



Bungay High School...

Pay Policy



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Opportunity and Excellence for All





Pay Policy

1. TEACHING STAFF

Background

1. Bungay High School's policy, which is outlined below, covers the statutory responsibilities of the governing body in relation to pay, including the award of performance points, as set out in the School Teachers' Pay and Conditions of Service Document (STPCD) 2009 and the advice given in the accompanying DfE Guidance. In the interests of consistency and coherence, it is important for the governing body to ensure that its pay policy is in accordance with, e.g. its performance management and INSET policies, and reflects the priorities of the school development plan.
2. It is the responsibility of the governing body to formulate policy, but specific decisions in line with the policy (as indicated below) should be delegated to the Headteacher and/or the pay committee. These areas of delegated responsibility should be formally recorded in the minutes of the meeting when they were agreed.
3. Job descriptions do not form part of a school's salary/pay policy *per se*, but they are important in that they provide the context in which teachers (and other staff) operate, the background for assessing progress towards the achievement of a teacher's objectives at annual review and a framework for accountability.

Background

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Rationale

4. The prime purpose of the governing body's pay policy is to facilitate the recruitment and retention of staff in sufficient numbers and of the right calibre to enable the governing body to promote high standards of educational achievement at the school in accordance with its statutory obligations under the School Standards and Framework Act (SSFA) 1998.
5. The governing body will carry out its legal obligations in relation to pay in accordance with:
 - the STPCD 2009 for teachers and (if support staff are covered by the policy)



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- the National Joint Council (NJC) for Local Government Services National Agreement on Pay and Conditions of Service.

6. The governing body will also have due regard to its responsibilities with respect to the Staffing Regulations 2009 (under s35(8) and 36(8) of the Education Act 2002), the s133 Regulations relating to specified work, including the changes resulting from the Education (Specified Work and Registration) (England) Regulations 2007 and the updated guidance in Circular 029/2008 and the accompanying guidance produced by RIG. The governing body will ensure that all teachers at the school receive their statutory entitlements in full.

7. In exercising its statutory functions, the governing body will endeavour to adhere to the principles of public life established by the Nolan Committee – objectivity, openness and accountability. It will, moreover, ensure that its actions are consistent with the Race Relations, Sex Discrimination, Equal Pay, Employer Relations, Employment Rights, Disability Discrimination and Employment Acts and the Part-time Workers, Fixed Term Employees and the Employment Equality (Age, Religion or Belief and Sexual Orientation) Regulations and the local authority's equal opportunities stipulations.

8. Teacher governors and staff governors are barred by the regulations from being present when the pay or performance appraisal of any other employee at the school is being discussed or considered and will not be allowed to be members of the pay committee.

9. Any governor with a direct or indirect pecuniary interest in any matter will be asked to withdraw when pay and/or performance appraisal are being discussed (unless the governing body determines otherwise) and must not, in any case, participate in such discussions or vote on any such issue. The headteacher is legally entitled to attend the meetings of the pay committee, but must withdraw when his/her own pay is being considered or discussed.

10. All appointments, apart from those relating to the head, deputies and assistant heads, have been formally delegated to the head and the chair of governors or to the head. Starting salaries will be fixed within the parameters prescribed by the STPCD 2009.

11. Vacancies for head and deputy head posts will be advertised nationally. Vacancies for assistant head posts will be advertised internally in the first instance (or advertised nationally). The appointment of the head, deputy heads and assistant heads will be handled by a committee set up by the governing body for the purpose. Appointments will be confirmed by the full governing body.

12. Absence owing to illness and/or maternity/paternity/parental leave will be counted as service for all such purposes. The governing body will do its utmost to ensure that teachers who are absent for these reasons are treated fairly and equitably. For example, in the case of threshold assessment, teachers in these circumstances will only be required to submit performance management reviews covering the reduced period of time they are at school rather than the full two year period. In some cases this may mean they only have one review to submit. However, where the nature of the absence or absences means that the teacher does not have any results from their performance management reviews to allow them to be assessed fairly, s/he will be able to cite evidence drawn from the same shorter timeframe provided by paragraph 1.8 of the STPCD rather than depending solely on whatever performance management reviews might be available for that period. They will also be permitted if necessary to present evidence which aggregates to two years drawn from a period of five years immediately before the date of their application.

13. The revised professional standards provide the backdrop to discussions about a teacher's performance. This is particularly important at pay progression points, where the revised standards are



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pay standards. Pay progression decisions will be made in accordance with the provisions of the school's performance management policy.

