to take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year.
49. In those circumstances, the school will ensure that the absent teacher receives fair treatment while ensuring the integrity and robustness of the school's appraisal process for all teachers. When considering these options, the school will seek to ensure that it minimises bureaucracy for all involved. The school will consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal and pay determination on the evidence of performance to date in that appraisal year. Account could also be taken of performance in previous appraisal periods if there is very little to go on in the current year. However, the school will not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal.
50. When a teacher returns to work following a disability related absence, the school will not refuse a pay increase that the teacher would have received. Any refusal for a pay increase must be objectively justified and not based on the teacher's disability.

If the absence is related to a protected characteristic under the Equality Act 2010, advice will be sought.

Classroom teachers on the Main Pay Range

51. Classroom teachers will be awarded pay progression on the Main Pay Range following each successful performance management/appraisal review cycle. Reviews will be deemed to be successful unless sufficiently significant concern(s) about standards of performance have been raised where reasonably practicable in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through appropriate support provided by the school by the conclusion of that process.

52. Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

Classroom teachers on the Upper Pay Range

53. Classroom teachers will be awarded pay progression on the Upper Pay Range following two successful performance management/appraisal review cycles. Reviews will be deemed to be successful unless sufficiently significant concern(s) about standards of performance have been raised where reasonably practicable in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through appropriate support provided by the school by the conclusion of that process.

Practitioner teachers

54. Leading Practitioner teachers will be awarded pay progression on their pay scales following each successful performance management/appraisal review cycle. Reviews will be deemed to be successful unless sufficiently significant concern(s) 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 appropriate support provided by the school by the conclusion of that process.

Unqualified classroom teachers

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

Leadership teachers (Head teacher, deputy & assistant head teachers)

56. The head teacher, deputy head teacher(s) and assistant head teacher(s) will be awarded additional scale points in accordance with the provisions of the STPCD i.e. sustained high quality of performance having regard to the results of the most recent appraisal carried out should give the individual an expectation of progression up the pay range.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

57. 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. Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix Three) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement for assessment. To be successful in moving to the Upper pay range a teacher must have completed two consecutive successful appraisal cycles immediately prior to the move.
58. The evidence to be used will be only that available through the performance management/appraisal process.
59. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or schools. This school will not be bound by any pay decision made by another school.

The Assessment

60. An application from a qualified teacher will be successful where the Trust/Academy Council 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.
61. For the purposes of this pay policy, the Trust/Academy Council 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 cycles.
62. In making its decision, the Trust/Academy Council will have regard to the two most recent performance management/appraisal cycles. Reviews will be deemed to be successful unless sufficiently significant concerns about standards of performance have been raised where reasonably practicable 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

63. The assessment will be made within 10 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback

will be provided by the head teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's general appeals arrangements.

PART-TIME TEACHERS

64. Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Trust/Academy Council will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

SHORT NOTICE/SUPPLY TEACHERS

65. Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.
66. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

PAY INCREASES ARISING FROM CHANGES TO THE STPCD

67. The school is committed to uplift all existing pay points and allowances for all teachers annually in line with the outcomes of the School Teachers' Review Body (STRB) pay review process.

DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching & Learning Responsibility Payments (TLRs)

68. The Trust/Academy Council pays TLR 1 and 2 payments to teachers as indicated in the attached staffing structure, in accordance with the pay ranges specified in the STPCD as updated from time to time and the following levels and values will apply from September 2016:

TLR 1: B £7,621 (minimum)	A £9,378 (maximum)
TLR 2: C £2,639 (minimum)	B £4,398 A £6,449 (maximum)

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

Before awarding any TLR 1 or 2 payments, the Trust/Academy Council 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.

70. In addition, before awarding a TLR1 payment, the Trust/Academy Council must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
71. Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.
72. Before making any TLR3 payment, the Trust/Academy Council must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.
73. Where the Trust/Academy Council wishes to make TLR3 payments, the proposed responsibilities, level of payment within the published range of £523 and £2,603 and the duration of payment will be set out clearly.
74. The Trust/Academy Council will ensure that the use of TLR3 applies only to clearly time-limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

Special educational needs (SEN) allowances

75. The Trust/Academy Council will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.
76. The value of SEN allowances to be paid at the school will be as at Sept 2016:
 - a) £2085
 - b) £4116

Allowance a) will be awarded

- to all classroom teachers who are engaged wholly or mainly in taking charge of special classes of children with statements of special educational needs.

