



PAY POLICY 2020

1. Policy & Purpose

The overall aim of the pay policy is to ensure that all teaching and support staff are valued and receive recognition for their work and contribution to school life.

The purpose of the policy is to:

- a) Enable the Governing Body to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and school policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- b) Maintain and improve the quality of education provided for pupils in the school by having a whole school pay policy that supports the school improvement plan and reflects the agreed aims of the school.
- c) Support the equitable and objective determination of appropriate pay for staff under the school's appraisal policy.
- d) Provide for a staffing structure that will enable the school to achieve its aims and objectives under the school improvement plan.

The Governing Body is committed to:

- e) Reviewing the pay policy annually against the targets set under the school improvement plan, the confines of the agreed budget and the Governing Body's spending priorities.
- f) Working within framework documents referred to in staff contracts, specifically:
 - a) **For teachers:** The School Teachers' Pay and Conditions Document and statutory regulations affecting the employment and conduct of teaching staff.
 - b) **For support staff:** Surrey Pay (Surrey Pay, Terms and Conditions are subject to collective bargaining between the county council and the relevant trade unions as set out in the Surrey Pay Policy Statement on the councils website.)
- g) Consulting staff members and local representatives of recognised trade unions as part of the annual review of this Pay Policy and ensuring that members of school staff have ready access to the up-to-date version.
- h) Complying with equalities legislation, specifically the following (as amended): Employment Rights Act 1996, the Employment Relations Act 1999, the Employment Act 2002, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, the Agency Worker Regulations 2010 and the Equality Act 2010 and the Equality Act 2010 (Amendment) Regulations 2012.



i) Pay Scales

HEAD – leadership scale			
			
ASSISTANT HEADTEACHER RESPONSIBLE FOR INCLUSION – leadership scale		ASSISTANT HEADTEACHER RESPONSIBLE FOR CURRICULUM- leadership scale	
RE subject leader TLR 2		PHSE Subject Leader TLR2	
ENGLISH subject leader TLR2	MATHS subject leader TLR2		

2. The Pay Committee: Terms of Reference

- a) The Governing Body will annually appoint, from its members, a Pay Committee with the delegated powers described in the following terms of reference.
- b) The Pay Committee will consist of three governors who are not members of staff at the school, and the headteacher in an advisory capacity.

The Pay Committee will have fully delegated powers to:

- c) Implement the Pay Policy with reference to staffing and financial budget plans. If the Committee feels it to be appropriate, any matter may be passed to the full Governing Body for ratification.
- d) Achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations.
- e) Apply the criteria of the Pay Policy in determining the pay of each member of staff in the annual review.
- f) Recommend to governors the annual budget needed for the payment of staff.

The Committee shall be required to:

- g) Minute all decisions taken and submit their minutes to be noted by the full Governing Body.
- h) Keep abreast of relevant developments and advise the Governing Body when the Pay Policy needs to be revised.



3. Determining Salary for New Appointments

3.1 Classroom Teachers (All Teachers Other than Leadership Group)

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

In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the School Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), the Governing Body may take into account a range of factors, including, but not limited to:

- The nature of the post
- The level of qualifications, knowledge, skills and experience required
- The wider school context at the time of the application.

SCHOOL WISHES TO RETAIN DISCRETION TO DETERMINE STARTING SALARIES:

In determining the specific starting salary for a successful applicant, the selection panel will take into account the applicant's relevant career history, previous salary, skills and qualifications based on the evidence collected through the selection process, including references.

The selection panel may, at its discretion, recognise a teacher's upper pay range status, as awarded by another school, without requiring the teacher to reapply separately through the school's procedure. This is provided there is scope within the established pay range for the post to award a starting salary on the upper pay range and on the condition that there is sufficient evidence collected through the selection process that the teacher meets the relevant criteria (see 5.2).

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

In determining the salary range for a post in which the primary purpose is modelling and leading improvement of teaching skills ('leading practitioners'), an individual post range within the overall pay range for leading practitioners will be determined, having regard to the challenge and demands of the post as well as internal pay relativities.