14. The cash values of all the relevant spines, scales and allowances are set out in Appendix 1.

15. A copy of the school's staffing structure is appended to this policy (Appendix 2).

Pay features

Headteacher

16. When a new head needs to be appointed, the governing body will set a 7-point individual salary range (ISR) for the head in accordance with the criteria specified in the STPCD (job weight, the social, economic and cultural background of the pupils and recruitment difficulties). The ISR will normally be set within the school's group range, but may be assigned to a group that is up to two groups higher than the group in which the school is placed on the basis of its unit total to secure the appointment of a suitable candidate. The appointing panel will place the successful applicant on whichever of the four bottom points of the ISR it deems appropriate.

17. The governing body will review the head's ISR at any time during the year if there is an increase in the school's size and/or circumstances or if there are any significant changes year-on-year in his/her responsibilities.

18. The governing body notes the discretion to adjust the ISR of a serving head on the grounds of retention and reserves the right to apply this discretion at any time during the year as and when this may prove necessary.

19. If the headteacher is appointed as the head of another school or other schools in addition to being head of this school, the governing body will employ the discretions allowable under the document (cf. paragraphs 12.2.5 to 12.2.9) to ensure that the head is properly remunerated for the assumption of such additional responsibilities.

20. If the governing body arranges with the head to provide a service to another school (as, for example, a Consultant Leader, a National Leader of Education or a SIP) and the contract requires work to be done outside school sessions, the governing body will charge the school receiving the service for that service and will determine what level of additional payment, if any, might be made to the head from the proceeds in accordance with the protocol set out on pp191/2 of the STCPD 2009.

21. In cases where a local authority as part of its local area plan has asked the school to take on the responsibility and accountability for the provision of a range of extended services on its site for children and young people from the area and the head and governing body agree, the governing body will use its discretion to take such significant additional responsibility into account when setting the head's ISR. Any salary uplift will be proportionate to the level of responsibility and accountability undertaken.

22. In all such cases the governing body will also consider carefully whether any adjustments to the ranges of the deputies and/or assistant heads are needed in the light of the consequential assumption of additional responsibilities in the head's absence and/or whether similarly any additional payments should be made to any other teachers.

23. In cases where a head merely has an interest in the quality of a service that is co-located on the school's site (e.g., a speech therapy centre that helps the development of pupils in the school), but is not



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responsible or accountable for the delivery of that service, the governing body has decided not award any salary uplift.

Deputies/assistant heads

24. The pay committee will determine the 5-point range of a new deputy or assistant head to reflect the criteria specified in the STPCD – job weight and challenge, the circumstances of the school and any recruitment difficulties. The pay committee will place a newly appointed deputy or assistant head on whichever of the bottom three points of the range it deems appropriate. These ranges will be placed on the leadership spine in between the lowest point of the head's ISR and the salary of the highest paid classroom teacher (as defined by point UPS1, plus the value of any TLRs and/or SEN allowances).

25. The governing body is committed to the maintenance of appropriate differentials between members of the leadership group and other teachers at the school to reflect the responsibilities of such posts.

26. The pay committee will ensure that there is a differential between the lowest point of a deputy's range and that of an assistant head of at least two points (or the statutory minimum of 1 point or whatever it determines). It will also ensure that the lowest point of an assistant head's range is appropriately above the salary of the highest paid classroom teacher in recognition of the assumption of whole school responsibilities and a non-time-bound contract.

27. The governing body will review the ranges of any deputy and assistant head at the school at any time in the year if there has been any significant change in their responsibilities.

28. The governing body notes the discretion available to adjust the range of a deputy or assistant head at any time during the year to retain his/her services and reserves the right to apply this discretion as and when it deems necessary.

29. The governing body will not set a deputy's or assistant head's range at such a high level that it would be forced to increase the head's ISR beyond the maximum of the school's group range.

Acting allowances

30. The STPCD specifies that governing bodies may pay an acting allowance to a teacher who is assigned and carries out the duties of a head, deputy or assistant head within four weeks of taking up such duties. The governing body has decided that a teacher who undertakes such duties will be paid an acting allowance from the day that s/he first carries out such duties. The acting allowance will be the monetary value of the lowest point on the range/ISR of the substantive post-holder.

31. The governing body appreciates that only a deputy may be required to carry out the duties of a head in his/her absence and that any other teacher may only be asked to undertake such duties with his/her agreement. In the event of the headship being vacant, it is understood that the deputy's agreement to serve in an acting capacity must be sought.

32. Fixed term acting allowances for teaching and learning and SEN responsibilities will be remunerated at the rate of the substantive allowances for the duration of the acting period.



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Headteacher

33. The governing body has appointed three (or two) governors to carry out the review of the headteacher. The governors so appointed will be supported by a School Improvement Partner (SIP) to help them carry out the review. The decision to award a performance point (or two, in exceptional circumstances) has been delegated to the appointed governors, who will communicate their decision to the pay committee in writing (or will be made by the pay committee on the basis of the appointed governors' recommendations).

