



Southernly Point Co-operative Multi-Academy Trust Teacher Pay Policy

Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

*Inclusive of protected characteristics

Provenance	Date
Working Party	
HR checks	
Union Consultation	
Trustees' Ratification	July 2019
Implementation	Nov 2019

Review Date
January 2020

To be read in conjunction with:	
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Self Help **Self Responsibility** **Equity** **Equality** **Democracy** **Solidarity**
Social Responsibility **Honesty** **Openness** **Caring for Others**

Southerly Point Co-operative Multi-Academy Trust
TEACHERS' PAY POLICY FOR DETERMINING PAY 2018-19

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1 Introduction

- 1.1 This Pay Policy and Guidance has been determined by Southerly Point Co-operative Multi-Academy Trust following discussions with its HR Advisors, staff recognised Trade Unions and Teachers' Associations.
- 1.2 School days refers to days on which the schools are open to pupils.
- 1.3 If the Trustees Pay Review Panel/Headteacher is unclear about the application of this policy or guidance or are in dispute with a recognised Trade Union regarding its application, the Trustees Pay Review Panel and/or Headteacher will seek advice from their HR Advisors.

2 Purpose

- 2.1 The Trustee Board of Southerly Point Co-operative Multi-Academy Trust [SPCMAT] has adopted the policy set out in this document to provide an open and transparent framework for the management of pay for all teachers employed in the Trust and to ensure that teachers are paid on a fair and equitable basis. This document also ensures consistency of treatment in dealing with the administration of pay matters including pay grievances.

3 Scope

- 3.1 This Policy applies to all staff employed by SPCMAT.
- 3.2 Pay for the purposes of this document refers to normal salary payments but does not deal with pay issues relating to early retirement or termination of employment.
- 3.3 The policy complies with the School Teachers' Pay and Conditions Document 2018 [STPCD 2018] and the accompanying statutory guidance and with national pay agreements for support staff.

4 Policy Statement

- 4.1 This policy aims to:
 - Maximise the quality of teaching and learning in SPCMAT
 - Support the recruitment and retention of a high quality workforce
 - Recognise and reward staff for their contribution to SPCMAT
 - Ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans
 - Ensure that pay decisions are made in a fair and transparent manner in accordance with the principles of equal pay and equal opportunities
 - Ensure that available monies are allocated appropriately.
- 4.2 The Board of Trustees acknowledges the Department for Education [DfE] warning that pay discretion must not be exercised with the objective of increasing final salary for pension purposes. Teachers' Pensions Regulations allows the Secretary of State to intervene where there is evidence of an unreasonable increase in salary and may disregard for pension purposes any such award, specifically salary increases over 10% awarded in the teacher's final year will be disregarded by Teachers' Pensions.
- 4.3 In making decisions regarding pay safeguarding, the Board of Trustees will follow the provisions of the STPCD for teaching staff
- 4.4 All teachers are paid in accordance with the statutory provisions of the STPCD as updated from time to time. The Trustees Pay Review Panel will ensure that all teachers are paid within the statutory ranges set out in the STPCD.
- 4.5 The Board of Trustees will annually determine the extent of any salary increase within the minimum and maximum amounts of their pay ranges and TLR and SEN allowances. This may mean SPCMAT will apply the increase that applies to the ranges within the STPCD to each point, set its own percentage or do nothing. There is no obligation on the Board of Trustees to apply any national pay award or to progress/increase if performance is below expectations. The exception to this is those staff at the bottom of a range, who will, as a minimum, be uplifted to ensure their pay does not fall outside the relevant range contained within the STPCD.

- 4.6 The pay provision for teachers for 2018-19 is as follows:
- Unqualified grades: 3.5%
 - Main Scale grades: 3.5%
 - Upper Pay Scale grades: 2%
 - Leading Practitioner grade: 2%
 - Leadership grades: 1.5%
 - Teaching and Learning Responsible Points and SEN Point: 2%
- 4.7 Under the Freedom of Information Act 2000, the Board of Trustees will publish the Policy. Members of staff can access the policy in the Staff Guide and on the school's intranet.

