



GRANBY GOVERNORS

PAY POLICY

2016

Included Document:

Granby's Pay Policy 2016

Granby's Appraisal Policy 2016

Granby's Career Expectations Guidance 2016

Head teacher's Appraisal and Support Policy

Granby Primary Pay Policy for 2016/17

Statement of Intent

The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school." The pay policy is intended to support that statutory duty.

The governing body of Granby Primary School will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

Throughout this document reference is made to the School Teachers Pay and Conditions Document 2016

Equalities legislation

The governing body will comply with relevant equalities legislation:

Employment Relations Act 1999

Equality Act 2010

Employment Rights Act 1996

Part-time workers (prevention of less favourable treatment) regulations 2000

Fixed-term employees (prevention of less favourable treatment) regulations 2002

Agency workers regulations 2010

The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

Equalities and performance-related pay

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified and minutes of any decisions, and the reasons for them will be kept. Adjustments will be made to take account of special circumstances, eg an absence on maternity or disability-related sick leave. The exact adjustments will be made on a case-by-case basis, recognising that teachers on maternity leave, where no current data is available, will be considered in terms of their recent historic performance management/appraisal reviews. Where teachers return from maternity midway through a performance management cycle, a meeting will be arranged in first week of their return to identify targets for the remainder of the remaining time in the PM cycle.

The school will do everything in its power to make a performance-related judgement. If little or no performance evidence is available from the relevant appraisal cycle, because the teacher has been away from school due to pregnancy, maternity or disability-related illness,

it will use evidence from previous appraisal cycles.

In the absence of any evidence that the teacher would not have received the increase in pay, the school will make a pay award to avoid discrimination.

Job descriptions

The head teacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

Access to records

The head teacher will ensure reasonable access for individual members of staff to their own employment records.

Appraisal

The governing body will comply with the *Education (school teachers' appraisal) (England) regulations 2012* concerning the appraisal of teachers.

The appraisal regulations state that appraisal objectives, for all teachers, including the leadership group, must be such that, if they are achieved, they will contribute to:

- (a) improving the education of pupils at that school; and
- (b) the implementation of any plan of the governing body designed to improve that school's education provision and performance.

Assessment will be based on evidence from a range of sources (see the school's appraisal policy). Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the teachers' standards and any other criteria (ie application to be paid on upper pay range) so that such evidence can be taken into account at the review.

The head teacher will moderate objectives to ensure consistency and fairness; the head teacher will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

Governing body obligations

The governing body will fulfil its obligations to:

- **Teachers:** as set out in the school teachers' pay and conditions document ('the Document') and the conditions of service for school teachers in England and Wales

(commonly known as the 'burgundy book').

- **Support staff:** the National Joint Council for Local Government Services national agreement on pay and conditions of service (green book) or any LA Single Status Pay Agreement 2014.

The governing body will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently.

The governing body will ensure that appraisers, decision-makers and any appeal committee governors receive appropriate training to ensure fair and open decision-making.

The governing body will ensure that mid-year reviews are undertaken for teachers and all members of the leadership group.

The governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the school's spending plan.

The governing body will monitor the outcomes of pay decisions, including the extent to which different groups of teachers progress at different rates, ensuring the school's continued compliance with equalities legislation.

Support Staff

- **Support staff:** the National Joint Council for Local Government Services national agreement on pay and conditions of service (green book) or any LA Single Status Pay Agreement 2010.

The governing body will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently to support staff where Annually, each April, every member of Granby's support staff will progress incrementally up the Single Status Pay Spine Range agreed for the position held. The Progression continues annually until the top of the agreed range for the position is reached that there are formally identified concern where progress maybe held back in accordance with the School's capability procedures.

Head teacher obligations

The head teacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the governing body for approval;
- ensure that effective appraisal arrangements are in place, and that any appraisers have the knowledge and skills to apply procedures fairly;
- ensure that mid-term reviews are undertaken for all teachers, including the leadership group;
- submit pay recommendations to the governing body and ensure the governing body has sufficient information upon which to make pay decisions; and

- ensure that teachers are informed about decisions reached, and that records are kept of recommendations and decisions made.
- keep records of their objectives and review them throughout the appraisal process;

Teacher obligations

A teacher will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser; and
- ensure they have an annual review of their performance.

Differentials

Appropriate differentials will be created and maintained between posts within the school, recognising accountability and job weight, and the governing body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

Discretionary pay awards

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

Salary safeguarding

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

Procedures

The governing body will determine the annual pay budget on the recommendation of the pay committee, taking into account paragraph 19.2(e) of the Document.