34. To merit the award of a performance point the head will need to have had a successful performance review, clearly demonstrating that s/he has grown professionally in the previous academic year by developing his/her leadership expertise.

Deputies and assistant heads

35. The headteacher will carry out the review of the deputies and assistant heads. In order to merit the award of a performance point, the deputy/assistant head will need to have had a successful performance review, clearly demonstrating that s/he has grown professionally in the previous academic year by developing his/her leadership expertise.

Advanced Skills Teachers (ASTs)

36. The headteacher will carry out the review of ASTs and will pass his/her recommendations on to the pay committee for consideration of the award of a performance point (or two).

37. In order to merit the award of a performance point, ASTs will need to have had a successful performance review, clearly demonstrating that they have grown professionally in the previous academic year by developing their teaching expertise and their performance of AST professional duties.

38. In case where a member of the leadership group or an AST steps down, the governing body will put the individual on the second point on the upper pay spine (or whichever point on the upper pay spine is determined).

Post-threshold teachers

39. In the case of post-threshold teachers, the governing body will expect teachers, in order to meet the criterion for progression of 'sustained and substantial performance and contribution to the school', to be able to demonstrate in the outcomes of two consecutive successful performance reviews that they are still operating at or above the level of the post-threshold standards and that they have grown professionally in the previous two-year period by developing their teaching expertise in accordance with the clarification of the application of upper pay scale progression criteria set out on p162 of the STPCD 2009. In the case of eligible teachers, reviewers are encouraged to set/agree objectives directly related to the achievement of the criterion for progression, with appropriate success criteria, to make a fair assessment easier.

40. Post-threshold teachers who have joined the school and who have, for example, been assessed as meeting the Northern Ireland threshold standards or the sixth form college professional standards or who have been assessed against the threshold standards whilst working in an academy or a non-maintained special school will be placed on the point on the upper pay spine that reflects their previous experience on this spine (which could be U2 or U3, not just U1).



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Threshold (Post-threshold standards)

41. In accordance with paragraph 21.5.1 of the STPCD 2009, the governing body has delegated the responsibility for receiving and assessing threshold applications from eligible teachers to the head. All eligible teachers will be assessed in accordance with the new procedures (i.e. the head must be satisfied that they have continued to meet the core standards before going on to assess them against the post-threshold standards; if s/he is not satisfied, no assessment may be carried out).
42. Having carried out such assessments, the head is obliged to inform the governing body of the outcomes. On receipt of the head's assessments, the governing body will move all successful eligible applicants onto the first point of the upper pay spine as from the effective date (1 September 2010 in the case of teachers placed on point M6 from 1 September 2009 or before).
43. The governing body has noted the changes from 1 September 2009 and has emphasised in its revised performance management policy that teachers on M4 and M5, in particular, together with their reviewers should be ensuring in the planning meeting for the 2009/10 cycle that the outcomes of the performance review will provide sufficient evidence to permit an assessment against the post-threshold standards by the time they apply in 2010/11 or 2011/12.
44. Eligible teachers are only permitted to apply once for threshold assessment during the course of an academic year.
45. The head is responsible for giving oral feedback to all threshold applicants, including advice on aspects of their performance that might benefit from further development. In the case of unsuccessful applicants, the head is required to provide written feedback on the outcome of the application on each of the standards within 20 working days of informing the governing body of his/her assessment.
46. The deadline for applications in the academic year 2010/11 (Round 11) will be 31 October 2010.

Complaints/appeals

47. Any complaints with regard to performance pay awards or pay in general, including threshold, should be referred to the headteacher in the first instance. If a teacher's concerns cannot be resolved at this level, a formal appeal may be made to the sub-committee of the governing body set up to deal with such matters. No governor who has been involved in an appellant's pay decision may serve on the appeal committee for that teacher.
48. An appeal is usually lodged on the following grounds – that those making the pay decisions:
 - failed to apply the provisions of the STPCD 2008 correctly
 - failed to take account of relevant evidence
 - failed to have proper regard for statutory guidance
 - took account of irrelevant or inaccurate evidence
 - were biased or
 - discriminated unlawfully against the teacher concerned.
49. An appeal against a pay decision must be submitted in writing within 10 working days of the teacher being notified of the decision.
50. The governing body will arrange to hear such appeals within 20 working days of receiving the teacher's written notification to appeal.



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51. Appellants may be accompanied by a colleague or their union representative at appeal hearings.
52. Appeal decisions will be communicated in writing within 24 hours of the decision being made.
53. The decision of the appeals committee is final and binding on both parties. Such decisions may not be reopened under the governing body's grievance procedures (which will not be used for appeals against pay decisions).