5 Administration and Implementation of the Pay Policy

- 5.1 The DfE "A guide to the law for School Governors" provides for certain issues to be delegated to committees. The Board of Trustees has delegated pay decisions and appeals to a Trustees Pay Review Panel.
- 5.2 Headteachers will submit their recommendations to the Review Panel.

6 Basic Pay Determination on Appointment

- 6.1 The Board of Trustees will determine the pay range for roles in the Trust prior to advertisement. On appointment the appointing panel will determine the starting salary within that range which is to be offered to the successful candidate.
- 6.2 In making such determinations, a range of factors will be taken into account, including:
- The nature of the post
 - The level of qualifications, skills and experience required
 - Market conditions
 - The wider school context
 - [for teachers] any specific restrictions set out in the STPCD.
- 6.3 There is no assumption that any employee, including teachers, will be paid at the same rate as they were being paid in a previous school.
- 6.4 A teacher transferring within SPCMAT will continue to be paid the same salary on the main pay range or the upper pay range as paid in the previous role.

7 The Leadership Group

- 7.1 The members of the Leadership Group in each school will hold the title of Headteacher, Head of School, Deputy Headteacher or Assistant Headteacher. It is a matter of discretion for the Board of Trustees whether or not it wishes to appoint any Deputy or Assistant Headteachers. Should the Trustee Board decide to appoint a Deputy[ies] or Assistant Headteacher[s], a further title may be added to specify areas of responsibility e.g. Assistant Headteacher [Curriculum Development].
- 7.2 The pay ranges for the Headteacher, Head of School, Deputy Headteacher and Assistant Headteachers will be determined in accordance with the criteria specified in the current STPCD.
- 7.3 The Trust Board will assign a 7 point ISR for the Headteacher and a 5 point ISR for other leadership group posts. The Headteacher Group will be reviewed at least every three years and always prior to the appointment of a new Headteacher.
- 7.4 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. The amount paid to a previous postholder will not influence the range that may be set for a new appointment.
- 7.5 Temporary payments to the Headteacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.

- 7.6 On appointment, the salary of the Headteacher will be within the agreed ISR. Trustees reserve the right to make an offer at any point on the range for an exceptional candidate.
- 7.7 Other than in exceptional circumstances, the Board of Trustees will ensure that there is no overlap of pay points between the Headteacher and any other leadership post.
- 7.8 The pay range for teachers on the leadership spine will be reviewed where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to maintain consistency across the leadership group.
- 7.9 Qualified teachers appointed to the Leadership Group for the first time will take up a new contract. The new contract recognises the different whole school duties to be undertaken by members of the Leadership Group. Specifically, teachers employed on Leadership Group contracts will not be limited to the 1265 hours of directed time that applies to classroom teachers. As a consequence of the greater responsibilities placed upon members of the Leadership Group, they should receive a salary differential over the highest paid classroom teacher.

8. Pay Progression based on Performance

8.1 Timing of Salary Determination and Notification

- 8.1.1 Under the terms of STPCD, all teachers' pay will be reviewed each year. In SPCMAT, all staff can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the SPCMAT's Appraisal Policy.
- 8.1.2 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQT's, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.
- 8.1.3 Progression for unqualified teachers is the same as qualified teachers.
- 8.1.4 Under STPCD, unqualified teacher status may only apply to staff who are currently undertaking QTS training. Unqualified teachers who are not studying for QTS are classified as Instructors.
- 8.1.5 A separate pay scale applies to unqualified classroom teachers. The Board of Trustees will take into account relevant qualifications and experience when appointing an unqualified teacher, or an overseas-trained teacher, to the unqualified teachers' salary scale.
- 8.1.6 To be fair and transparent, assessments of performance will be properly rooted in evidence. The Trust will ensure fairness through operation of a consistent, evidence-based and transparent performance management system.
- 8.1.7 Where performance has not been of a sustained high quality, the Board of Trustees may decide that there should be no pay progression.
- 8.1.8 The Board of Trustees expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year. Performance appraisal objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and good teachers have the opportunity over a number of years to progress to the maximum of their respective range.
- 8.1.9 Decisions on performance pay will be based on an assessment of the entire performance of the teacher [see Teachers' Appraisal Policy].
- 8.1.10 Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.
- 8.1.11 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Trustees Pay Review Panel, having regard to the appraisal report and taking into account advice from the Headteacher. The Trustees Pay Review Panel will ensure that appropriate funding is allocated for pay progression at all levels.