The governing body has delegated its pay powers to the pay committee. Any person employed to work at the school, other than the head, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The head must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially (Following NGA guidance).

Where possible, no member of the governing body who is employed to work in the school shall be eligible for membership of this committee.

The pay committee will be attended by the head in an advisory capacity. Where the pay committee has invited either a representative of the LA or the external adviser to attend and

offer advice on the determination of the head's pay, that person will withdraw at the same time as the head while the committee reaches its decision. Any member of the committee required to withdraw will do so.

The terms of reference for the pay committee will be determined annually by the governing body.

The report of the pay committee will be placed in the confidential section of the governing body's agenda and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy.

Annual determination of pay

All teaching staff salaries, including those of the head, deputy head(s) and assistant head(s) will be reviewed annually to take effect from 1 September. The governing body will endeavour to complete teachers' annual pay reviews by 31 October and the head teacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

Notification of pay determination

Decisions will be communicated to each member of staff by the head in writing in accordance with paragraph 3.4 of the Document and will set out the reasons why decisions have been taken. Decisions on the pay of the leadership group will be communicated by the pay committee, in writing, in accordance with paragraph 3.4 of the Document. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

Appeals procedure

The governing body has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). It is set out as an appendix 1 to this pay policy.

Head teacher pay

Pay on appointment

- The pay committee will review the school's head teacher group and the head's pay range in accordance with paragraphs four, five, six, seven and eight
- If the head teacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of paragraph 6.6 or 7.9, as the case may be
- For appointments on or after 1 September 2016, the pay committee will determine a pay range, taking account of the full role of the head teacher (part seven), all

permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.3), including recruitment issues. The pay committee will take into account the factors set out in annex A when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions

- The pay committee will consider using its discretion, in exceptional circumstances only, to exceed the 25 per cent limit beyond the maximum of the group range when setting the pay range for the head teacher, as set out in paragraph 9.3. However, before doing so, it will make a fully-documented business case and seek external independent advice
- The pay committee will use reference points within the pay range
- At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure appropriate scope of 7 reference points, for performance related pay progression
- The pay committee will have regard to the provisions of paragraph 9.4 in particular, and will also take account of any other permanent payments, made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability
- The pay committee will consider the use of temporary payments for clearly time-limited responsibilities or duties only, in accordance with paragraph 10
- The total sum of the temporary payments made to a head will not exceed 25 per cent of the annual salary which is otherwise payable to the head; and the total sum of salary and other payments made to a head must not exceed 25 per cent above the maximum of the head teacher group, except in wholly exceptional circumstances
- The pay committee may determine that temporary and other payments be made to a head which exceeds the limit above in wholly exceptional circumstances and with the agreement of the governing body. The governing body will seek external independent advice before providing agreement.

Serving head teachers

- The pay committee will only re-determine the pay range of a serving head teacher, in accordance with paragraph nine of the Document, if the responsibilities of the post change significantly, or if the pay committee determines that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2016, or with pay arrangements for a member(s) of the leadership group whose responsibilities significantly change on or after 1 September 2016 (paragraph four of the Document)
- It will also re-determine the pay range if the group size of the school increases, or if the head takes on permanent accountability for an additional school(s) (paragraph

eight, section three)

- If the pay committee re-determines the head teacher's pay range, it will take account of all indefinite responsibilities of the post, any specific challenges and all other relevant factors, including retention issues. The pay committee will take into account the factors set out in annex A when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.
- The pay committee will consider using its discretion, in exceptional circumstances, to exceed the 25 per cent limit beyond the maximum of the group range, as set out in paragraph 9.3. However, before agreeing to do so, it will make a fully-documented business case and will seek external independent advice
- The pay committee will use reference points within the pay range and will leave at least 2 reference points for performance-related pay progression
- The pay committee will review the head teacher's pay in accordance with paragraph 11 of the Document (and paragraph 26 of the statutory guidance) and award up to two reference points where there has been sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the appraisal regulations 2012 and any recommendation on pay progression in the head teacher's most recent appraisal report; where the appraisal is carried out in accordance with the Headteacher's Appraisal and Support Policy 2016 Appendix 4.
- If the pay committee decides to re-determine the pay range, it will only determine the head's pay range in accordance with paragraph 9; and paragraph 8 of the section 3 guidance
- The pay committee will consider the use of temporary payments for clearly temporary responsibilities or duties only, in accordance with paragraph 10
- The total sum of temporary payments made to a head must not exceed 25 per cent of the annual salary which is otherwise payable to the head; and the total sum of salary and other payments made to a head must not exceed 25 per cent above the maximum of the head teacher group, except in wholly exceptional circumstances
- The pay committee may determine that additional/temporary payments be made to a head which exceeds the limit above in wholly exceptional circumstances and with the agreement of the governing body. The governing body will seek external independent advice before providing agreement