ASTs

54. The governing body intends to make AST appointments (or not) in accordance with the published staffing structure. When appointing an AST, the head and the chair of governors in accordance with their delegated powers will set a 5-point range on the 18-point AST spine and place the successful candidate on the lowest point of his/her range. The range will reflect the nature of the work to be carried out, the nature of the challenges entailed, the professional competencies required and any recruitment difficulties.
55. An AST pay range will be re-determined when new appointments are made or there is a significant change in the responsibilities of the postholder or there are changes in the school's situation that warrant a wider review of salaries.

Excellent Teachers (ETs)

56. There are no ET posts in the structure for the time being.

Classroom teachers

57. All NQTs will be placed on point 1 (M1) of the scale (but cf. the provisions outlined below).
58. One experience point will be awarded for each year of service as a teacher (including any period of approved absence) completed at this or at another school or in an equivalent post (e.g., at an Academy, City Technology College, independent school, a maintained overseas school outside the EEA, in a college of FE, a sixth form college, in higher education or at an MOD school).
59. An experience point will be awarded for each year of service in the EEA outside England and Wales to main scale teachers who qualified to teach in England and Wales on their return to England or Wales.
60. The governing body will not recognise any experience other than teaching for the award of an experience point, except where the experience is essential for the delivery of the course (e.g. vocational courses).
61. Main scale teachers will be given one extra point for each year of satisfactory performance. Experience points may be withheld when a teacher has performed unsatisfactorily – such action will usually only be taken if capability proceedings have already been started.
62. The headteacher has been given delegated powers to negotiate the salary of all teachers, other than deputies or assistant heads on appointment.



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Unqualified teachers

63. The head and the chair of governors are authorised to place any unqualified teacher on appointment on the appropriate point on the unqualified teachers’ scale, taking into account the individual’s qualifications and experience (eg., a recognised overseas or post-16 teaching qualification or service as an overseas teacher or in further education – or whatever is deemed appropriate).

64. Unqualified teachers in post as at 31 August 2008, but who have not been assimilated, will be assimilated to the new 6-point scale (from the previous 10-point scale) in accordance with the table below;

Previous (10 point scale)	Assimilation point (on new six point scale)
1	1
2	2
3	2
4	3
5	3
6	3
7	4
8	5
9	6
10	6

65. The governing body will only appoint the following as unqualified teachers:

- trainees working towards QTS
- overseas trained teachers who have not exceeded the four years they are allowed to ‘teach’ without having QTS and
- instructors (people with particular skills and/or expertise), who may only be employed for as long as a qualified teacher cannot be recruited .

66. The governing body may award unqualified teachers an allowance to the value of £2000 or £4000 or not) if, in the context of the school’s staffing structure, they have:

- a sustained responsibility which is focused on teaching and learning and requires the exercise of a teacher’s professional skills and judgment or
- qualifications and experience, which bring added value to their role.

67. All such allowances which were awarded on or before 31 August 2008 have been re-determined in accordance with these criteria. In cases where the re-determination reduced the cash value of the allowance, safeguarding has been applied (i.e. the difference between the new and the old allowance has been safeguarded for up to three years).

Unqualified teachers are not eligible for TLR payments or SEN allowances.

Part-time employees

68. The governing body will ensure that its treatment of part-timers is consistent with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000.

69. Part-time teachers will be paid on a pro rata basis. This is calculated with reference to the proportion of the school’s timetabled teaching week (STTW – the school’s session hours that are timetabled for teaching, excluding break time, assemblies and registration) that part-time teachers work in comparison with what they would have worked if employed on a full-time basis in the same post in the



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same school. As this school operates a two weekly timetable of 50 hours this percentage will be $x/50$, where 'x' is the numbers of hours in the STTW a part-time teacher is contracted to work.

70. Thus, if the school's timetabled teaching two weeks is 50 hours and a part-timer is employed to work for 30 hours of the STTW, s/he works 60% of the time that s/he would have worked as a full-time teacher. S/he is, therefore, entitled to be paid 60% of what his/her full-time equivalent salary would have been.

71. It should be stressed that this mechanism is only used to determine pay, not actual hours worked nor what part-time teachers are contracted to do.

72. The pro rata calculation is also used to determine the appropriate payment for any extra hours that part-time teachers may agree to work from time to time at the request of the head (eg., three additional hours of teaching on a Monday afternoon or attendance at an INSET day on a day that they do not normally work).

Determination of Part-time Teachers' Pro Rata Directed Time

73. The percentage that is used to determine the salary of part-time teachers has also been used to calculate the number of hours of directed time (as a proportion of 1265) that they may be required to be available for work in any school year.