- 8.1.12 Where the performance pay progression criteria as set out in SPCMAT's Appraisal Policy are not met, and a pay increment is not recommended, this will be discussed with the member of staff, prior to being submitted to the Trustees Pay Review Panel.
- 8.1.13 At this stage, if the teacher wishes to better understand the reasons behind the decision, or wishes to bring any further evidence to the attention of the Headteacher, they will be given the opportunity to do so before the final pay recommendation is drafted. This would be informal and no representation on either side is necessary or appropriate. The pay recommendation may be adjusted or remain the same.
- 8.1.14 A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.
- 8.1.15 Where a decision not to progress is made, the teacher will be supported through the performance appraisal process to improve their performance.
- 8.1.16 Unsuccessful applicants can appeal the decision of the Trustees Pay Review Panel. The appeals process is set out in Section 18 of this Pay Policy.

8.2 Movement to Upper Pay Range

- 8.2.1 Any qualified teacher can apply to be paid on the Upper Pay Range [UPR] and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.
- 8.2.2 If a teacher is simultaneously employed at another school[s], they may submit separate applications if they wish to apply to be paid on the UPR in that school[s]. This College will not be bound by any pay decision made by another school.
- 8.2.3 All applications should include the results of appraisals for the 2 previous appraisal cycles under the Appraisal Regulations 2011 or 2012, including any recommendation on pay. Where such information is not applicable or available, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.
- 8.2.4 In order for the assessment to be robust and transparent, it will be a broad evidence-based process only. Teachers therefore should ensure documentary evidence supporting the summary in the written application is available on request in the assessment of the application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application, from this school/College and other schools, in support of their application.
- 8.2.5 The Trustees Pay Review Panel has delegated the receipt and assessment of threshold applications to the Headteacher. Threshold assessment is a voluntary process and entirely a matter of choice for the individual.
- 8.2.5 An application from a qualified teacher will be successful where the Trustees Pay Review Panel is satisfied that they fulfil the criteria set out in section 15 of the STPCD, namely that:
- the teacher is highly competent in all elements of the Teacher Standards; and
 - the teacher's achievements and contribution to the College are substantial and sustained.
- 8.2.6 For the purposes of this policy

"Highly competent" means the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

"Substantial" means the teacher's achievements and contribution to their school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of

students, but also in making a significant wider contribution to school improvement, which impacts on student progress and the effectiveness of staff and colleagues.

“Sustained” means the teacher must have had two consecutive successful appraisal reports in their school and have made good progress towards their objectives during this period [see exceptions in 9.4]. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence, is contained within the Trust’s Appraisal Policy.

- 8.2.7 Further progression on the upper pay spine will be at the discretion of the Trustees Pay Review Panel to recognise “substantial and sustained performance”. Under the current ruling, a teacher can progress [at the discretion of Trustees] a maximum of one point every two years.
- 8.2.8 Teachers have the right to appeal any decision not to move them on to the Upper Pay Range.