Deputy/assistant head teacher pay

Pay on appointment

- For appointments on or after 1 September 2016, the pay committee will determine a pay range, taking account of the full role of the deputy/assistant head teacher (part 7), all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.3), including recruitment issues. The pay committee will take into account the factors set out in annex A when

determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions

- The pay committee will use reference points within the pay range
- At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure appropriate scope of 5 reference points, for performance related pay progression
- The pay committee will exercise its discretion under paragraph 27 of Document where there are recruitment issues, provided it has not already taken such issues into account when setting the pay range
- The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the Document and paragraphs 59 to 68 of section 3

Serving deputy/assistant head teachers

- The pay committee will review and, if necessary, re-determine the deputy/assistant head pay range where there has been a significant change in the responsibilities of the serving deputy/assistant head teacher (paragraph 9 of section 3 guidance), or to maintain consistency with pay arrangements for new appointments to the leadership group made on or after 1 September 2016, or to maintain pay arrangements for a member(s) of the leadership group whose responsibilities significantly change on or after 1 September 2016
- When determining the pay range of a serving deputy/assistant head, the pay committee will take account of all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.3), including recruitment issues. The pay committee will take into account the factors set out in annex A when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- The pay committee will ensure the maintenance of appropriate differentials between different posts in its staffing structure
- The pay committee will exercise its discretion under paragraph 27 of the Document where there are recruitment issues, provided it has not already taken such issues into account when setting the pay range
- The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the Document and paragraphs 59 to 68 of section three
- The pay committee will use reference points within the pay range and will leave at least 2 reference points for performance-related pay progression;
- The pay committee will review pay in accordance with paragraphs 11 and award up to two reference points where there has been sustained high quality of performance

having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the deputy/assistant head's most recent appraisal report.

Acting allowances

Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with paragraph 23 of the Document. The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of head, deputy head, or assistant head, for a period of four weeks or more, will be paid on the head's, deputy head range or assistant head range, as the case may be and as determined by the pay committee. Payment will be backdated to the commencement of the duties.

Classroom teachers

Pay on appointment

The governing body will maintain the teacher's previous pay entitlement in relation to the MPR or UPR.

The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

Pay determinations for existing main pay range teachers, effective from 1 September 2016

The pay committee will use reference points. Therefore the pay scale for main pay range teachers in this school is: £ 22,244 to 32,831

Minimum	£22,244
Reference point one	£24,002
Reference point two	£25,932
Reference point three	£27,927
Reference point four	£30,128
Maximum	£32,831

Appraisal objectives will become more challenging as the teacher progresses up the main pay range. Objectives will, however, be such that, if achieved, will meet the requirements of the appraisal regulations 2012 (see 'Appraisal' above and Granby Appraisal Policy 2016 Appendix 2).

To move up the main pay range, one annual point at a time, teachers will need to have made good progress towards their objectives and have shown that they are competent in the teachers' standards. Teaching should be consistently 'good', as defined by Ofsted. However, this does not mean that every lesson observation needs to be 'good'.

If the evidence shows that a teacher has exceptional performance, the governing body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of [insert reference point or amount]. Teaching should be consistently 'outstanding', as defined by Ofsted.

Judgments will only be made on evidence gathered which is related to the formal appraisal process. As a teacher moves up the main pay range, this evidence should show:

- a positive impact on pupil progress;
- a positive impact on wider outcomes for pupils;
- improvements in any specific elements of practice identified to the teacher through the appraisal process, eg behaviour management or lesson planning; and
- a positive contribution to the work of the school.

Further information, including sources of evidence, is contained in the school's appraisal policy.

The pay committee will be advised by the head teacher in making all such decisions. Any increase (ie no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions, which will be clearly documented.