Additional allowances may be awarded to new appointments where the Governing Body deems this to be appropriate (see Section 6). Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in 6.2 has been met.

3.2 Leadership Group

The salary range for all staff paid on the leadership pay range will be determined by reference to the provisions of the STPCD and will include consideration of any broader responsibilities that attach to the role.

Headteacher

The Governing Body will determine a pay range for the headteacher by reference to the school group size and taking into account all permanent responsibilities of the role, any challenges specific to the



role and all other relevant considerations, ensuring that there is appropriate scope in the range to allow for performance related progression over time. The school is currently a Group 3.

The Governing Body will only re-determine the head teacher's pay range in the circumstances specified in the STPCD.

The Governing Body may determine that additional payments be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined and which have not previously been taken into account when determining salary. Any such payments will be subject to the overall restrictions on head teacher's pay set out within the STPCD. (see appendix six)

Assistant Head teachers

The salary range for assistant head teachers shall be determined by reference to the STPCD, taking into account how the role fits within the wider leadership structure of the school, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations.

The maximum of the pay range will not exceed the maximum of the headteacher group for the school.

The Governing Body will only re-determine the pay range of a deputy or assistant headteacher in the circumstances specified in the STPCD.

Certain additional allowances may be awarded to deputy headteachers where the Governing Body deems this to be appropriate (see Section 6).

3.3 Support Staff

The appointment of support staff shall be in accordance with provisions set out in the School Staffing (England) Regulations 2009 (as amended) and shall have regard to the DfE document 'Guidance on Managing Staff Employment in Schools'.

Voluntary Aided and Foundation Schools:

The appointment of support staff shall be in accordance with provisions set out in the School Staffing (England) Regulations 2009 (as amended) and shall have regard to the DfE document 'Guidance on Managing Staff Employment in Schools'.

The salary grading's for posts shall be based on the job description and on a system of job evaluation as adopted by the Governing Body to cover all support staff having regard to advice provided by the LA. In determining matters of pay and grading, the Governing Body will have particular regard to the provisions set out in the DfE's guidance.



Schools with support staff on Surrey Pay:

For support staff newly appointed on Surrey Pay grades, appointment will normally be made on the minimum of the salary range for the relevant grade. However the appointment can be made on a salary above the minimum of the range where the Governing Body wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.

Where an employee is promoted or re-graded onto a higher salary he/she must be placed on a salary within the new grade which is at least 2.5% higher than his/her previous salary position. This will often be the minimum of the new salary range. Whilst this is the general position, occasionally other assimilation arrangements will have been agreed or may be more appropriate.

Support staff that are at the top of their pay scale and are unable to progress further could be eligible for TOIL (time of in lieu). This is determined by the Pay Committee.

4. Pay Reviews and Progression

4.1 All Teachers (Including Leadership Group)

All teaching staff, including those on the leadership scale, will be provided with a salary statement to take effect from 1st September each year. This statement will contain details of the annual salary plus any allowances or safeguarded sums due to the teacher. This will be provided after pay decisions have been ratified by the Governing Body.

All eligible teaching staff will have their pay reviewed annually. The Governing Body will complete annual pay reviews for all eligible teachers, other than the headteacher, by 31st October. The head teacher's annual pay review will be completed by 31st December. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated. Reviews may also take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and, where applicable, will give information about the basis on which it was made.

All teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. All teachers are expected to engage fully with this process. The current arrangements for teacher appraisal are set out in the school's appraisal policy which should be read in conjunction with this pay policy.

To be eligible for consideration of performance-related pay progression teachers must normally have been in post at the school for at least 26 weeks in aggregate during the previous academic year (including periods of absence for school closures, sickness or family-related leave). Newly-appointed teachers who have not been in post for 26 weeks as of 1st September will not be eligible for



performance-related pay progression with effect from 1st September in that year unless their offer letter states otherwise.

Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances.