9 Assessment Processes and Procedures

- 9.1 The Trustees Pay Review Panel will determine whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges. In making such a determination, it will take into account:
 - paragraph 19 of the STPCD 2018;
 - the evidence base, which should show that the teacher has had a successful appraisal and has made good progress towards objectives;
 - for those on UPR, evidence that the teacher has maintained the criteria set out in paragraph 19, namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher’s achievements and contribution to the school are substantial and sustained, as defined in section 8.2.6 of this policy and the Trust’s Appraisal Policy.
- 9.2 Where it is clear from the evidence that the teacher’s performance is exceptional, in relation to the criteria set out above, and where the teacher has met or exceeded their objectives, the Trustees Pay Review Panel may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR.
- 9.3 The Headteacher should notify each teacher of the outcome of the assessment for pay progression as soon as possible following the decision of the Trustees Pay Review Panel and certainly within twenty working days.
- 9.4 Feedback to successful and unsuccessful applicants should be sensitive, informative and developmental. It should link to the College Appraisal arrangements and enable the teacher and his/her line manager to identify clear priorities for professional development.
- 9.4 Unsuccessful candidates will be given verbal feedback on each standard and written feedback within twenty working days of the decision. They should receive advice on aspects of their performance that would benefit from further development.
- 9.5 Unsuccessful teachers have the right of appeal. The Headteacher will provide, in writing, an explanation for their decision to the candidate. Teachers may then formally appeal, in writing, to the Trustees Pay Review Panel for the decision to be reviewed.
- 9.6 Increases in pay for the successful candidates will take effect on 1st September in the year of application.

10 Stepping Down Arrangements

- 10.1 Headteachers and Deputy Headteachers appointed before September 2000 and Headteachers, Deputies and Assistant Headteachers appointed after that date and who have been in post for more than 1 year are eligible to be paid on Point 1 of the upper pay spine if they revert to being a classroom teacher on the main scale.

- 10.2 Headteachers, Deputies and Assistant Headteachers who step back from the leadership scale to being classroom teachers with less than 1 years' service in post will revert to point 6 on the main scale.
- 10.3 Headteachers, Deputies and Assistant Headteachers appointed after 1 September 2003 who have already been awarded UPS 2 or UPS 3 will revert to that level if they step down from their post to be a classroom teacher. Governors do have the discretion to revert a Headteacher, Deputy or Assistant Headteacher to a point higher than they were previously on if a) they have sufficient service and b) their performance justifies the increase.

11 Teaching and Learning Responsibility Payments [TLRs]

- 11.1 TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.
- 11.2 TLR payments will be awarded to a teacher on the main range or UPR where a teacher is required to undertake a sustained additional responsibility within the College's staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.
- 11.3 TLRs 1 and 2 remain permanent awards whilst the teacher remains in post. They can only be awarded on a temporary basis if the teacher is temporarily covering a post on the school staffing structure where the holder of that post is absent e.g. on maternity leave or away on a secondment.
- 11.4 TLRs may not be awarded to unqualified teachers.
- 11.5 Before awarding a TLR the relevant body must be satisfied that the teacher's duties include a significant responsibility that:
- is not required of all classroom teachers
 - is focused on teaching and learning
 - requires the exercise of a teacher's professional skills and judgement
 - requires the teacher to lead, manage and develop a subject or curriculum area or to lead and manage student development across the curriculum
 - has an impact on the educational progress of students other than the teacher's assigned classes or groups of students and
 - involves leading, developing and enhancing the teaching practice of other staff.
- 11.6 Before awarding a TLR1, the Trustees Pay Review Panel must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people and this is defined as at least 3 members of staff.
- 11.5 The Trustees Pay Review Panel Body has the option of awarding a teacher a fixed term TLR3 between the values of £540 - £2683 pa, for time-limited school improvement projects, or one-off externally driven responsibilities, as prescribed in paragraph 20.3 of the STPCD 2018. The Headteacher on behalf of the Trustees Pay Review Panel will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No pay protection will apply in relation to an award of a TLR3
- 11.6 The Trustees Pay Review Panel will award TLR payments within the range prescribed in STPCD-
- 11.7 A teacher is not entitled to be awarded more than 1 TLR of any value, with the exception of a TLR3.

