



## ***Theale C of E Primary School***

### **Teachers' Pay Policy 2022/3**

At Theale CE Primary School the children come first. They are central to every decision made in school. We will ensure that our children are happy and successful. They will grow to be ambitious and resilient and their talents will be nurtured so they become highly skilled. Our children will be courageous and always behave with integrity.

“And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This *is* the first commandment. And the second, like *it, is* this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.” *Mark 12: v 30-31*

“I have come that they may have life and that they may have it more abundantly.”  
*John 10:10*

<b>Published on public website</b>	Yes
<b>Author</b>	Headteacher
<b>Approved by</b>	Governing Body
<b>Date approved</b>	Autumn 2022
<b>Date of next review</b>	Autumn 2023
<b>Responsibility for next review</b>	Headteacher, SBM, Finance Committee

## **1. Policy & Purpose**

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

### **The purpose of the policy is to:**

- a) enable the Governing Board 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 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 Board is committed to:**

- a) reviewing the pay policy annually against the targets set under the school improvement plan, the confines of the agreed budget and the Governing Board's spending priorities. All decisions on teachers' pay will be made within the terms of this policy. In making such decisions, the governing Board will act with integrity, confidentiality, objectivity and honesty and will be open about decisions made and actions taken,
- b) ensuring the policy has been developed to comply with current legislation, including that relating to equality, and the requirements of the School Teachers' Pay and Conditions Document. It has been the subject of consultation with staff and recognised trade unions in the school.

## **2. The Pay and Performance Panel: Terms of Reference**

- a) The Governing Board delegates responsibility for agreeing pay progression for all staff to the Headteacher who will make decisions on classroom teachers pay progression following feedback from SLT and with reference to the Schools Standards. To be fair and transparent, assessments will be properly rooted in evidence. In this school we will ensure fairness by using a standard set of evidence for assessing performance, and by a moderation process carried out by the Headteacher (with the senior leadership team). After moderation, the Headteacher will prepare a report to the Pay and Performance Panel after the end of the main review period (October, or 31<sup>st</sup> December for the Headteacher). This will include enough information for the panel to be able to make a confident decision to approve the recommended pay decisions based on advice from the Headteacher.

Decisions relating the pay of the Headteacher will be the responsibility of the Headteacher's Appraisal Review Panel, who will take into account his performance review.

- b) When considering pay recommendations, the Pay and Performance Panel will consist of at least three governors who are not members of staff at the school, and the Headteacher in an advisory capacity.

### **The Pay and Performance Panel will have fully delegated powers to:**

- a) ensure that the Pay Policy is implemented fairly with reference to staffing and financial budget plans,
- b) achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations,
- c) assure the Governing Board that the criteria of the Pay Policy has been applied in determining the pay of each member of staff in the annual review,
- d) recommend to governors the annual budget needed for the payment of staff.

The Panel shall be required to:

- a) minute all decisions taken and submit their minutes to be noted by the Full Governing Board ,
- b) keep abreast of relevant developments and advise the Governing Board 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 Board will delegate to the Headteacher the responsibility to determine the pay range for a vacancy prior to advertising. On appointment, the Headteacher 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 Headteacher 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.

In determining the specific starting salary for a successful applicant, the selection panel will consider 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 5.2/5.3).

Teachers without QTS 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 Headteacher 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 spine will consider the provisions of the STPCD together with any broader responsibilities that may attach to the role such as the level of skills, qualifications and experience required.

#### **Headteacher**

The Individual School Range (ISR) of 7 reference points for the Headteacher will also be determined by reference to the school group size and the appropriate positioning of the pay range of any deputy or assistant Headteacher at the school. A fresh determination of the ISR will be made every time there is a need to advertise the post.

#### **Deputy Headteachers and Assistant Headteachers**

The 5 reference point salary range for deputy Headteachers and assistant Headteachers shall be determined taking into account the appropriate positioning of the pay range of the Headteacher and any other member of the leadership group at the school.

The Governing Board may re-determine the pay range of a deputy or assistant Headteacher where the role changes significantly. Additional allowances may be awarded to new leadership appointments where the Governing Board deems this to be appropriate (see Section 6).

#### **Leading Practitioner**

The Governing Board has decided, at this time, not to exercise its discretion to create the role of Leading Practitioner at the school. However, this will be reviewed annually. Leading Practitioners are paid on the leadership scale. The post will have a pay range within the range set by the DfE. Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a Headteacher, including those responsibilities delegated by the Headteacher.

A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- (a) coaching, mentoring and induction of teachers, including trainees and NQTs,
- (b) disseminating materials and advising on practice, research and continuing professional development provision,
- (c) assessment and impact evaluation, including through demonstration lessons and classroom observation,
- (d) helping teachers who are experiencing difficulties.

They may also be required to take on this role in other schools or in relation to teachers from other schools.

### **4. Pay Reviews and Progression**

The Governing Board will consider on an annual basis any increases applied to the Minimum and Maximum of the teacher pay scales and other allowances published nationally in the STPCD.

