



# MODEL WHOLE SCHOOL PAY POLICY

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## (INSERT) SCHOOL

### 1 Introduction

The Governing Body seeks to ensure that all employees are valued and receive proper recognition for their work and their contribution to school life. The Governing Body will act with integrity, objectivity and honesty in the best interests of the school; will be open about pay decisions made and actions taken, and will be prepared to explain decisions and actions as required. Due to the different pay and conditions for teaching and support staff the policy presents this information separately.

The governing body will fulfill its obligations with due regard to:

For teachers:

- The School Teachers' Pay and Conditions Document (The Document)
- The Conditions of Service for School Teachers in England and Wales (Burgundy Book)
- Relevant legislation

For support staff:

- The National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book)
- Bracknell Forest job evaluation scheme
- Relevant legislation

### 2. Aims

To maintain and improve the quality of education provided for pupils in the school by having a pay policy which:

- supports the school's stated aims and the school development plan.
- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality workforce
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- To show all staff that the Governing Body is managing its pay policy in a fair, transparent, consistent and responsible way.

### 3. Responsibility

The Governing Body has responsibility for establishing the school's Pay Policy and for ensuring it is implemented, having taken advice from the head teacher on all matters with the exception of their own salary. It considers and approves the staffing structure for the school. The Governing Body delegates authority to the Pay Committee to administer the pay policy on its behalf, including the determination of grade and salaries to be reviewed following the appraisal process for teaching staff. The pay committee will review job descriptions when required and will reconsider the grade if responsibility or accountability is increased.

#### **4. Consistency of Treatment & Fairness**

The governing body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality 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 Equalities Act 2010/2012.

#### **5. Job Profiles**

The head will ensure that each member of the staff is provided with a job profile in accordance with the staffing structure agreed by the governing body. These job descriptions may be reviewed from time to time in consultation with the employee concerned.

#### **6. Appraisal/Performance Management**

The Governing Body will ensure that decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and pay recommendations they contain. This will take due regard to the Teachers' Standards. In the case of NQTs, pay progression will be made by means of the statutory induction process.

The Governing Body recognise that the annual appraisal arrangements for support staff do not have a direct link with salary progression or promotion, but are to do with developing the potential of all staff.

#### **7. Pay Relativity**

The Governing Body will seek to ensure that there is appropriate pay relativity between jobs within the school.

#### **8. Handling Salary Queries**

If a member of staff has a query about his/her salary he/she should in the first place seek to resolve the matter informally with the head teacher (or, in the case of a head teacher, with the Chairman of the Pay Committee). If the matter remained unresolved the appeals procedure as outlined in Appendix A should be followed.

#### **9. Policy Review**

The pay policy will be reviewed annually in consultation with all staff affected.

#### **10. Monitoring the Impact of the Policy**

The Governing Body will monitor the outcomes and impact of this policy annually, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

#### **11. School Staffing Structure**

The school staffing structure, including the values of TLRs, is as detailed in Appendix C.

## **12. TEACHING STAFF**

All teachers at the school will be paid in accordance with the statutory provision of the School Teachers' Pay and Conditions Document. The discretions allowed by this document will be used in accordance to identified school needs and based on clearly laid down criteria, subject to annual review and available funding.

### **12.1 Pay decision for September 2013**

The revised arrangements on pay progression do not take effect until September 2014. Teachers appointed to start employment on 1<sup>st</sup> September 2013 will be paid according to the 2012 STPCD.

### **12.2 Pay Reviews**

The governing body will ensure that every teacher's salary is reviewed with effect from 1 September and no later than 31 October each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads, or may lead, to the start of a period of safeguarding, the governing body will give the required notification as soon as possible and no later than one month after the date of the determination.

Teachers moving post and appointed on 1<sup>st</sup> September 2013 will receive any pay progression which they would have received had they remained in their previous post.

### **12.3 Appeals**

A teacher may seek a review of any determination in relation to his pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his pay.

The following list 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 Teachers' Pay and Conditions Document;
- 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 employee.

The procedure to follow in any appeals is as detailed in Appendix A.

## 12.4 Teachers' Performance Pay

All pay progression decisions from September 2014 will be linked to performance. For pay decisions therefore the pay policy should be read in conjunction with the appraisal policy.

## 12.5 Head teacher

The governing body will determine the salary of a head teacher in accordance with paragraphs 5 to 11 of the Document.

The head teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.