12 Recruitment and Retention Incentives and Benefits

- 12.1 The Trustees Pay Review Panel may, on the advice of the Headteacher, consider the award of a recruitment and retention payment to a teacher, where there is clear evidence that such a payment is required:
- to attract suitable candidates for a post which it has been difficult to fill, or
 - to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.

- 12.3 Where the Trustees Pay Review Panel has agreed to pay recruitment and retention allowances these will be reviewed on an annual basis.
- 13 Special Educational Needs [SEN]**
- 13.1 The Trustees Pay Review Panel will award SEN allowances in accordance with the criteria and provisions as set out in paragraph 21 of the STPCD.
- 14 Safeguarding**
- 14.1 The Trustees Pay Review Panel will operate salary safeguarding arrangements in line with the provisions of the STPCD [currently Part 5 paragraphs 29 – 37] as applicable at the time of safeguarding being applied.
- 15 Unqualified Teachers**
- 15.1 Pay on appointment**
- 15.1.1 The Trustees Pay Review Panel will pay any unqualified teacher in accordance with paragraph 17 of the STPCD. The Trustees Pay Review Panel will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value.
- 15.1.2 The Trustees Pay Review Panel will consider whether it wishes to pay an additional allowance to an unqualified teacher, in accordance with paragraph 22 of the STPCD.
- 15.1.3 Unqualified teachers may not hold TLRs or SEN allowances.
- 16. Other Teacher Conditions**
- 16.1 Part-Time Teachers**
- 16.1.1 Teachers employed on an ongoing basis at the school, but who work less than a full working week are deemed to be part-time. The Trustees Pay Review Panel will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of statutory pay and working time arrangements, calculated on the 'pro rata principle' defined in STPCD paragraph 40.
- 16.1.2 Part-time teachers may not be required to work on any day of the week, or part of a day, that they do not normally work, but it is open for the teacher to attend by mutual agreement with the Headteacher and additional payment made in accordance with STPCD Section 3 paragraphs 40-41.
- 16.2 Short Notice/Supply Teachers**
- 16.2.1 Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of STPCD on a daily basis calculated on the assumption that a full working year consists of 195 days, periods of employment for less than a day being calculated pro rata. [STPCD Part 6 Paragraph 42]
- 16.3 Additional Payments**
- 16.3.1 The Trustees Pay Review Panel may make payments to teachers, including those on the Leadership Spine, other than the Headteacher, in respect of:
- [a] continuing professional development [CPD] undertaken outside the school day
 - [b] activities relating to the provision of initial teacher training [ITT] as part of the ordinary conduct of the school
 - [c] participation in out-of-school hours learning activity [OHL] that has been agreed between the teacher and Headteacher

- [d] additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

16.3.2 CPD activities will normally fall within a full-time teachers directed time [1265 hours]. Payments will only be made for CPD activities which fall outside the 1265 hours of directed time for full time teachers, or the appropriate proportion for part-time teachers in exceptional circumstances, with the prior agreement of the Headteacher. Participation in CPD outside of directed time is voluntary and cannot be directed. [STPCD Section 3 Paragraph 60].

16.3.3 Teachers undertaking school-based ITT activities do so on a voluntary basis. The Trustees Pay Review Panel has agreed that payments will be made to those teachers who undertake mentoring of ITT students, up to a maximum of 10 hours per student at the hourly rate of £30.

16.3.4 Teachers undertaking out-of-school hours' activities do so on a voluntary basis. All such activities should require the exercise of the teacher's professional skills or judgement. In exceptional circumstances, payments will be made for OHL activities which fall outside the 1265 hours of directed time for full time teachers, or the appropriate proportion for part-time teachers, with the prior agreement of the Headteacher. All agreements and payments to be made should be documented.

16.4 Salary Sacrifice Arrangements

16.4.1 For the purposes of this paragraph, the term "salary sacrifice arrangement" means any arrangement under which the teacher gives up the right to receive part of his/her gross salary in return for the employer's agreement to provide him/her with a benefit-in-kind under the following schemes:

- [a] a child care voucher or other child care benefit scheme;
- [b] a cycle or cyclist's safety equipment scheme;
- [c] a mobile telephone scheme; and

that benefit in-kind is exempt from income tax.