74. Thus if a part-time teacher is paid a salary of 60% of his/her full-time equivalent salary, then s/he can be required to be available for work for 759 hours (60% of 1265 hours) during the school year. The requirements that a school has of part-time teachers in their allocation of directed time and how they will be deployed within this should relate pro rata to what would have been expected of them if they were employed full-time. These requirements/expectations should be clearly communicated in writing when such teachers are appointed. Schools will need to ensure that all of their requirements as far as part-time teachers are concerned in terms of, for example,

- teaching
- PPA time
- management and leadership time , if relevant
- pastoral duties/responsibilities
- registration
- other timetabled non-contact time
- attendance at assemblies
- attendance at meetings both during and outside school session times
- attendance at parental consultation evenings and
- attendance at a proportion of INSET days

can be accommodated within the amount of directed time available.

75. Part-time teachers must work such reasonable additional hours as may be necessary to enable them to discharge their professional responsibilities effectively.

76. The governing body appreciates that whilst it is appropriate to use the mechanism, that has been outlined above for classroom teachers, for calculating the pro rata salary of part-time members of the leadership group and ASTs, it cannot be used to determine their pro rata allocation of directed time as heads, deputies, assistant heads and ASTs do not operate on a time-bound contract (cf. paragraph 74.1 (a) of the STPCD 2009). The governing body has, nonetheless, ensured that the workload of part-time



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members of the leadership group and ASTs is reasonable and that such staff are treated fairly in comparison with their full-time equivalents (or with what would have been expected of them if they had been employed full-time). The governing body will also have due regard to their work/life balance.

Working time

77. In addition to the points made in the previous section with regard to directed time, the governing body will:

- not require teachers employed on a part-time basis to be available for work on any day of the week or part of any day that they are not normally required to be available for work under their contract of employment (thus teachers who do not normally work on a Tuesday could not be required to attend any of the school's INSET days if all of these have been arranged for a Tuesday or a parental consultation evening arranged on a Tuesday), unless by mutual consent.
- require part-timers to undertake duties other than teaching pupils outside school sessions on any day or part of a day that they are normally required to be available for work (e.g. attendance at a parental consultation evening or a meeting after the school day has finished on such days), unless by mutual consent.

Allowances

78. Part-time teachers' allowances (e.g. TLRs, SEN allowances or recruitment and retention incentives) are paid pro rata (i.e. at the same percentage as the appropriate percentage of their full-time equivalent salary).

79. All allowances held by part-time teachers who were in post on or before 31 August 2008 have been reviewed and re-calculated in accordance with the new mechanism for determining pro rata payment.

80. Where the re-calculation has produced a figure which exceeds the original allowance, the allowance has been increased by the difference as from 1 September 2008.

81. Where the re-calculation has produced a lower figure, the teacher will be paid the cash value of the original allowance (i.e. it is safeguarded) until 31 August 2011 or until the cessation principles apply.

82. The governing body will consider the job share of a TLR between two part-timers, but not between a part-timer and a full-time teacher or between two full-time teachers. It accepts that part-time teachers may hold a TLR that is in the staffing structure.

Safeguarding

83. In cases where, as a result of the new arrangements for calculating their remuneration, part-time teachers in post before 1 September 2008 suffered a reduction in salary, safeguarding has been applied.

84. In order to ensure that teachers subject to safeguarding receive their September uplift in full, the governing body has carried out the following sequence of calculations as from 1 September 2008:

- calculated the pay that the teacher would have received on 1 September, had no changes to the part-time arrangements occurred, but without taking account of any progression ('the original salary')
- calculated the percentage of the school's timetabled teaching week applicable to the teacher
- recalculated the teacher's pay on this basis, without taking account of any progression ('the new



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- salary')
- calculated the safeguarded sum - the difference, if any, between the original salary and the new salary
- where there was no progression and the new salary was less than the original salary, paid the safeguarded sum in addition
- where there was progression, took the new full-time salary following progression and calculated the part-time salary which then became the 'revised new salary'. If the revised new salary exceeded the original salary then safeguarding ceased; if it did not, continued to pay the safeguarded sum in addition to the revised new salary.

85. As with other instances of safeguarding, the relevant body will notify a teacher in writing within one month of any determination, which results in safeguarding, of:

- that determination
- the reason for the determination
- the teacher's 'original salary'
- the safeguarded sum and
- the date on which safeguarding will cease (31 August 2011 or sooner if the cessation principles apply – e.g., if he/she ceases to be a part-time teacher, his/her employment at the school ends or his/her salary increases owing to movement up the scale/spine and the increase equals or exceeds the safeguarded sum).

86. In the case of teachers whose hours have changed on 1 September, the 'original salary' has been determined as set out in 98, but using the new hours' percentage. The remaining stages have then been carried out in the same sequence.

87. Any previous safeguarded sums to which part-time teachers are entitled will be increased if their salary percentage increases, but will not be decreased if the salary percentage decreases following a re-calculation under the 2008 arrangements.