## 12.6 Deputies and Assistant Heads

The governing body will determine the salary on the pay spine for members of the leadership group for deputy and assistant head teachers in accordance with paragraphs 12 and 13 of the document.

Deputies and assistant heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.

## 12.7 Main Pay Range for Teachers

The governing body will determine the salary on the main pay range for qualified teachers in accordance with paragraphs 14 and 15 of the document. It is noted that the new Main Pay Range as a minimum and maximum salary level (as shown as at M1 and M6 respectively).

<b>Minimum</b>	<b>M1</b>	£22,626
	<b>M2</b>	£24,330
	<b>M3</b>	£26,202
	<b>M4</b>	£28,145
	<b>M5</b>	£30,278
<b>Maximum</b>	<b>M6</b>	£32,588

### \* Pay award pending for the figures shown

Following incremental progression on 1 September 2013 the Main Pay Range for Teachers will include a minimum and maximum salary. The points M2 to M5 shown above are salary reference points. The governing body will decide where within the minimum and maximum of this grade it will appoint and, where appropriate following appraisal, progress teacher's within this pay range.

## 12.8 Upper Pay Range

The governing body will determine the salary on the upper pay range for qualified teachers in accordance with paragraphs 16 and 17 of the document.

<b>Minimum</b>	<b>U1</b>	£35,218
	<b>U2</b>	£36,482
<b>Maximum</b>	<b>U3</b>	£37,794

### \* Pay award pending

The governing body will decide where within the minimum and maximum (U1 and U3 respectively) of this grade it will appoint and, where appropriate following appraisal, progress teacher's within this pay range. Grade U2 shown above is for reference purposes only.

#### i) Application to be paid at the Upper Pay Range Applications and Evidence

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 at least once a year.

The application should be received by 31 October in conjunction with the appraisal process. Where successful the teacher will be paid on the Upper Pay Range from September.

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.

All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).

#### ii) The Assessment

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

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

For the purposes of this pay policy:

'highly competent' means that the teacher is:

- sufficiently experienced (usually at least 4 years experience with QTS)
- secure in delivering consistently good or outstanding teaching
- able to provide effective professional development, including coaching and/or mentoring, to other teachers

"substantial" means that the teacher is:

- making a valid and valued contribution to the broader life of the College
- acting as a role model for teaching and learning;
- making a distinctive contribution to  
learners' outcomes so that they meet or exceed their benchmarks  
the closing of any learner progress and attainment gaps;
- taking advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning.

And

'sustained' means is maintained continuously over a period of time; this will usually require at least two consecutive appraisal reports demonstrating performance at the required standard (ie. not based solely on one year's results or teaching performance).

The application will be assessed by the line manager. A recommendation will then be made to the headteacher who will make the decision as to whether or not to authorise. The Governing Body Pay Committee will meet to consider all authorised applications and make the final determination.

### **iii) Processes and procedures**

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

If successful, applicants will move to the upper pay range from the start of the academic year). The head teacher will decide where on the upper pay range a successful teacher is placed.

If unsuccessful, feedback will be provided by the line manager through discussion and confirmed in writing within 5 working days of the discussion.

Any appeal against a decision not to move the teacher to the upper pay range will be dealt with under the appeal arrangements.

## 12.9 Pay Range for leading Practitioners Teachers

The governing body will determine the salary on the main pay range for qualified teachers in accordance with paragraphs 14 and 15 of the document.

<b>Minimum</b>	£tbc
<b>Maximum</b>	£tbc

The governing body will decide where within the minimum and maximum of this grade it will appoint and, where appropriate following appraisal, progress teacher's within this pay range.

## 12.10 Unqualified Teachers

The governing body will determine the salary on the main pay range for qualified teachers in accordance with paragraphs 14 and 15 of the document.

<b>Minimum</b>	<b>1</b>	£16,856
	<b>2</b>	£18,694
	<b>3</b>	£20,534
	<b>4</b>	£22,373
	<b>5</b>	£24,212
<b>Maximum</b>	<b>6</b>	£26,051

**\* Pay award pending**

The governing body will decide where within the minimum and maximum of this grade it will appoint and, where appropriate following appraisal, progress teacher's within this pay range.

Following incremental progression on 1 September 2013 the Unqualified Teachers Range will include a minimum and maximum salary. The points 2 to 5 shown above are salary reference points. The governing body will decide where within the minimum and maximum of this grade it will appoint and, where appropriate following appraisal, progress teacher's within this pay range.