Applications to be paid on the upper pay range

From 1 September 2016, any qualified teacher can apply to be paid on the upper pay range. 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 UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of the two most recent appraisals, under the appraisal regulations 2012, including any recommendation on pay. Where such information is not applicable or available, eg those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who have been absent, through sickness, disability or maternity, may cite written evidence from previous years in support of their application.

Process

One application may be submitted annually. The closing date for applications is normally 31st August each year; however, exceptions will be made in particular circumstances, eg those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's application form
- Submit the application form and supporting evidence to the head teacher by the cut-off date of 31st August

- You will receive notification of the name of the assessor of your application within 5 working days
- The assessor will assess the application, which will include a recommendation to the pay committee of the relevant body
- The application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the head teacher is not the assessor
- The pay committee will make the final decision, advised by the head teacher
- Teachers will receive written notification of the outcome of their application by 31st October. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see *Assessment* below)
- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria
- Successful applicants will move to the minimum of the UPR on 1 September 2017
- Unsuccessful applicants can appeal the decision. The appeals process is set out at the back of this pay policy

Assessment

The teacher will be required to meet the criteria set out in paragraph 16 of the Document, namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

In this school, this means:

'highly competent': the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the teachers' standards in the particular role they are fulfilling and the context in which they are working.

'substantial': the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

'sustained': the teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period (see exceptions, eg maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding. Once progressed on to the Upper Pay Range a teacher's salary is then reviewed annually where progress is determined by continued Highly Competent Practice, which is both Sustained and Substantial as described above.

Further information, including information on sources of evidence is contained within the school's appraisal policy.

Upper pay range

Pay determinations effective from 1 September 2016

The upper pay range in this school will consist of three points: minimum, mid-point, maximum as set out below:

Minimum: £35,218

Mid-point: £36,523

Maximum: £37,871

In this school, progression up the UPR every two years.

The pay committee will determine whether there should be any movement on the upper pay range. In making such a determination, it will take into account:

- paragraph 19 and the criteria set out in paragraph 16.2 of the Document 2016;
- the evidence base, which should show that the teacher has had a successful appraisals during the relevant period and has made good progress towards objectives;
- evidence that the teacher has maintained the criteria set out in paragraph 16.2, namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. The meaning of these criteria is set out in the section of this policy entitled, *Applications to be paid on the upper pay range*.

Pay progression on the upper pay range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

Where it is clear that the evidence shows the teacher has made good progress, ie they continue to maintain the criteria set out above (see *Applications to be paid on the upper pay range*), and have made good progress towards their objectives, the teacher will move to £36,184 on the upper pay range; or if already on the mid-point, will move to the top of the upper pay range.

Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above (see 'Applications to be paid on the upper pay range'), and where the teacher has met or exceeded their objectives, the pay committee will use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching should be consistently 'outstanding' as defined by Ofsted.

Further information, including sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the head teacher in making all such decisions.

Leading practitioner roles

The governing body will take account of paragraph 16 and 51 of the Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching schools within school and within the wider school community; which impact significantly on pupil progress; improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as the delivery and teaching of the School's mathematics programme.

Pay on appointment

The pay committee will determine a pay range of £5,000 from £38,598 to £43,598 for each leading practitioner post in accordance with paragraph 16 of the Document, and paragraphs 33 and 36 of the section three guidance. The relevant body will use reference points and will ensure that there is appropriate scope within the pay range to allow for performance related pay progression over time. The relevant body will leave three reference points for performance related pay progression.

The head teacher will agree appraisal objectives for the leading practitioner.

Pay determinations with effect from 1 September 2016

The pay committee shall have regard to the results of the leading practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay, in accordance with paragraph 19 of the Document.

The evidence should show the leading practitioner:

- has made good progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in the teachers' standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

'Highly competent and 'substantial' are defined in the section entitled, *Applications to be paid on the upper pay range*.

The pay committee will determine pay progression such that the amount is clearly attributable to the performance of the leading practitioner. The pay committee will be able to objectively justify its decision. Judgments will only be made on evidence gathered which is related to the formal appraisal process.

Where it is clear from the evidence that the teacher's performance is exceptional, the pay committee will award enhanced pay progression of an additional increment where possible or move to upper pay threshold were they on the top of the main pay range.

Further information, including sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the head teacher in making all such decisions.

Unqualified teachers

Pay on appointment

The pay committee will pay any unqualified teacher in accordance with paragraph 17 of the Document. The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The pay committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22.

Pay determinations effective from 1 September 2016

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards their objectives.