The Governing Board will consider and decide how the changes to the national pay scales will be implemented in relation to the school's individual pay scales. In making such considerations the Governing Board will take into consideration factors such as affordability and market factors such as recruitment and retention. The Governing Board will ensure that all teachers are paid within the minimum and maximum ranges of the relevant pay ranges as set out in the STPCD.

The governing body has decided to adopt the advisory pay scales for classroom teachers paid on the main and upper pay ranges as set out in the STPCD. Therefore, teachers will be mapped across to the nearest advisory point, taking account of their salary on 31<sup>st</sup> August 2020. On account of this decision teachers will receive a pay increase of between 2.75% and 5.5%

#### **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 1 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 agreed by the Headteacher.

All eligible teaching staff will have their pay reviewed annually. The Governing Board will ensure annual pay reviews are carried out for all eligible teachers, other than the Headteacher, by 31 October. The Headteacher's annual pay review will be completed by 31 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.

Appraisal reviews will be carried out by the Headteacher/Leadership team, in order to ensure consistency and robustness of the process. Reviews will take place by the first half of the autumn term and recommendations passed to the Headteacher. The procedures for moderation and quality assurance of the process are detailed in the Appraisals policy and in point 2 of this policy.

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, including a mid-year review. 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.

Teachers who have been absent from school for a significant period (more than 26 weeks in the appraisal year) will have their performance assessed on the basis of the evidence available. The school will ensure that teachers taking maternity leave have an opportunity for their performance to be assessed, for pay purposes, by applying the appraisal process flexibly and using evidence of performance either side of the leave period. Where long term absence is disability related, the school will make reasonable adjustments to the appraisal process in order to ensure that performance can be assessed for pay purposes.

#### **4.2 Determining Pay Progression (Classroom Teachers)**

*'Classroom teachers' for the purposes of this paragraph, includes all teachers other than the Leadership Group.*

Salary determinations shall be made in accordance with the provisions of the STPCD as adopted by the Governing Board. Thereafter, 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.

A teacher who has made very good progress on, but not quite achieved a very challenging objective may have performed better and made a more significant contribution than a teacher who has met, in Full, a less stretching objective. When making pay recommendations appraisers and the Headteacher will take account of this and moderate their recommendations accordingly.

### **4.3 Determining Pay Progression (Leadership Group)**

The Headteacher, Deputy Headteacher and Assistant Head must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to an annual appraisal at which performance against objectives will be reviewed before any performance points will be awarded.

In reaching a decision about the level of performance demonstrated by the Headteacher, the Governing Board will take account of the advice of the external adviser appointed to support the appraisal of the Headteacher.

Deputies and Assistant Heads must demonstrate sustained high quality of performance, and achievement against appraisal objectives, before any performance increase will be awarded. Evidence for performance will be drawn from a range of different sources, as appropriate. The Governing Board will take account of the advice of the Headteacher.

Annual pay progression within the range for this post is not automatic. The Governing Board will consider whether to award: no increase, one progression point or two pay progression points. Three pay progression points will only be awarded in cases of exceptional performance.

### **4.4 Safeguarding**

Salary safeguarding will be confirmed in writing to the teacher and will be reviewed annually to ensure that the teacher remains eligible to receive the safeguarding.

Where the teacher is in receipt of salary safeguarding which exceeds a total of £500, the school will allocate appropriate and additional responsibilities commensurate with the safeguarded sum for the period of the safeguarding. If the teacher unreasonably refuses to carry out such additional duties the school will give the teacher written notice of its intention to withdraw the safeguarding payment.

## **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 made by the 31 October 2020 will be assessed in accordance with the Round 13 application process outlined in the STPCD, where the teacher is eligible. Any other applications will be assessed by reference to the process outlined in this section.

An application from a qualified teacher will be successful where the governing Board is satisfied that:

- the teacher is highly competent in all elements of the Teachers' Standards and any other relevant published standards, and
- the teacher's achievements and contributions to an education setting or settings are substantial and sustained.

## **5.2 Procedures for applications**

Applications to be paid on the upper pay range will be assessed once a year, after 31st October and before 30<sup>th</sup> November, to allow for appraisal reviews to take place.

Teachers whose applications are successful will be paid on the minimum of the upper pay range, backdated to 1<sup>st</sup> September of the same year.

Teachers may make one application in any year.

Applications should be made in writing to the Headteacher and should be submitted by 31<sup>st</sup> October.

Applications should include a copy of the last two appraisal review statements, including any recommendation on pay and any additional documentation or data that the teacher wishes to be taken into account in the assessment of his/her application and that provide evidence of how the teacher meets the criteria for payment on the upper pay range.

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.

Teachers who have been employed in this school for less than two years may submit evidence from other schools to demonstrate that they meet the criteria. This must, as a minimum, include appraisal review statements for the period. The Headteacher may, at his/her discretion, ask for additional evidence to be submitted before an assessment is made.

The Headteacher will assess each application (or will delegate the assessment to one or more members of the senior leadership team after which the assessments will be moderated by the Headteacher).