4.2 Determining Pay Progression (Classroom Teachers)

'Classroom teachers', for the purposes of this paragraph, includes all teachers other than the leadership group.

All decisions regarding pay progression will be made with reference to teachers' appraisal reports and the pay recommendations contained within them. In the case of newly qualified teachers (NQTs), pay decisions will be made by means of the statutory induction process.

The school's scheme for determining pay progression for classroom teachers is contained within Appendix 1. This scheme will be applied to pay determinations made with effect from 1st September 2020, resulting from evidence collected during the previous appraisal cycle. In the event that the Governing Body determines that amendments to the scheme are required after the publication of this pay policy (to apply to decisions effective from September 2021), these will be inserted into this pay policy and will be made available to all teachers to inform the 2020/21 appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

The Governing Body's general policy is that any teacher who is at risk of not meeting the criteria for pay progression in Appendix 1 will receive prior warning of this during in-year reviews and given adequate opportunity to address concerns with appropriate support before the end of the appraisal year.

PAY SCALE – MAIN SCALE

	September - August
M1	26,948
M2	28,828
M3	30,883
M4	32,999
M5	35,307
M6	38,174



Teachers that are at the top of the main scale and are unable to progress further could be eligible for TOIL (time of in lieu). Teachers could receive 2 TOIL days if they have met all the criteria set out within the pay policy for 1 points pay progression. This is determined by the Pay Committee.

For staff that join throughout the academic year, pay progression is unavailable and in line with this policy. The Pay Committee may wish to award a discretionary payment of up to £1000, based on a successful induction and criteria within the pay progression bands.

4.3 Determining Pay Progression (Leadership Group)

All decisions regarding pay progression for the leadership group will be made with reference to appraisal reports and the pay recommendations contained within them.

Salary determinations effective from 1st September 2020 shall be made in accordance with the school's scheme for determining pay progression for the leadership group which is contained within Appendix 2, resulting from evidence collected during the previous appraisal cycle. In the event that the Governing Body determines that amendments to the scheme are required after the publication of this pay policy (to apply to decisions effective from September 2021), these will be inserted into this pay policy and will be made available to the leadership group to inform the 2020/21 appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

4.4 Determining Pay Progression (Support Staff)

Arrangements for pay progression are determined by Surrey County Council subject to negotiations with the recognised trade unions and with effect from 1st April each year. Pay progression through the salary range for the grade is subject to performance.

Details of pay progression arrangements determined each year will be notified to eligible support staff separately

Pay progression may be withheld when an employee has performed unsatisfactorily. This will take place only within the context of the Governing Body's disciplinary/capability procedure.

5. Movement to the Upper Pay Range

5.1 Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in accordance with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications should be made by 1st March in each academic year.

If a teacher is simultaneously employed at another school(s), he/she may submit separate applications if he/she wishes to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.



All applications will include the results of recent appraisals, including any recommendation on pay. The evidence should usually cover at least the previous two year period. Employees who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use earlier appraisal evidence in support of their application and/or a statement and summary of evidence as outlined below.

In the event that information from appraisals is not applicable or available, a statement and summary of evidence, designed to demonstrate that the applicant has met the assessment criteria, should be presented instead.

Applications should be made by submitting a brief covering letter confirming the request to apply to be paid on the upper pay range, referring to the relevant appraisal reports and any other evidence he/she wishes to have considered: see appendix

5.2 Assessment

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

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

For the purposes of this pay policy,

- "highly competent in all elements of the Teachers' Standards" means:
 - that the teacher's practice is secure, well-informed and consistently good or outstanding;
 - that the teacher is able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.
- "substantial and sustained" achievements and contribution means:
 - That the teacher contributes at a strategic level to policy initiatives;
 - That the teacher makes a distinctive contribution to the raising of pupil standards;
 - That the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
 - That the teacher contributes more broadly to the life of the school;
 - That such contribution has been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive appraisal reports demonstrating the required standard has been met.

The initial assessment will be made by the headteacher who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours commitment.