If the evidence shows that a teacher has exceptional performance, the governing body will award enhanced pay progression of will award enhanced pay progression of an additional increment where possible

Judgments will only be made on evidence gathered which is related to the appraisal process.

Information on sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the head teacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

Teaching and learning responsibility payments

The pay committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the Document and paragraphs 46 to 53 of the section 3 guidance. TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out at paragraph 20.4.

The pay committee will ensure that sufficient differential exists between different levels of TLR, taking account of the responsibilities for which the TLR is awarded. All decisions will be objectively justified.

In this school, the different levels of TLRs are:

TLR2a	£2613
TLR2b	£4500
TLR2c	£6385

NB: the minimum of TLR2 band is £2,613 and the maximum is £6,385; the minimum of TLR1 is £7,471 and the maximum is £12,643]

The pay committee may award a TLR3 of between £516 and £2,577 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 20.3. The project/responsibility will be focused on teaching and learning; require the exercise of a teacher's professional skills and judgement and have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils. The governing body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. If a TLR3 is awarded to a part-time teacher, the pro rata principle will **not** apply. No safeguarding will apply in relation to an award of a TLR3.

Special needs allowance

The pay committee will award an SEN spot value allowance on a range of between £2063 and £4,074 to any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.

When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post (paragraph 21.3 of the Document). The governing body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The governing body will take account of paragraphs 54 to 58 of the section 3 guidance.

Support staff

The pay committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the school staffing (England) regulations 2009 and chapter seven of the associated guidance. The pay committee will determine the pay grade of support staff on appointment in accordance with the agreed Single Status Pay Agreement 2010, where support staff progress across the pay grade range of the position held. The appeals process is set out in the appendix to this policy.

Part-time employees

Teachers: The governing body will apply the provisions of the Document in relation to part-time teachers' pay and working time, in accordance with paragraphs 42, 43 and 52.5 onwards, and paragraphs 38-43 and 78-86 of the section 3 guidance.

All staff: The head and governing body will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.

Teachers employed on a short-notice basis

Such teachers will be paid in accordance with paragraph 44 of the Document.

Residential duties

The pay committee will take account of agreements reached by the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

Additional payments

In accordance with paragraph 26 of the Document and paragraphs 59-68 of the section three guidance, the relevant body may make payments as they see fit to a 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 the head teacher or, in the case of the head teacher, between the head teacher and the relevant body; and
- additional responsibilities and activities due to, or in respect of, the provisions of services by the head teacher relating to the raising of educational standards to one or more additional schools*.

The pay committee will make additional payments to teachers in accordance with the provisions of paragraph 26 of the Document where advised by the head.

Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.

*Payments to head teachers to reward the provisions of services may only be awarded to a head teacher for temporary or time-limited activities, under paragraph 10 of the Document. [Any indefinite, ie not time-limited responsibilities must be taken into account when determining the head teacher's pay range.]

Recruitment and retention incentive 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 (paragraph 27 of the Document and paragraphs 69-71 of the section three guidance).

The pay committee will consider exercising its powers under paragraph 27 of the Document where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The governing body will, nevertheless, conduct an annual formal review of all such awards.

No new awards, or renewal, of recruitment and retention payments will be made to a head teacher with effect from 1 September 2016, other than as reimbursement of reasonably incurred housing or relocation costs. All recruitment and retention considerations in relation to a head teacher will be taken into account when determining the head teacher's pay range, either in relation to a new appointment or when the head teacher moves to the new leadership group arrangements.

Salary sacrifice arrangements

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and his/her gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 72 of the Document.

Appendix 1

Granby Appeals procedure 2017

The school teachers' pay and conditions document requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the teacher at the review meeting prior to being submitted to the school's pay committee or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal appeal hearing procedure. Appeal hearings against pay decisions must satisfy the dispute resolution requirements of employment law (ie part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS code of practice.

Appeal hearing procedure

It is the intention that the appeals procedure will be dealt with promptly, thoroughly and impartially.

Guidance

- When a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider
- Teachers/head teachers should put their appeal in writing to either the head teacher or the governing body; their appeal should include sufficient details of its basis
- Appeals should be heard without unreasonable delay and at an agreed date, time and place
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative

Appeal procedure steps: informal stage

As part of the pay determination process, the line manager ('the recommendation provider') will make a recommendation to the 'the decision maker' (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a teacher's pay, the decision maker will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to the decision maker.