- this allowance may also be awarded to classroom teachers who make a particular contribution to the teaching of pupils with special educational needs which is significantly greater than that which would normally be expected of a classroom teacher.

Allowance b) may be awarded to classroom teachers who qualify for the lower SEN allowance, hold recognised special educational needs qualification and whose qualifications and professional expertise enhance the value of work undertaken with SEN pupils.

Acting allowances

77. Where any teacher is required to act as head teacher, deputy head teacher or assistant head teacher for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.
78. Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

Fixed Term Contracts

79. There may be a requirement that a Head teacher appointment is made on a Fixed Term basis. This will be an exception and will be a requirement due to the circumstances of the individual school i.e. turning a school around following an Ofsted assessment. In these instances any reward considered will be structured and achievement objectives will be assessed over a shorter period or longer period than would normally be the case.
80. If making one of these appointments then an appendix to the Pay Policy will need to be created to provide the detail specific to the Fixed Term contract.

Allowance payable to unqualified teachers

81. The Trust Board/Academy council may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:
 - (a) taken on a sustained additional responsibility which:
 - (i) is focused on teaching and learning; and
 - (ii) requires the exercise of a teacher's professional skills and judgment; or
 - (b) qualifications or experience which bring added value to the role being undertaken.

OTHER PAYMENTS

Continuing professional development outside directed time; Initial teacher training activities; Out-of-school learning activities; Additional responsibilities and activities due to, or in respect of, the provision of services by the headteacher relating to the raising of educational standards to one or more additional schools.

82. The Trust/Academy Council will make additional payments to all teachers (including the head teacher) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment.
83. The Trust/Academy Council recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

Recruitment and retention incentives and benefits

84. Where the Trust/Academy Council wishes to make recruitment and retention payments to teachers the level, duration and criteria for such payments will be set out clearly. Such payments will be reviewed annually. Headteachers, deputy headteachers and assistant headteachers may not be awarded payments under the STPCD paragraphs 27.1 to 27.2 other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit awarded to a headteacher, deputy headteacher or assistant headteacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Document.

Honoraria

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

Safeguarding

86. The Trust/Academy Council will operate salary safeguarding arrangements in line with the provisions of the STPCD.

APPEALS

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

MONITORING THE IMPACT OF THE POLICY

88. The Trust/Academy Council will monitor the outcomes and impact of this policy on an annual basis. Evidence of the operation of the pay policy, recording of pay decisions taken and equality impact, will be provided to union representatives upon request. Reviews and updates to this policy will occur annually taking account of the recommendations of the Kirklees Working Party.

APPENDIX ONE

RELEVANT TERMS OF REFERENCE FOR FINANCE AND PERSONNEL COMMITTEE

The Finance and Personnel Committee shall be responsible for the establishment and review of the Pay Policy subject to the approval of the Trust/Academy Council.

TERMS OF REFERENCE FOR THE PAY COMMITTEE OF THE TRUST/ACADEMY COUNCIL

The Pay Committee will comprise at least three governors (which shall be the quorum for any meeting). All governors save staff governors are eligible for membership of the Pay Committee.

Monitoring and review of the policy

The Pay Committee is responsible for:

- reviewing the outcomes and impact of this policy on an annual basis and submitting it to the Trust/Academy Council for approval.

The Trust/Academy Council is responsible for:

- approving the policy on an annual basis
- providing evidence of the operation of the pay policy, recording of pay decisions taken and equality impact, will be provided to union representatives upon request.

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 Trust/Academy Council; and
- ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Trust/Academy Council is responsible for:

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

APPENDIX TWO

PAY APPEALS PROCEDURE

The Trust/Academy Council is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

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 Trust/Academy Council (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.

The procedure for the conduct of formal meetings shall be as follows.