The headteacher will consult with the teacher's performance manager as appropriate when considering the evidence.

5.3 Notification and Feedback

After completing the assessment, the headteacher will notify the Governing Body of his/her recommendation. Once the Governing Body has determined the final decision, the headteacher will then provide written feedback to the teacher as promptly as possible, but in any event by no later than 31st May in each academic year.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the school's pay appeals procedure (see Section 8).

5.4 Pay Progression for Successful Applicants

Successful applicants will be moved onto the upper pay range from 1st September following the application. It is the school's policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range.

5.5 Progression within UPS

Progression within the upper pay scale should be discussed throughout the year with performance managers. Recommendations should be made in writing by the teacher to the Headteacher in July and submitted by the end of July.

UPS – key leadership roles within the school	Pay progression	Expectation for Pay Progression
1	39,864	Sustained and substantial achievements and contributions in <u>at least 7 criteria</u> to move to UPS2, depending on the needs of the school. This is over 2 years
2	41,295	Sustained and substantial achievements and contributions in <u>at least 11 criteria</u> to move to UPS3, depending on the needs of the school. This is over 2 years
3	42,780 (MAX)	Sustained and substantial achievements and contributions in all criteria, depending on the needs of the school. This is over 2 years



6 Allowances & Other Payments (Teaching Staff)

6.1 Teaching and Learning Responsibility Payments (TLRs)

TLR1s and TLR2s

TLR1s and TLR2s are awarded to the holders of the posts indicated in the school's staffing structure, which is attached to this pay policy. The current values of the TLR1s and TLR2s awarded are also indicated on the staffing structure. TLRs are awarded where the Governing Body is satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD. For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.

The annual value of a TLR1 for the academic year 2020/21 must be between £8,291 and £14,030 (FTE).

The annual value of a TLR2 for the academic year 2020/21 must be between £2,873 and £7,017 (FTE).

In setting the values of TLR1s and TLR2s the Governing Body will have regard to the relative weight of different TLR posts, taking into account the range of responsibilities entailed, the level of accountability, the number of people for whom the individual has line management responsibilities and any other factors the Governing Body deems to be relevant. Where posts are deemed to be of equal weight they will be allocated the same value. TLRs may not be awarded to leadership group post holders or unqualified teachers.

TLR3s

The Governing Body may award a fixed-term TLR (a TLR3) to a classroom teacher who has been given a time-limited school improvement project or one-off externally-driven responsibilities. To award a TLR3, the Governing Body must be satisfied that the significant responsibility is one not required of all classroom teachers and which is focussed on teaching and learning, requires the exercise of a teacher's professional skills and judgement and has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

The annual value of a TLR3 for the academic year 2020/21 must be between £571 and £2,833. The pro-rata principle does not apply to TLR3s.

The duration of the fixed term will be established at the outset and payment will be made monthly during this period. Pay safeguarding will not apply at the end of the fixed period. As for other TLRs, TLR3s may not be awarded to leadership group post holders or unqualified teachers.

6.2 Recruitment and Retention Allowances

The Governing Body will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Governing Body anticipates or encounters recruitment and/or retention difficulties. In determining whether a post will be eligible for a recruitment and retention allowance the Governing Body will take into account the following factors:

- Whether the post is in a nationally-recognised shortage subject area;



- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
- Whether previous recruitment to posts of a similar nature has proven difficult;
- Whether there has been a high rate of staff turnover;
- Any other relevant circumstance that the Governing Body believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the Governing Body will determine:

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value;
- When/how it will be paid*;
- The start date and expected duration of the award (unless it is a one-off award);
- The review date after which the award may be withdrawn;
- The basis for any uplift that may be applied.

(*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods.)

Recruitment and retention allowances cannot be paid to the leadership group except where they relate to a reimbursement of reasonably incurred housing or relocation costs. Any other recruitment and retention considerations will be taken into account when determining the leadership pay range.