If the teacher wishes to appeal the decision, they must do so in writing to the decision maker, normally with 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, the decision maker must then arrange to meet the teacher to discuss the appeal. The recommendation provider should also be invited to the meeting to clarify the basis for the original recommendation.

The decision maker will reconsider the decision in private and write to the teacher to notify them of the outcome of the review and of the teacher's right of appeal to the governing body. If the teacher wishes to exercise their right of appeal, they must write to the clerk of the governing body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the formal stage of the appeal procedure.

Appeal procedure steps: Formal Stage

On receipt of the written appeal, the clerk to the governing body will establish an appeal committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the appeal committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both "the recommendation provider" and "the decision maker" will be required to attend the meeting.

The chair of the appeal committee will invite the employee to set out their case. Both 'the recommendation maker' and 'the decision maker' will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the appeal committee will then consider all the evidence in private and reach a decision. The appeal committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the appeal committee is final.

The modified procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing
2. The teacher must have sent a copy of their appeal to the chair of the governing body
3. The chair of the governing body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school

Appendix 2 Granby Career Expectation Guidance 2016

Professional Area	M2	M4	M6	UPS1	UPS3
Professional Practice	All aspects of professional practice, teaching satisfactory; many good or better	All aspects of professional practice, teaching good or better	All aspects of professional practice, teaching good; some outstanding	All aspects of professional practice, teaching good; some outstanding	All aspects of professional practice, teaching good; many outstanding
Professional Outcomes	Most pupils achieve for their ability in line with school expectations	Almost all pupils achieve for their ability in line with school expectations	Almost all pupils achieve for their ability in line with school expectations, some exceed them	Almost all pupils achieve for their ability in line with school expectations, some exceed them	Almost all pupils achieve for their ability in line with school expectations, many exceed them
Professional Relationships	Positive working relationships with pupils, colleagues and parents	These relationships are securely focused on improving provisions for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage, departmental, or pastoral teams to improve provision outcomes	Plays a proactive role in building school wide teams to improve provision and outcomes

Professional Development	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school
Professional Conduct	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards

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Appendix 3 Granby Headteacher Appraisal and Support Policy 2017

Purpose

To set out the provision made for the ongoing support and *supervision for the Head teacher at Granby throughout the academic year and the annual appraisal.

*In this context the term supervision means the on-going support of a staff member to help achieve targets, support their wellbeing and explore ideas and solutions to issues

Review Panel

The review panel is made up of at least 3 governors. Where possible we will adopt a *Roll On Roll Off* Approach. This involves 2 of the governors on the panel remaining the same each year with a third which changes each year. All governors who would like to be part of the Review Panel will need to attend the '*Headteacher Appraisal*' training provided by the LA or other suitable body.

Cycle of support

The below sets out briefly the system of support and challenge provided for the Headteacher at Granby. There are further details on each of the stages in the appendix.

Process	Who	Timescales
Annual Appraisal (6 stage process)	External Advisor, Head teacher, three Governors (forming the review panel)	All stages complete by 1 st week in Oct

Stage One: Preparation and evidence collection	Review Panel, Headteacher and External advisor	Dates for the Appraisal meeting to be agreed before the end of the previous academic year. Evidence Collection takes place throughout the year.
Stage Two Head teacher and External Advisor meet	Head teacher and External Advisor	
Stage Three External advisor and Review Panel meet.	External Advisor and Review Panel	
Stage Four An opportunity to review the appraisal process to date.	Head and Chair of Gobs to Meet	
*Stage Five Head teacher, External Advisor and Review Panel Meet	External Advisor, Head teacher, three Governors (forming the review panel)	
Stage 6 Follow Up: a written report is produced by the External Advisor and Governors and shared with the Head teacher.	Review Panel, External advisor	
Termly Monitoring	Head teacher, at least 2 members of the review Panel	A minimum of one scheduled meeting in per term.

- Stage 5 is in place for academic year 14/16. This will be reviewed in the Summer Term of 2016.

Termly Supervision

At the termly supervision the following will be covered:

- Identify progress made to date on objectives including considering the evidence.

- Identify areas of challenge in regards to achieving the years objectives
- Reflect on current position (in relation to the objectives) and identify next steps.