Short notice/supply teachers

88. Teachers who work on a daily or other short term notice basis will be paid 1/195th of the amount calculated as their annual salary. Teachers who work less than a full day will be paid on an hourly basis (calculated as a proportion of 1/195th of their annual salary – with each day being calculated as 6.5 hours).

Annual salary statement

89. The governing body will review every qualified teacher's salary with effect from 1 September annually and no later than 31 October (or another date if earlier) give them a formal statement outlining what their salary is and how it has been determined. The responsibility for providing each member of staff with an annual salary statement has been delegated to the head. The salary statement will be signed by the head and will be issued as from 1 September (or on another date when a teacher has crossed the threshold or his/her salary has changed). In the case of the head, the salary statement will be signed by the chair of governors. The governing body is committed to using the illustrative pay statements for the various categories of teacher, which have been produced by the DfE (Appendix 3).



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Allowances

Teaching and Learning Responsibility (TLR) Payments

90. The governing body has determined the number and the cash values of TLRs (and leadership group posts) in its published staffing structure of the school (Appendix 2). All TLR posts meet the qualifying criterion and factors set out in the STPCD 2009. For the purposes of distinguishing between a TLR 1 and a TLR 2, the line management responsibility for a significant number of people has been set at 6 (or whatever number is deemed appropriate) FTE (including teachers and support staff or just teachers). The governing body will review the school's structure annually.
91. Teachers will not be awarded more than one TLR (though in some cases the job description for which a TLR is paid covers a number of areas of responsibility).
92. All TLR payments have been increased from 1 September 2010. The increases also apply to TLR posts that are in the staffing structure, but have not yet been taken up under the operation of the school's implementation plan. The cash values of the TLR ranges are set out in Appendix 4.
93. Temporary TLRs will only be paid in cases where teachers are temporarily occupying a different post in the staffing structure which attracts a TLR payment (e.g. as cover for vacancies pending an appointment, secondment, maternity leave or long-term absence through ill-health). Temporary TLRs will only be safeguarded for the duration of their fixed term period (the date on which the award will end or the circumstances in which it will end will be included in the teacher's revised pay statement).
94. Any departure from the published structure will only be made after further consultation with staff and unions.

Special Educational Needs (SEN)

95. The first SEN allowance (SEN 1) will be paid to all classroom teachers who are wholly or mainly engaged in teaching pupils with statements of SEN in designated classes or are in charge of special classes consisting wholly or mainly of pupils who are hearing or visually impaired (or to any teacher in a special school).
96. SEN1 will also be paid (or not) to a teacher, whom the governing body considers to be making a particular contribution to the teaching of pupils with special educational needs in the school which is significantly greater than that which would normally be expected of a classroom teacher.
97. The second allowance (SEN 2) will be paid (or 'the governing body has decided that it will not make any such discretionary payments at the moment.') to a classroom teacher who would otherwise be entitled or eligible for a first SEN allowance and who has experience or qualifications or both which the governing body considers particularly relevant to the teacher's work.

Safeguarding

98. In cases where a teacher is awarded a temporary TLR or serves as a member of the leadership group, an ET or an AST in the temporary absence of the substantive postholder, TLR safeguarding will be reduced (or discontinued) during this period, but will be restored at the end of the temporary period unless it would have ceased in the interim under the normal cessation principles.



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99. In the case of teachers who were in receipt of general safeguarding and who took up a post before 1 January 2006, safeguarding will cease if the teacher refuses an alternative post within the same authority or if s/he moves post voluntarily. In addition, if such a teacher receives a safeguarded MA and accepts a TLR that equals or exceeds the cash value of the MA, safeguarding will cease. If the value of the TLR accepted is less than the value of the MA, only the difference will be safeguarded.

100. The salary used to determine the comparator for safeguarding purposes is that which a teacher is paid on the day before the 'loss' begins.

101. In the case of a safeguarded TLR payment (paragraph 24.1 ff. of the STPCD 2009) and of safeguarding for members of the leadership group, ASTs, ETs and unqualified teachers (paragraph 44.1ff.) the safeguarding period ends on the third anniversary of the relevant date (or sooner if the cessation principles apply). The 'relevant date' is as follows:

- 1 January in the case of a determination made between the preceding 1 September and 31 December
- 1 April in the case of a determination made between 1 January and 31 March
- 1 September in the case of a determination made between 1 April and 31 August.

102. The governing body has reviewed the responsibilities of teachers in receipt of safeguarding that exceeds £500 and allocated appropriate additional responsibilities focused on teaching and learning that are commensurate with the sum being safeguarded for the duration of the safeguarding period. If teachers unreasonably refuse to carry out such additional responsibilities, the payment of the safeguarded sum will cease upon written notification (to be provided within one month of the determination). Such a determination is subject to the school's appeal procedures.