The Governing Body will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

6.3 Special Educational Needs Allowances

A SEND allowance of between £2,270 and £4,479 (FTE) per annum for the academic year 2020/21 will be paid to a teacher:

- In any SEND post that requires a mandatory SEN qualification and involves teaching pupils with SEN; and/or
- Who teaches pupils in one or more designated special classes or units within the school; or
- In a non-designated setting, analogous to a designated special class or unit, where the post:
 - Involves a substantial element of working directly with children with special educational needs;
 - Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.



The spot value of any SEN allowance within the range outlined above, to be paid in accordance with the eligibility criteria above, will be determined as follows:

6.4 Payments for Out of School Hours Learning Activities

The Governing Body will make payments to any member of the teaching staff (with the exception of the headteacher) who participates in approved out of school hours learning activities. Such payments will only be applicable in respect of those activities undertaken outside the 1265 hours of directed time for full-time teachers (or the appropriate proportion of the 1265 hours of directed time for part-time teachers). The rate of pay for such activities will be reviewed annually and will be determined as follows:

The rate will be determined by the pay range that a member of staff is on and a specific number of additional hours will be added to their pay.

6.5 Payment for Initial Teacher Training Activities

The Governing Body has decided not to exercise its discretion to make payments to teachers with regard to the provision of initial teacher training as part of the ordinary conduct of the school.

6.6 Payments for CPD Activities

The Governing Body has decided not to exercise its discretion to make payments to teachers in relation to continuing professional development activities outside of the school day.

6.7 Provision of Services to Other Schools

The Governing Body has decided not to exercise its discretion to make payments to teachers in relation to additional responsibilities or activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

6.8 Allowances for Unqualified Teachers

Unqualified teachers are not permitted to hold TLR or SEND allowances.

The Governing Body may, however, exercise its discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

- A sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or
- Qualifications or experience which bring added value to the role being undertaken.

7. Allowances & Other Payments (Support Staff)

The Governing Body reserves the right to approve payment of honoraria to support staff in recognition of work that goes beyond that normally expected of the post holder.



8. Pay Appeals

8.1 All Teachers (Including Leadership Group)

In the event of a teacher seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision-maker (usually either the headteacher or the Chair of the Pay Committee) within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher may put his/her concerns in writing to the Pay Committee within 10 working days of the original decision, or the outcome of the informal discussion. The Pay Committee should convene a hearing within 10 working days to consider the teacher's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired. The teacher should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

If the teacher wishes to appeal against the decision of the Pay Committee he/she should do so within 10 working days of the written notification of the Pay Committee's decision, setting out the grounds for appeal. Any appeal against the decision of the Pay Committee should be heard by a panel of governors who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the teacher at least 10 working days' notice of the date of the appeal.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination.

That the person or committee by whom the decision was made:

- Incorrectly applied a provision of the STPCD or this policy;
- Failed to have proper regard to statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased;
- Otherwise unlawfully discriminated against the teacher.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of his/her appeal then he/she must do so at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the headteacher, and they are appealing against the decision of the Pay Committee, it will be for the Chair of that committee to



determine whether a representative of the committee and/or the headteacher should be present to explain their decision.

An agenda for hearing a pay appeal is included as an appendix to this policy.

The decision of the appeal committee should be notified in writing to the teacher within 10 working days of the appeal hearing. If the appeal is rejected then the appeal committee should explain the reasons for their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

8.2 Support Staff

Where a member of support staff is dissatisfied with any decision relating to his/her pay, this should be raised in accordance with the Governing Body's adopted grievance procedure.

9. Access to Salary Records

Staff may have access to their salary records by giving reasonable notice during term time to the School Business Manager.

10. Data Protection

The schools processes personal data as part of the payroll process in accordance with the Governing Body's adopted Data Protection Policy.

10. Policy Review

This policy will be reviewed following the publication of the School Teachers' Pay & Conditions Document 2021 or earlier if required.