### **i) Unqualified teachers' allowance**

The governing body may pay an unqualified teachers' allowance to unqualified teachers when the governing body consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience.

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

The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Governing Body may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context)

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school as “pay portability” is no longer included within the document. The governors will however wish to have due regard to the previous salary level when making an offer of employment, including those teacher returning to the profession following a break.

## **12.12 Pay Progression Based On Performance**

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school’s appraisal policy.

Decisions regarding pay progression will be made with reference to the teachers’ appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

It will be possible for a ‘no progression’ determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by:

- Annual monitoring of the execution and application of this policy by the Governing Body.
- Annual moderation of a sample of appraisal reports and recommendations by the school leadership team
- Providing regular training, advice and guidance for all appraisers and appraisees.

The evidence the school will use in determining pay progression will include the appraisal report and other evidence such as:

- lesson observations
- pupil progress and attainment data
- self assessment
- Any other information that the teacher wishes to present will also be considered.

Teachers' 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 senior leadership team. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

Approved pay recommendations will normally result in pay progression by one point on the main pay scale. In exceptional cases, The Governing Body Pay Committee may determine that progression by two points on the main pay scale is deemed appropriate.

A recommendation for pay progression on the main pay scale will be made when there is strong and robust evidence to demonstrate that the teacher:

- A. Consistently meets the Teachers' Standards in their work at a level that generally meets or exceeds the expectations of a teacher at his/her career stage and level.
- B. Typically delivers secure good or better teaching over time (ie. the normal day-to-day teaching provision is good or outstanding)
- C. Has met, or largely met, appraisal targets and objectives, and has worked pro-actively to try and mitigate any circumstances beyond his/her control which may have compromised the meeting of any objectives.
- D. Has a track record for pro-actively engaging in, and taking responsibility for developing their professional practice, including responding positively to advice, feedback, training/INSET including any individually tailored CPD offered.
- E. Consistently works to the school's vision, aims, priorities, polices, practices and procedures and makes a good contribution to the life of the school.

Where evidence in respect of point B above is not strong and robust (ie. teaching may sometimes be good but overall requires improvement), a pay recommendation may still be made if there is strong evidence that a teacher is developing well in improving their teaching practice to the extent that securing consistently good or better teaching is achievable within a reasonable time frame given his/her career stage and level (ie. well within the time period of the appraisal cycle), and the teacher's performance is not inadequate in any respect. In this case, all other conditions must be met. In particular, the teacher will have demonstrated a strong commitment to managing and meeting their objectives and developing their professional practice and, when setting objectives for the forthcoming year, one objective should clearly relate to securing good or better teaching overall. It follows that it is extremely unlikely that a teacher will be recommended for pay progression on this basis in successive years (ie. the teacher's progress in developing his/her practice has not been sufficiently good enough to secure good or better teaching overall by the time of the next appraisal review).

With respect to point B, where there is no strong evidence that a teacher is developing well in improving their teaching practice to the extent that securing consistently good or better teaching then no pay progression recommendation will be made.

Discussions about standards of performance, including progress towards securing good or better teaching, should be held with the teacher during the appraisal cycle, and any concerns formally recorded as part of the Interim Review.

In certain circumstances, it may be deemed that a teacher is demonstrating exceptional performance. For exceptional performance, a teacher must be highly competent, performing at a substantial and sustained level and can demonstrate that they:

- A. Consistently meet the Teacher Standards with impact significantly above expectations and/or performance regularly exceeding expectations of a teacher at his/her career stage or level.
- B. Consistently deliver teaching that is mostly outstanding.
- C. Have met or exceeded all appraisal targets and objectives, including high impact learning outcomes.
- D. Have an excellent track record for pro-actively engaging in, and taking responsibility for successfully developing their own and other colleagues' professional practice.
- E. Consistently model the school's vision, aims, priorities, policies, practices and procedures and makes a significant contribution to the life of the school, including improving and developing the school through his/her work with other colleagues.

### **12.13 TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRS)**

i) The Governing Body will award TLRs to a classroom teacher as part of the staffing structure where the duties include a sustained additional responsibility for the purpose of ensuring the delivery of high quality teaching and learning for which the teacher is made accountable. In awarding a TLR 1 or 2 the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning
- b) requires the exercise of a teacher's professional skills and judgment
- 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 teacher's assigned classes or groups of pupils and
- e) involves leading, developing and enhancing the teaching practice of other staff.