Introductions

Chair introduces everyone and what their role is:

- Self as Chair
- other panel member(s) (if applicable)
- employee
- employee representative
- any witnesses for the employee side
- management representative who will state the management case
- any witnesses for the management side
- person who will clerk the meeting
- HR officer where appropriate

Goes over the order of the hearing:

- Employee will state their case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Chair to sum up both sides
- Chair to adjourn hearing to deliberate

The employee case

Employee/representative presents employee case:

- what is the evidence that supports their case
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

The management case

Management representative presents management case:

- what is the evidence that supports the disputed pay decision
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

Summing up

If appropriate, the Chair can sum up the key points on both sides.

End of hearing

Chair ends the hearing and advises employee that he/she will let him/her have the panel's decision in writing within timescale

Chair advises employee that he/she will have a right of appeal and that the letter will contain full details

Decision-making

Clerk notes main points of panel discussion and their decision

Panel obtains HR advice if required to inform their decision-making

Communication of decision

Employee is notified of decision

Decision and reason for the decision confirmed in writing,

APPENDIX THREE

UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name_____

Post_____

PM/Appraisal Details:

Years covered by planning/review statements:

Schools covered by planning/review statements:

Declaration:

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

Applicant's Signature_____ **Date**_____

APPENDIX FOUR

UPPER PAY RANGE PROGRESSION CRITERIA

1. Professional attributes

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

2. Professional knowledge and understanding

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

3. Professional skills

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

**TLR STRUCTURE
PASTORAL 2016-
17**

HEADTEACHER

**Deputy
Headteacher**
Curriculum/Data

Asst Headteacher Post 16	Asst Headteacher Quality Assurance	Asst Headteacher Curriculum Timetable and Enhancement		Asst Headteacher Pupil Welfare & Achievement	Asst Headteacher Disadvantaged Students and Community	<i>Asst Headteacher Communication Subjects</i>				
£9378										- TLR1s
£7621		Dir of Study 16+	Dir of Study	Dir of Study	Dir of Study	Dir of Study	Dir of Study			- TLR1 Lower
£2639									Gifted and Talented	- TLR2c

All changes are in italics and clearly shown as additions or deletions

**TLR Curriculum Structure
2016- 17**

HEADTEACHER

**Deputy
Headteacher**
Curriculum/Data

**Asst
Headteacher**
Post 16

**Asst
Headteacher**
Quality Assurance

**Asst
Headteacher**
Curriculum
Timetable and
Enhancement

**Asst
Headteacher**
Pupil Welfare &
Achievement

**Asst
Headteacher**
Disadvantaged
Students and
Community

**Asst
Headteacher**
*Communication
Subjects*

In table below, all 2nds etc. will have responsibility for a Subject or a Key Stage within the Faculty.

£9378	Sport/ PE	SEN SENCO	RE/PSCE Hd of Fac	Science Hd Fac	Eng Hd Fac	Humanities Hd of Fac	Maths Hd of Fac	ICT/BS ICT Coord	Tech/Art Hd of Fac	Langs	Teacher Tutor		TLR1 /AST
£7621								Voc/BS		Languages			TLR1 B
£6449	PE											Literacy	TLR2 A
£4398			RE Music PSHCE	Science		Geog/His	Maths		Art Tech				TLR2 B
£2639	<i>PE PE(vac)</i>	<i>Asst SENCO</i>		<i>Science Science</i>	<i>Eng Eng Media</i>		<i>Maths (vacant)</i>	<i>ICT Voc(HSC)</i>		<i>Languages</i>			<i>TLR2 C</i>

Equality Impact Assessment

School	St John Fisher Catholic Voluntary Academy
Date	October 2016
Lead member of staff	Mr K Higgins
Other involved staff/role	

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Update of policy based on previous policy and new national conditions.

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **N**

Promoting equality of opportunity **N**

Fostering good relations **N**

Please explain

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Discussed at Governors Meetings
Based on Kirklees Policy negotiated with unions.

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability		Neutral	
Race		Neutral	
Sex		Neutral	
Gender reassignment		Neutral	
Pregnancy, maternity	Need to ensure that implementation of policy is fair regarding pay progression.	Neutral	
Religion/belief		Neutral	
Sexual orientation		Neutral	
Marriage, civil partnership		Neutral	
Age		Neutral	

Explain in more detail