APPENDIX 1

PAY PROGRESSION FOR CLASSROOM TEACHERS 2020

Pay Rating	Criteria for each rating
Unsatisfactory 0 points progression	<ul style="list-style-type: none"> Insufficient progress made by children/ groups of children over time School policies and procedures are not adhered to
Developing caveat for NQTs to progress 1 point after successful completion of their NQT year	<ul style="list-style-type: none"> Inconsistencies in meeting the Teaching Standards expected of a teacher at his/her career level Performance regularly falls below the expected of a teacher at his/her career level Teachers progress against targets is variable Some contribution to improving the efficiency and effectiveness of the wider school Inconsistencies in teaching and learning from ongoing monitoring Work samples show inconsistencies in approach to feedback Internal data shows that children/ groups are not making expected progress- limited progress Limited wider school impact on teaching and learning
Effective – meet all criteria, supported by evidence base 2 points progression	<ul style="list-style-type: none"> Consistently meets or sometimes exceeds the Teaching Standards Performance generally meets expectations of a teacher at his/her career level and sometimes exceeds this. SMSC is embedded in all practice and all aspects of school life Contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation of the work of others. Met or largely met his/her targets Consistently good teaching from informal observations, lesson observations, learning walks Work samples demonstrate progress over time Internal / External data shows that children/ groups of children are making age related expectations and at least expected progress Children contribute regularly to learning opportunities Children can discuss their new learning in pupil discussions Pedagogy continues to develop as a result of feedback from monitoring Contribute to the wider school through effective leadership of subject area
Exceptional- meet all criteria, supported by evidence base 3 points progression	<ul style="list-style-type: none"> Consistently meets or exceeds the Teaching Standards Teaching regularly exceeds expectations of a teacher as his/her career level SMSC is embedded in all practice and all aspects of school life and contributes significantly to the life of the school Regularly contributes to improving the efficiency and effectiveness of the wider school through his/her own work and the work of others Met or exceeded all performance management targets. Any aspect of performance that is not consistently outstanding or exceeding is due to reasons out of their control.



Riverview C of E Primary and Nursery School

Ewell Family Centre with Riverview Daycare

Every child matters, every moment counts

Headteacher: Mrs M Atkins

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| | <ul style="list-style-type: none">• Consistently good to outstanding teaching from lesson observations, learning walks and drop ins across the curriculum• Work samples across the curriculum demonstrate good/ accelerated progress over time• Internal data shows that children/groups of children are making good progress• Children consistently contribute to learning opportunities and feel ownership of their learning• Children can articulate their new learning confidently in pupil discussions and identify next steps• Contribute to the wider school through effective leadership of a subject area that impacts on children's progress• Demonstrate that they have introduced innovative curriculum practices which have had a positive impact upon pupil attainment, teacher pedagogy and curriculum development• Contribute to the professional development of colleagues through coaching and mentoring demonstrating effective practice and providing advice and feedback• Lead a whole school project that has improved outcomes for children/groups of learners• Leads own learning |
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APPENDIX 2

PAY PROGRESSION FOR UPS TEACHERS

<p>Please see expectations for progression within the policy</p>	<p>STANDARDS STATEMENT and REFER TO JOB DESCRIPTION (<i>statements in italics</i>)</p> <ul style="list-style-type: none"> • Met or exceeded all performance management targets. • Any aspect of performance that is not consistently outstanding or exceeding is due to reasons out of their control. • Lead by example by being an effective consistent leader • Introduce and promote collective responsibility and ensure the implementation of work place policies • Take a strategic leadership role in developing work place policies and practice • Have a critical understanding of the most effective teaching, learning and behaviour management strategies, including how to select and use approaches that personalise learning, to provide opportunities for all learners to reach their potential. • Have an extensive knowledge and well informed understanding of the assessment requirements for their area and demonstrate effective practice across the school • Know how to improve the effectiveness of assessment practice for their subject area including how to analyse statistical information to evaluate the effectiveness of teaching and learning • Plan and organise the curriculum for their subject/ area across the school, establishing how good standards, continuity and progression can be sustained. • Regularly and systematically provide guidance to colleagues on content, methodology and resources • Assist with planning, teaching and reporting on their subject/ area to promote effective practice and identify and explore links within and between subjects/ curriculum areas/ provision • Contribute the professional development of colleagues using a broad range of techniques and skills, appropriate to their needs so they can demonstrate enhanced and effective practice. • Regularly review own practice, set personal targets and take responsibility for your own development, taking advice and support from other leaders • Make well founded appraisals of situations upon which they are asked to advice, applying high level skills in monitoring, including observation to evaluate and advice colleagues on their work • Devise and implement effective strategies to meet the learning needs of children across the school, leading to improvements in pupil outcomes • Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own school (Local Authority/ Diocese)
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Riverview C of E Primary and Nursery School