The values of the TLRs are:

TLR 1 – (insert range of values)

TLR 2 – (insert range of values)

If the relevant body awards TLRs of different values to two or more teachers, the minimum difference in value between each award of a TLR1 is £1,500; and between each award of a TLR2 is £1,500.

The TLR 1 will require the post holder to include line management responsibility of a significant number of people.

## **ii) TLR 3 - Fixed term TLRs**

The Governing Body may award a fixed term TLR to a classroom teacher for clearly time-limited school improvement projects, or one off externally driven responsibilities. The conditions as detailed above at 12 (i) a to c apply for the award of a TLR 3. The conditions detailed at (d and e) do not apply.

The TLR 3 payment must be no less than £500 and no greater than £2500. TLR 3 is not subject to safeguarding upon completion of the fixed term period.

A TLR3 may be awarded in addition to a TLR1 or TLR2.

### **12.14 Special educational needs allowances**

A SEN allowance of no less than £2001 and no more than £3954 per annum is payable to a classroom teacher:

- in any SEN post that requires a mandatory SEN qualification;
- in a special school;
- who teaches pupils in one or more designated special classes or units in the school;
- in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post –

(i) involves a substantial element of working directly with children with special educational needs;

(ii) requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs; and

(iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

Where a SEN allowance is to be paid, the pay committee must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post;
- The qualifications or expertise of the teacher relevant to the post;
- The relative demands of the post

### **12.15 Additional Payments**

In accordance with paragraph 46 of the Document the pay committee may make payment to a teacher, including a head teacher 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 teacher and head teacher or, in the case of the head teacher, between the head and the pay committee
- Responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools – subject to paragraph 46.2,

## **12.16 Recruitment and retention incentives and benefits**

The governing body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive

Either:

- The pay committee will not exercise its discretion under paragraph 47 of the Document.

Or

- The pay committee will consider exercising its powers under paragraph 50 of the Document where it is appropriate to do so.

The governing body should review the level of payment/benefits annually.

## **12.17 Safeguarding**

Safeguarding applied on or after 1<sup>st</sup> January 2006 is for a period not exceeding three years and may end sooner in the circumstances set out in the Document. General safeguarding applied on or before 31<sup>st</sup> December 2005 is not subject to the three year limit

## **12.18 Part-time teachers**

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body 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.

## **12.19 Supply teachers**

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers will have their salary assessed as an annual amount, divided by 1265 hours to establish an hourly rate of pay. The hourly rate is multiplied by the number of hours worked during the day. Teachers working a full day will have their salary based on a working day of 6.5 hours.

Guidelines for the payment of supply teachers are shown in Appendix B.

Separate payment arrangements may apply for those supply staff engaged through a supply agency.

## **12.20 PPA**

PPA shall be provided in accordance with the Document.

## **12.21 Pay awards**

The governing body will implement national pay awards as agreed and updated in the Pay Document.

## **13 SUPPORT STAFF**

### **13.1 General Principles**

The Governing Body will comply with all national and local agreements on Conditions of Service as applicable to Local Authority Staff, as agreed with Professional Associations/Trade Unions.

The application of the Bracknell Forest job evaluation scheme will be used for the assessment and the re-grading of all posts.

The Governing Body will take into account any national or local developments that affect the pay and conditions agreements for these groups of staff.

If the school considers changing the organisation structure, duties or role of any member of the support staff, a revised job description should be prepared and submitted, where appropriate, for re-evaluation through the Council's job evaluation system.

The individual starting salary of new support staff will be assessed taking into account the following criteria:

- Level of expertise.
- Qualification.
- Level of training required to fulfill all requirements of post.
- Value to the school.

### **13.1 Increments**

Employees should receive 1 increment every 12 months, which is normally paid on 1 April each year until the maximum point on the grade is reached.

New employees who are recruited between 1 April and 30 September, will receive their first increment on the following 1 April. New employees appointed between 1 October and 31 March will receive their first increment 6 months after they joined and then on the following 1 April thereafter.

### **13.2 Additional Payments**

#### **a) Accelerated Increments**

The Governing Body may award merit or accelerated increments within the range at any time. Criteria for such a decision will be:

- Achievement exceeding normal job requirements but at an equivalent level of responsibility;
- Completion of key tasks to a degree which exceeds line manager recorded expectations;
- Undertaking a specialist project at an equivalent level of responsibility to the post holder's current job description.