16.4.2 Where the employer operates a salary sacrifice arrangement, the teacher may participate in any such arrangement and his/her gross salary may be reduced accordingly for the duration of his/her participation in it.

16.4.3 Participation in any salary sacrifice arrangement shall have no effect upon the determination of any safeguarded sum to which the teacher may be entitled under any provision of this document.

17.1 Appeals Procedure

17.1.1 The STPCD requires schools to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

17.1.2 The Headteacher will ensure that appraisal objectives are fair and appropriately challenging and, in view of the size of the school, will delegate responsibility for performance appraisal appropriately. The Headteacher will make pay recommendations to the Trustees Pay Review Panel, for all teaching staff [and these decisions will be supported with advice given by performance reviewers].

17.1.3 At the end of the appraisal cycle, prior to the point of pay recommendation to the Trustees Pay Review Panel, if there remains an issue regarding whether a pay increment may not be recommended to a member of staff, this will be discussed with them at a review meeting prior to being submitted to the Trustees Pay Review Panel. Details of and the reasons for the pay recommendation will be given to the teacher.

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

- 17.1.5 Following the Trustees Pay Review Panel meeting, if a teacher is dissatisfied with the outcome, they have the right to put forward grounds for an appeal to the Trustees Pay Review Panel for a further review of the decision. The Panel will reconvene and the teacher will be informed in writing of the outcome.

17.2 The Modified Procedure

- 17.2.1 There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the College.
- 17.2.2 Where a teacher has, whilst employed at the College, lodged an appeal against a pay decision but has then subsequently left the College's employment before any appeal hearing is held, the following steps will be observed:
- The teacher must have set out details of their appeal in writing
 - The teacher must have sent a copy of their appeal to the Chair of the Trustees Pay Review Panel
 - The Chair of the Trustees Pay Review Panel will consult with relevant Trust personnel and provide the teacher with an appropriate written response on behalf of the Trust.

18 Monitoring the Impact of the Policy

- 18.1 The Board of Trustees will monitor the outcome and impact of this policy annually to assess its effect and continued compliance with equalities legislation. The effect of the policy will be assessed particularly with reference to trends in progression across specific groups of teachers and the correlation between this and performance appraisal reviews and outcomes for students.
- 18.2 The pay of individual staff remains confidential, shared only with those responsible for making pay decisions and managing administrative matters.

How to determine an Ordinary School's Headteacher Group

There is a requirement to determine the School's Headteacher Group:

- when appointing a new Headteacher; and
- every three years; and
- when the Trustees Pay Review Panel or Headteacher see fit.

You can calculate the School's Headteacher Group below

Please write in the shaded areas as appropriate:

Key Stage	Insert number of students according to most recent Form 7	units per student	total units
pre and KS1 & KS2		x 7	
KS3		x 9	
KS4		x 11	
KS5		x 13	
SEN/EHC student		x 3 [additional]	
part time students		x ½	
TOTAL UNIT SCORE			

Using the TOTAL UNIT SCORE, look up the information table below to determine the School Headteacher Group [SHG*]

Information Table – from 1 September 2014

Group [SHG*]	Range of spine points	Total Unit Score
1	L6 - L18	up to 1,000
2	L8 - L21	1,001 to 2,200
3	L11 - L24	2,201 to 3,500
4	L14 - L27	3,501 to 5,000
5	L18 - L31	5,001 to 7,500
6	L21 - L35	7,501 to 11,000
7	L24 - L39	11,001 to 17,000
8	L28 - L43	17,001 and over

UPPER PAY RANGE PROGRESSION CRITERIA [Extracted from the NASUWT/NUT pay policy guidance]

[1] Professional attributes

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

[2] Professional knowledge and understanding

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

[3] Professional skills

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