Ewell Family Centre with Riverview Daycare

Every child matters, every moment counts

Headteacher: Mrs M Atkins

UPS – key leadership roles within the school	Pay progression	Expectation for Pay Progression
1	39,864	Sustained and substantial achievements and contributions in <u>at least 7 criteria</u> to move to UPS2, depending on the needs of the school. This is over 2 years
2	41,295	Sustained and substantial achievements and contributions in <u>at least 11 criteria</u> to move to UPS3, depending on the needs of the school. This is over 2 years
3	42,780 (MAX)	Sustained and substantial achievements and contributions in all criteria, depending on the needs of the school. This is over 2 years



APPENDIX 3

AGENDA FOR PAY APPEAL HEARING

(An appeal against a pay decision by a headteacher will need to be modified accordingly)

(SCHOOL)

(DATE)

(TIME)

1. Introduction of all those present.
2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence, and calling witnesses* if applicable.
3. The representative of the Pay Committee/headteacher to ask questions of the appellant and witnesses* if applicable.
4. The Appeals Committee to ask questions of the appellant and witnesses* if applicable.
5. The representative of the Pay Committee/headteacher to respond to the appellant's appeal, and calling witnesses* if applicable.
6. The appellant and/or his/her representative to ask questions of the representative of the Pay Committee/headteacher.
7. The Appeals Committee to ask questions of the representative of the Pay Committee/headteacher.
8. The appellant and/or his/her representative to summarise.
9. The representative of the Pay Committee/headteacher to summarise.



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10. Hearing to be adjourned whilst all parties, except the Appeals Committee, their adviser and the Clerk, leave the room.

11. The parties will be recalled and if the Appeals Committee has reached a decision this will be confirmed.

*Witnesses will usually be called one at a time and will be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.



APPENDIX 4

SCHOOL STAFFING STRUCTURE

HEADTEACHER					
ASSISTANT HEADTEACHER – RESPONSIBLE FOR Inclusion Leadership scale		ASSISTANT HEADTEACHER- RESPONSIBLE FOR Curriculum Leadership scale		EYFS LEADER with strategic overview of Riverview daycare Leadership scale	
RE Subject Leader TLR2		English Subject Leader TLR2		PHSE Subject Leader TLR2	
Computing	DT	PE	Art	History/ Geography	Science



APPENDIX FIVE

UPS APPLICATION FORM

Name

Post

Date of Application

Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in accordance with the school's Pay Policy. Please refer to this policy when applying.

All applications will include the results of recent appraisals, including any recommendation on pay. The evidence should usually cover at least the previous two year period.

Applications should be made by submitting a brief covering letter confirming the request to apply to be paid on the upper pay range, referring to the relevant performance manager reports and any other evidence he/she wishes to have considered.

Assessment

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

- c) The teacher is **highly competent in all elements of the Teachers' Standards** and
- d) The teacher's achievements and contribution to the school are **substantial** and **sustained**.

➤ "Highly competent in all elements of the Teachers' Standards" means:

- that the teacher's practice is secure, well-informed and consistently good or outstanding;
- that the teacher is able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.

Please attach a copy of your self-evaluation as discussed with your appraiser and reviews of your performance over the past two years. You may also include any notes that you may have made of the evidence that you used to reach your evaluation.