Residential duties

103. The governing body will make payments for residential duties in accordance with the National Joint Council for Teachers in Residential Establishments agreement.

In-Service Training for Teachers (INSET)

104. The governing body has decided not to make any such discretionary payment.

Initial Teacher Training Activities (ITT)

105. The governing body has decided not to make any discretionary payments of this kind, as such responsibilities have already been taken into account in the determination of the ISR and of the deputies' and assistant heads' ranges and in the allocation of management allowances.

Out of school hours learning activities

106. The pay committee has decided not to make any discretionary payments for such activities.

Recruitment and Retention Benefits (R&R)

107. The governing body will exercise its discretionary functions in respect of making such payments or providing other financial assistance, support or benefits as it deems necessary to recruit new teachers or to retain the services of existing teachers. R&R incentives will be available to all teachers.



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108. Any new retention incentives/benefits will be awarded for a fixed period not exceeding 3 years. They will have a cash value of whatever sum is deemed appropriate. Retention incentives will be renewable in exceptional cases (e.g. where the retention of an individual teacher is essential for the continued delivery of high quality education to the pupils) for a maximum of a further three years.

109. The governing body has decided not to provide any assistance with the costs of travel or housing.

110. R&R incentives will only be paid for bona fide recruitment and retention purposes – and not for carrying out specific responsibilities or to supplement pay for other reasons (eg., to prolong safeguarding beyond the legal period).

111. The governing body has decided not to appoint any fast-track teachers for the time being.

Employment routes into teaching

112. The governing body will pay such teachers on the unqualified teachers' scale (or on the qualified teachers' scale).

Honoraria

113. The guidance states quite explicitly that the document does not provide for the payment of honoraria or bonuses to teachers in any circumstances. The governing body will not, therefore, countenance any such payments.

Confidentiality

114. The governing body regards all matters relating to the performance of staff and individual salary as confidential. When such confidential items are discussed in the meetings of the pay committee or of the full governing body, they will be recorded in the confidential Part 2 section of the minutes.

Operative date

115. This policy was formally adopted by the governing body of the school on after due consultation with the staff and union representatives during the course of the summer term to take effect from September 2010. The governing body undertakes to review this policy periodically and to issue a revised version after such a review. Staff will be informed of any changes.

116. This policy applies to the pay of all teaching staff employed at the school, who are under the control of the governing body.



Pay Policy

2. Support Staff

The Local Government Pay Spine

117. Support staff are employed on conditions of service determined by the National Joint Council for Local Government Services (the NJC). Pay rates for all support staff are derived from a single “spinal column” of points in the published in the national agreement, and supplemented by local agreement for points higher than point 36. The pay spine is reviewed annually and changes are made through a process of collective bargaining at national level.

118. The outcomes of annual pay negotiations are normally implemented from 1 April each year. Suffolk County Council has implemented the national “Single Status” agreement and harmonised conditions of service and pay grades for both (former) salaried and (former) manual employees. The pay spine is divided into eight grades. Each grade consists of a range of points (usually between 8 and 12 in each grade, although some lower grades consist of fewer points). The pay spine is published by the County Council. Schools must adopt the pay system used by Suffolk County Council – i.e. the national spinal column and its pay values as supplemented by local agreement, and the system of grades used by the County Council.

Determination of Grades

119. Under the County Council’s implementation of the national agreement on Single Status, allocation of a post to one of the eight grades within Suffolk County Council’s is by a system of job evaluation. The job evaluation system used is that agreed nationally by the NJC, as modified by locally agreed conventions. The job evaluation system used is a factor comparison system which has been developed to reflect the principle of equal pay for work of equal value. Use of the system under the guidance of the County Council’s advice should prevent any “equal pay” claims arising from support staff.

120. Support posts in schools should normally be graded using “generic” job descriptions. Generic job descriptions have been developed for the main types of support posts – i.e. clerical and administrative; technician; classroom support. Generic job descriptions do not detail every aspect of an individual post – they describe a level of responsibility and accountability to which the detailed job description developed by a school can be matched. The full range of generic job descriptions is available on the Schoolssurf.

121. When considering the grade of a new post, or reviewing the grading of an existing post as a result of a change in duties or responsibilities, a school should consider an appropriate range of generic job descriptions (usually 2 to 3) and identify the closest or most appropriate match. In the case of a review of grading for an existing employee, the Headteacher or an appropriate member of the school’s management team should discuss the range of potential matches with the post holder and make every effort to reach agreement on which is most appropriate. In the case of disagreement advice is available through the Schools HR Service.

Salary on Appointment and Salary Progression

122. Each grade within the pay system is sub-divided into two parts, separated by a “bar”. Appointment in each case should normally be within the lower part of the grade, unless the type of post is specifically designated as appropriately placed in the higher part. Salary on appointment should normally be to the lowest point of the grade. If the school is satisfied that it is necessary to pay a higher starting salary in order to attract the best candidate, the appointment may be made at any point up to and including the point below the bar.