Governors

In the lead up to the review and planning meeting, governors should:

- Arrange a suitable date and time for the review and planning meeting
- Appoint an appraisal panel, (three members) and allow the headteacher to raise any concerns he or she has about membership of the panel
- Appoint an external adviser to assist with the headteacher appraisal process. The adviser should be well versed in the appraisal regulations, and be able to use evidence effectively to support appraisal
- Review the evidence they have collected as part of their monitoring and evaluation of the headteacher's overall performance and progress towards objectives
- Undertake a review of the headteacher against the teachers' standards in force from September 2012, as well as any other standards that have been agreed with the headteacher. It may be that governors will prefer to undertake this review during their meeting with the external adviser – see stage 3 below. Either way, **reviewing the headteacher's performance against the teachers' standards is a compulsory part of the 2012 appraisal regulations**

HT_AppDoc1 is a template to help the Governors' Panel to review the headteacher's performance against the teachers' standards.

HT_AppDoc4 sets out Ofsted's grade descriptors to help inspectors make judgements on the quality of leadership and management in schools. These descriptors are a useful reference point when analysing headteacher performance.

HTAppDoc6 is a proforma that the Governors' Panel can use prior to the Review meeting, or mid-year to capture evidence on each of the headteacher's objectives.

- Discuss support required to enable the Headteacher to achieve the objectives set.
- Explore and discuss ideas or possible solutions in respect of the strategic direction of the school and the objectives set.

Detailed Appraisal Stages

New regulations on appraisal of teachers in maintained schools come into force in September 2012.

Suggested steps to take:

1. Pre-review and planning meeting

2. At the pre-meeting between the headteacher and external adviser
3. At the pre-meeting between the governors and external adviser
4. At the headteacher's review and planning meeting
5. Following the headteacher's review and planning meeting

Stage 1: Pre-review and planning meeting

Headteacher
<p>Prior to the review and planning meeting, the headteacher should:</p> <ul style="list-style-type: none">• Undertake a self-review against the teachers' standards, and any others agreed with governors• Undertake a self-review of overall performance and progress towards objectives <p>HT_AppDoc1 can be used by the headteacher to self-evaluate against the teachers' standards (HT_AppDoc5 - The national standards for headteachers (2004) may also be a helpful reference for headteachers to review their strategic leadership of the school, but is optional, as is, HT_AppDoc4 which enables them to consider the Ofsted Grade Descriptors for Leadership and management.)</p> <p>HT_AppDoc2 is the template to help the headteacher to self-review against his/her objectives.</p>

External Adviser (SIA)

- Ensure the Governors' Panel have approved you being asked to undertake the External Adviser role, and that **three** Governors will act.
- Secure the date for the Review process, and agree the outline timetable
- Send HTAppDoc6 to the Chair of the Governors' Panel with an explanation of the External Adviser's role to support the Governors' Panel; request that they should attempt to undertake an initial review, so that they can bring forward their own monitoring evidence. State that it is preferable for them to do this prior to the Review meeting, but that you can also support them through this process on the day.
Indicate that the Panel will need to agree a mid-year Review date (March/April) when they meet with the Headteacher in the facilitated Review meeting. Provide the Panel with the suggested timetable:
 - o SIA meets with HT to consider HT's self-review(45 mins)
 - o SIA meets with Governors for Panel Review (30 mins)
 - o SIA facilitates Review meeting between Panel and Headteacher (45 mins). Meeting agrees next year's Objectives and mid-year Review date
 - o SIA writes up draft Appraisal Report for the Panel's approval
 - o SIA submits agreed final report to the Headteacher and Governors' Panel members before December 31st.
- Provide courtesy copy of HT_AppDoc3 to show how the final Appraisal Report will look.
- Provide to the Headteacher electronic copies of HT_AppDocs 1 & 2 for their self-appraisal prior to the Review date, and HT_AppDocs 4 and 5 which may provide further reference points within their self-appraisal (though these do not form part of the required process – optional only). Ask the Headteacher to **focus on the evidence of their individual and specific contribution**, rather than just provide a general discussion about progress of the school as a whole.
- Provide courtesy copy of HT_AppDoc3 to show how the final Appraisal Report will look.

Stage 2: at the pre-meeting between the headteacher and external adviser

The external adviser and headteacher will arrange a 'pre-meeting' shortly before the planning and review meeting. This will give them opportunity to:

- Discuss the headteacher's progress in meeting his or her objectives. The discussion should **focus on the evidence of the individual's contribution**, rather than just a general discussion about progress of the school as a whole

- Discuss the impact of support/training on progress towards performance objectives
- Discuss the outcomes of the headteacher's self-evaluation against the teachers' standards, and any other standards as appropriate
- Discuss potential objectives for the next appraisal cycle to be refined in the review and planning meeting
- Identify any professional development needs and how these might be met

Stage 3: at the pre-meeting between the governors and external adviser

Governors should also meet the external adviser shortly before the review and planning meeting.