➤ "Substantial and sustained" achievements and contribution means:

- That the teacher contributes at a strategic level to policy initiatives;
- That the teacher makes a distinctive contribution to the raising of pupil standards;
- That the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
- That the teacher contributes more broadly to the life of the school



Please complete a supporting statement of no longer than 2 sides of A4. This should describe, in your own words, your substantial and sustained achievements and contributions across the school, using supporting evidence.

The initial assessment will be made by the headteacher who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours commitment.

The headteacher will consult with the teacher's performance manager as appropriate when considering the evidence.

Notification and Feedback

After completing the assessment, the headteacher will notify the Governing Body of his/her recommendation. Once the Governing Body has determined the final decision, the headteacher will then provide written feedback to the teacher as promptly as possible, but in any event by no later than 31st May in each academic year.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the school's pay appeals procedure (see Section 8 of Pay Policy).

Pay Progression for Successful Applicants

Successful applicants will be moved onto the upper pay range from 1st September following the application. It is the school's policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range.



APPENDIX SIX

HEADTEACHERS PAY STATEMENT

Employee name	
Full/part time (/100ths)	
Effective date of statement	1 September

Annual Basic Salary		
Relevant pay range	Leadership Group Pay Range	
Individual pay range	£[insert] to £[insert]	
Performance related pay increase awarded (% increase or no. of points)	(e.g. 1 point awarded / 3% increase)	
Point on range from effective date (if any)	(e.g. L20) <i>In line with the School's Pay Policy and PRP model, a school may have chosen not to include (or not to name) reference points within its range, in which case this should be left blank or deleted</i>	
Basic annual salary from effective date of statement (FTE)		£
Actual salary if part time (otherwise leave blank)		£
Basis on which remuneration has been determined		
Criteria on which salary will be reviewed in future		
If appointed for a fixed period or under a fixed-term contract, the date or circumstance which will bring the fixed period or contract to an end		



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Discretionary Payments to Headteacher (Awarded Under 2013 STPCD or Earlier)	
Value of additional payment	£
<i>Payments are subject, unless wholly exceptional circumstances apply, to the 25% overall limit on discretionary payments that may be made to a headteacher based on their point on the leadership pay spine. The one exception is residential duties where these are a requirement of the post.</i>	
Where a discretionary payment is being made, please indicate reason for award and any other relevant details, including whether the payment is annual	

Temporary Payments to Headteacher (Awarded Under 2014 STPCD or Later)	
Value of additional payment	£
<i>Temporary payments for undertaking temporary additional duties made to a headteacher in any school year must not exceed 25% of the annual salary otherwise payable to the headteacher and, unless wholly exceptional circumstances apply, the total sum of salary and other payments must not exceed 25% above the maximum of the headteacher group.</i>	
Where a temporary payment is being made, please indicate reason for award and any other relevant details, including the intended duration of the payment	



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Recruitment and Retention Incentives and Benefits Awarded Under 2013 STPCD or Earlier

Payments detailed below are also subject to the 25% overall limit on discretionary payments that may be made to a headteacher based on their point on the leadership pay spine. Non-monetary benefits should be given a notional value for this purpose. The one exception is relocation expenses where these relate solely to the personal circumstances of that headteacher.

Type of award	Recruitment / Retention (<i>amend as applicable</i>)	
Nature of award (monetary or non-monetary; one-off or ongoing; if non-monetary, nature of benefit)		
Value of award (if non-monetary, state notional value)		£
Start date or date awarded		
End date (if regular payment)		

Safeguarding (*if applicable*)

Reason for provision of safeguarded sum		
Date on which determination implemented		
Latest date on which safeguarding will end		
Annual value of safeguarded sum		£

Total Salary	Total annual salary (inc. allowances) at the effective date of this statement	£
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Location where teachers can find a copy of the school's staffing structure and pay policy:

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Signed on behalf of the Governing Body			
Name		Date	