## **b) Additional Duties**

Where a member of staff is required by the Governing Body to undertake the full duties and responsibilities of a higher graded post for a continuous period of at least four weeks, he/she will be entitled to receive the salary appropriate to the post temporarily occupied. The salary paid will be at the bottom of the appropriate salary range, unless this is below the employee's existing incremental step, when the payment made will be equivalent to an increase of at least one increment. Once the qualifying period of four weeks has been completed, payment at the higher rate will be made from the first day the duties were undertaken.

## **c) Honoraria**

The Governing Body may pay an honorarium where, for an extended period, a member of staff is asked to undertake:

- part of the duties of a higher graded post;
- duties outside the scope of his/her post which are particularly onerous.

## **13.3 Designated First Aiders**

The Governing Body has (determined/determined not)\* to pay designated first aiders a retainer (currently £200 per annum) whilst they are available, qualified and willing to render first aid to employees.

\* delete as appropriate

## **APPEAL PROCEDURE AGAINST SALARY ASSESSMENT**

If, after notification, a teacher does not consider that the Governing Body has taken all the relevant information into account they have the right to appeal against the decision.

### **General principles:**

- The teacher is entitled to be accompanied by a union representative or work colleague at the formal stage of the appeal procedure.
- The decision of the appeal panel is final. There is no further internal process available once the appeal stage has been completed.

The arrangements for considering appeals are as follows:

A teacher may seek a review of any determination in relation to his/her pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his/her pay.

The following list 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 Document;
- 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 grounds for questioning the pay decision to consider this 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

### **Appeal Hearing Procedure**

The panel for the appeal hearing should consist of 3 governors who have not previously been involved in the initial salary review. Advice at this hearing will be available from HR.

At the appeal hearing, the appellant will set out the reasons why they consider the salary assessment to be inappropriate and provide evidence to support their case. The head teacher will be called to give evidence as to the information that was provided to the initial salary review committee that will have guided their considerations. The Chairman or another member of the initial salary review committee will then explain the reasons for the decision that was taken.

The opportunity for the appeal hearing to question the parties after they have given their evidence will be given.

The appeal committee will retire to consider any new evidence that has been presented and may either:

- Uphold the appeal and award additional salary spinal point(s).
- reject the appeal.

The decision of the appeal panel will be notified in writing within 5 calendar days of the appeal being held.

## **GUIDELINES FOR THE PAYMENT OF SUPPLY TEACHERS**

The schools expectation of a Supply Teacher

Firstly, the school will determine that the relevant pre-employment checks have been satisfied in relation to the teacher in question.

The supply teacher should arrive at least 15 minutes before school starts, to enable them to read plans, prepare lessons, learn the geography of the school and become familiar with routines within the school including safety procedures and disciplinary arrangements. Undertake playground duty if covering for the teacher who was scheduled to undertake these duties on the day in question.

Undertake marking and providing feedback to the Head or designated teacher at the end of the day and reporting on any issues of concern.

The school should ensure that other duties should be available to be undertaken by the Supply teacher that could reasonable be completed in the non contact time available.

What the school will provide for the supply teacher

The Supply teacher will be provided with:

- the name of the person to report to who will be there to greet them at the agreed time.
- all the necessary documentation to be able to undertake the duties for which they have been employed.
- written details of emergency procedures, name of contact in case of difficulty be shown round the school.

Hours to be paid

The School Teachers Pay and Conditions document sets out that Supply teachers are paid on the basis of a working year of 195 day and that they should be considered to be working 6.5 hours a day including an allowance for duties other than direct contact time .

Why the hours to be paid should be 6.5 hours rather than a variable number?

1 It would support the notion than supply teachers have responsibility for and an expectation by the school to undertake duties other than only class room duties.

2 It would eliminate any ill feeling caused by different views on the number of hours to be paid based on the views of the amount of other work they undertake. The management and reasons why less than 6.5 hours are to be paid will have to be fully documented in order to defend any claims made at a later date.

3 The suggestion of variable paid hours is administratively complicated and may well lead to pay queries that will take time to resolve.

4 The payment of a 6.5 hour day would be in line with other schools and we would therefore not be at a disadvantage to other schools when seeking supply teachers.

5 Supply teachers may then be more willing to be employed directly by schools rather than through a supply teacher agency.

6 Complies with the School Teachers Pay and Conditions Document and will not be detrimental to any supply teacher

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**SCHOOL STAFFING STRUCTURE**

(School to insert their staffing structure)

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