With the support of the external adviser, governors will be able to:

- Discuss the evidence gathered through their monitoring and evaluation of the overall performance of the headteacher and progress against agreed objectives over the appraisal cycle
- Seek advice to inform the discussion, drawing on the adviser's knowledge
- Discuss outcomes of the headteacher's self- evaluation against the teachers' standards (or if not already completed, undertake this review and then discuss)
- Discuss outcomes of evaluations against other standards as appropriate
- Discuss potential new objectives for the coming year. These will be agreed in the review and planning meeting with the headteacher
- Discuss governors' plans for monitoring and evaluating the impact of the new objectives and overall performance of the headteacher

Stage 4: at the headteacher's review and planning meeting

The review and planning meeting is the central part of the appraisal process.

At this meeting the governors and headteacher, advised by the external adviser:

- Clarify their summative judgements about the overall performance of the headteacher against the teachers' standards (and other standards as appropriate) and progress made towards objectives
- Agree, with the headteacher, achievable but challenging objectives with clear performance criteria. Under the 2012 regulations, objectives must, if achieved, contribute to improving the education of pupils and "the implementation of any plan of the governing body designed to improve that school's educational provision and performance". The Department for Education (DfE) model appraisal policy, which schools may choose to adopt, says that objectives in schools should be specific, measurable, achievable, realistic and time-bound (SMART)
- Determine the methodology by which the headteacher's overall performance and progress towards the objectives will be monitored and evaluated
- Determine any professional development activities to support the headteacher

The following agenda is suggested:

1. Welcome by the chair of the review panel and an outline purpose of the meeting, which is to:

- Review the overall performance of the headteacher and progress against objectives agreed at the previous review and planning meeting
- Consider outcome of review against teachers' standards and others pre-agreed with headteacher.
- Determine performance objectives for this school year, performance criteria, monitoring arrangements and professional development needs

2. Review of progress against previous performance objectives

3. Review of overall performance in the previous year and consideration of review outcomes

4. Discussion to determine:

- Future appraisal objectives
- Performance criteria and standards against which performance will be judged. Acknowledge good practice.
- Arrangements for monitoring performance by governors and review date
- Support and professional development required in relation to Teachers' Standards

6. Arrangements for the production of the appraisal report **and agreement on the boundaries for reporting**

Stage 5: after the headteacher's review and planning meeting

Following the review and planning meeting, governors are required to provide a written report to the headteacher containing:

- An assessment of the headteacher's performance against objectives and teachers' standards (and other standards as appropriate)
- An assessment of the headteacher's professional development needs
- A pay recommendation where relevant

HT_AppDoc5 is a template for the written appraisal report, with spaces to include all required information.

Additional sources and further reading

New arrangements for teacher appraisal and capability to be introduced from September 2012, DfE

<http://www.education.gov.uk/schools/leadership/deployingstaff/a00201884/new-arrangements>

Education (School Teachers' Appraisal) (England) Regulations 2012, Legislation.gov.uk

<http://www.legislation.gov.uk/ukxi/2012/116/contents/made>

Teachers' standards, DfE (Adobe pdf file)

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>

National standards for headteachers, DfE (Adobe pdf file)

<http://publications.education.gov.uk/eOrderingDownload/NS4HFinalpdf.pdf>

School inspection handbook from September 2012, Ofsted

<http://www.ofsted.gov.uk/resources/school-inspection-handbook-september-2012>

Teacher appraisal and capability – model policy for schools, DfE (Adobe pdf file)

<http://media.education.gov.uk/assets/files/pdf/model%20policy%20january%202012%20pdf%20version.pdf>

Reporting back to the governing body

The 2012 regulations, like the 2006 regulations before them, do not require a headteacher's reviewers to report back to the full governing body. The extent to which information about the headteacher's appraisal is shared is a matter for individual governing bodies to decide themselves.

There is no automatic right enshrined in the regulations for any governor to see the headteacher's objectives or appraisal report.

Confidentiality and appraisal in the model policy

Page 12 of the DfE's model policy (see above for link) says the following about the confidentiality of appraisals:

“The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and governing body to quality-assure the operation and effectiveness of the appraisal system.”

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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 _____