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123. Progression within each part of the salary scale is by annual increment, which is dependent upon successful performance in the post, as assessed through the Performance and Development (PDR) review process.

124. An employee who is new in post will receive a performance review with their line manager at the end of the six months probationary period. The following April the employee will fit into the normal review cycle by being given three targets to achieve before the next April. If these targets are achieved, an increment can be paid. Progression through the "bar" depends upon the employee demonstrating that s/he has achieved the occupational competency to work at the highest level in the post and the school determining that it has a need for higher level work in the post. An employee may elect to submit the necessary evidence of competency and be assessed as having the ability to operate at the higher level, but must be employed in a post which requires this. See Support staff Performance Review Policy.

Appeals Against Grading Decisions

125. The governing body is responsible for determining the choice of grade for support staff posts, which should be within the terms of the County Council's Single Status agreement. The school's pay policy should include a process whereby any member of support staff who is dissatisfied with his/her grade (or progression through the grade) may appeal to school management. The appeal process should set out a first stage which offers access to the manager (or committee) which made the initial pay decision and a second stage which offers access to the governing body's appeals committee.

Term Time Working and Occasional Payments

Term Time Working

126. Many school based employees do not work during school holidays and are therefore employed for part of the normal working year – for example, 38 weeks or 40 week contracts are common. To reflect a correct proportion of the entitlement to annual leave, the following formula has been adopted to calculate the appropriate annual salary:

$$\frac{\text{Annual Salary at Full Time Rate}}{1710} \times \text{Hours per Week} \times \text{Weeks per Year}$$

(after five years' service: 1672 Grades 1-4, 1665 Grade 5 and above)

127. Payment of salary is made in twelve equal monthly instalments. No adjustment is normally made on leaving in respect of either technical overpayments or technical underpayments. The calculation set out above operates fairly provided that schools ensure that on appointment employment starts (at the beginning of term) on the first of the month before the start of the new term and employment ends at the end of the month following the last day of the term when employment ended (or on 31 August at the end of the Summer Term). Employment starting or ending over the Easter break may need to be approached differently where there is no equitable "month end". Schools should ensure that employees leaving are not deprived of a reasonable proportion of the payment of salary made during school closure periods. Term time only employees must take all leave in school closure periods (except for maternity support leave and any special leave, paid or unpaid, granted by the school).

Acting-up Payments

128. The School Governors may determine to make an acting-up payment. An acting up payment is appropriate where an employee takes on the full duties of a more senior post for a substantial period (usually four weeks or more) in the absence of the post-holder or where there is a vacancy pending



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recruitment to a vacant post. The employee acting up should receive a salary which is not less than the minimum point of the salary for the "acting up" post, and at least one incremental point higher than his/her substantive salary. An acting up payment is appropriate where an employee takes on additional duties of a higher paid post for a temporary period (for whatever reason), but not the full duties. The school should estimate the proportion of the duties at the higher level which the employee has undertaken, the period over which the duties have been undertaken and calculate a payment. Advice is available from the locality (Area Education) office. Acting up payments are normally paid as a lump sum retrospectively.

Time In Lieu

129. Support staff may be requested to work additional hours to support busy times in school. In this case, time in lieu can be agreed with the line manager up to a limit of two days per term. Consideration will be given to the needs of the school and availability of cover, and a Request for Absence form must be completed and signed by the line manager before passing this to the Deputy Headteacher for agreement. This arrangement replaces payment for overtime in the interests of an improved work life balance. Staff who feel their role has grown beyond the scope of their current contracted hours should speak to their line manager who will investigate the question of additional hours and/or staff.

Caretakers and Cleaners-in-Charge

130. The pay and grading of caretakers and cleaners-in-charge is determined through the normal grading system for school support staff. These posts may attract payment for periodic working out of normal hours to facilitate the use of school premises by community and other similar groups ("lettings"). Payment for "lettings" and other arrangements peculiar to caretakers and cleaners-in-charge are set out in the County Council's local agreement of 1998 (Policy Document P65).

Higher Level Teaching Assistants

131. Higher Level Teaching Assistants are teaching assistants who have successfully completed an assessment of competence according to national standards set by the Training and Development Agency, and for whom a post as an HLTA is identified by the school (qualification alone does not entitle a teaching assistant to be paid as an HLTA). The grade for an HLTA is identified as the range above the bar in Grade 4 – the national competency assessment, which requires appropriate practical experience, is deemed to be sufficient for progression beyond the grade bar.

132. This policy applies to the pay of all support staff employed at the school, who are under the control of the governing body.

September 2010