


Shelton Junior School



Pay Policy

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Introduction

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and/or the recognised trade unions.

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality teacher workforce
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.

Pay decisions at this school are made by the headteacher or the governance board.

Pay reviews

The governance board will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

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

Basic Pay Determination On Appointment

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

In making such determinations, the headteacher and governance board may take into account a range of factors, including:

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

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

Pay Progression Based On Performance

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

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations that they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence whilst being proportionate to be able to support robust decisions. In this school we will ensure fairness in that objectives and assessments are consistent and in line with the school's development plan, and observations are validated and moderated by more than one member of the SLT. We will minimise the impact on workload for individual teachers, line managers and headteachers throughout the process. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils.

The evidence we will use will be proportionate and include assessment data, lesson observations, learning walks, lesson visits, pupil interviews, photographs, books, planning documentation and any other relevant source.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the governance board, having regard to the appraisal report and taking into account advice from the senior leadership team. The governance board will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

In this school, judgements of performance will be made against annual agreed objectives and teachers will be eligible for pay progression if evidence is provided that each performance target has been satisfactorily met.

Movement To The Upper Pay Range

Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

Applications may be made once a year before the end of the Autumn term.

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

All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the previous 12 months of employment (or where a teachers who has had a break in service their previous 12 months of work). Evidence should be provided in writing to the head teacher.

The Assessment

An application from a qualified teacher will be successful where the governance board is satisfied that:

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

For the purposes of this pay policy:

- 'highly competent' means:
Performance which is good enough to provide coaching, mentoring and advice to other teachers, and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice
- 'substantial' means:
The teacher's contributions are of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and
- 'sustained' means:
The teacher's contributions have been maintained continuously over a long period.

The application will be assessed by the headteacher and approve by the governance board.

Processes and procedures

The assessment will be made within 15 working days.

If successful, applicants will move to the upper pay range from start of term in which the appraisal period starts and finishes, this would normally be the Autumn term. Pay will be backdated to this date.

If unsuccessful, the head teacher will set out why the application was unsuccessful, and provide advice on how the teacher can improve when making another application in the future. Decisions will also be communicated in writing.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's general appeals arrangements.

Part-Time Teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The governance board will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a fulltime teacher in an equivalent post.

Short Notice/Supply Teachers

Teachers employed on a day-to-day or other short notice basis will be paid 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.

Monitoring The Impact Of The Policy

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

Appendix 1: Evidence Examples

Below is a non-exhaustive list of possible achievements and contributions that are “substantial and sustained”:

- Receiving feedback from parents showing that their support has improved children’s enjoyment and achievement at school
- Receiving similar positive feedback from pupils
- Taking an active part in school council forums and supporting pupil-led initiatives
- Taking an active part in charity events and parent-teacher fundraising activities
- Supporting teaching assistants in their training and/or classroom practice
- Maintaining a proactive attitude to continuing professional development, beyond attending courses. This might include reading the Tes or other journals, as well as contributing to online teacher communities or professional publications
- Contributing to or leading school assemblies
- Visiting other schools and feeding back good practice to colleagues
- Working with local colleagues on projects of common benefit to schools
- Working with community artists/actors to provide enrichment activities for pupils, often linked to local arts events
- Carrying out action research in the classroom/school
- Contributing to the recruitment process by taking part in interviews
- Presenting to governors, as requested, the strengths and areas for development of a subject area
- Contributing to extra-curricular activities, such as sports teams or the choir
- Coaching and mentoring colleagues, including newly qualified teachers and trainee teachers, and demonstrating effective practice
- Working with pupils to present a special assembly, play or musical performance
- Providing regular opportunities for pupils to visit off-site educational venues, or leading or participating in residential visits
- Implementing strategies resulting in success in raising whole-school attendance
- Developing programmes that significantly improve reading and/or writing for low-attaining pupils
- Implementing a provision-mapping programme resulting in measurable improvements for pupils identified as underachieving