The Headteacher will write to the applicant on or before 30<sup>th</sup> November to inform him/her of the outcome of the assessment. This will be either;

- the application has been successful and the teacher will be paid on the upper pay range with effect from 1<sup>st</sup> September of the same year, or
- the application has not been successful, in which case the reasons for rejecting the application will be given together with details of how to seek a review of the decision if the teacher disagrees with it.

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 will include the results of recent appraisals.

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 submitted to the Headteacher, who will acknowledge and restate the type of evidence required, which will be presented by the appraisee at the appraisal review meeting.

### **5.3 Assessment**

An application from a qualified teacher, with at least 3 years QTS will be successful where the Governing Board 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, the meaning of "highly competent" in all elements of the Teachers' Standards is detailed in the school Appraisal policy document Annex 1 and means:

- that the teacher's practice is secure, well-informed and consistently good or outstanding (50% plus outstanding practice),
- that the teacher is able to design and lead CPD sessions and programmes,
- that the teacher is able to contribute to the professional development of others through coaching and/or mentoring, with evidence of improvement (within the school or at other schools),
- that the teacher is able to evaluate learning and teaching effectively.

'Substantial and sustained achievements and contribution' means:

- that the teacher makes a distinctive contribution to the closing of pupils' progress and attainment gaps,
- that pupils make higher than expected progress,
- that the teacher contributes more broadly to the life of the school; clubs/extra-curricular activities, curriculum enrichment beyond own class,
- that the teacher actively participates in coaching/mentoring opportunities,
- that the teacher ensures the children have an outstanding learning environment,
- that the teacher's marking and feedback of children's work is outstanding,
- 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, assessing against the criteria above, ensuring that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours commitment.

### **5.4 Notification and Feedback**

The Headteacher will provide written feedback to the teacher within 10 working days of the appraisal review.

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 7).

### **5.5 Pay Progression for Successful Applicants**

Successful applicants will be moved onto the upper pay range from 1 September of the calendar year they applied. 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.

## **6 Allowances & Other Payments (Teaching Staff)**

### **6.1 Teaching and Learning Responsibility Payments (TLR's)**

#### **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. TLRs are awarded where the Governing Board is satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD. A temporary TLR may be awarded for a specific short term responsibility and the reasons for the temporary appointment will be clearly explained. (Example- temporary appointment pending a review of that curriculum area).

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). Current TLR values are detailed in Annex 1.

A TLR 1 or 2 can also be awarded on a fixed term basis.

#### **TLR3s**

The Governing Board 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 Board 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 (FTE).

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.

### **6.2 Recruitment and Retention Allowances**

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

- 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 Board believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the Governing Board 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.

Allowances paid to the Headteacher will be subject to the overall limit on discretionary payments contained within the STPCD.

The Governing Board 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**

The Governing Board of Theale Primary School will pay an SEN Allowance to the SENCO.

### **6.4 Payments for Out of School Hours Learning Activities**

#### **Learning Activities**

Teachers (including the Headteacher) who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity may be entitled to an additional payment. This would be at the discretion of the Headteacher or, in the case of the Headteacher, the Governing Board.

#### **One to One Tuition**

The rate of pay for undertaking one-to-one tuition outside of the normal school day will be £27.14 per hour.

### **6.5 Payment for Initial Teacher Training Activities**

The Governing Board 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 Board 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 by the Headteacher or other member of staff to other Schools**

Where the Governing Board determines that the Headteacher and/or other members of staff should be paid for additional responsibilities or activities due to, or in respect of, the provision of services by the member of staff relating to the raising of educational standards to one or more additional schools, the rate of pay for such activities will be determined on an individual basis.

## **6.8 Allowances for Unqualified Teachers**

Unqualified teachers are not permitted to hold TLR's.

The Governing Board 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. Pay Appeals**

### **7.1 All Teachers (Including Leadership Group)**

In the event of a teacher seeking reconsideration of a pay decision he or she may put his/her concerns in writing to the Headteacher within 10 working days of the original decision. The Headteacher will 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 Headteacher he/she must do so within 10 working days of the written notification of the Headteacher's decision, setting out the grounds for appeal. Any appeal against the decision of the Headteacher should be heard by a panel of governors who were not part of the original pay decision. The panel will normally comprise of the Pay and Performance Panel governors and if not will be the first three governors outside of pay and performance that respond to a request to attend the appeal by the clerk to governors. 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. Where the teacher believes that the person or committee making the decision has;

- incorrectly applied the school's pay policy,
- incorrectly applied any provision of the STPCD,
- failed to have proper regard to statutory guidance,
- failed to take proper account of relevant evidence,
- taken account of irrelevant or inaccurate evidence,
- been biased; or
- 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.

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

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

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

## **8. Access to Salary Records**

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

## **9. Policy Review**

This policy will be reviewed following the publication of the School Teachers' Pay & Conditions Document 9 or earlier if required.

## **APPENDIX 1**

### **PAY PROGRESSION FOR CLASSROOM TEACHERS 2020**

This appendix explains how pay progression will be determined for classroom teachers with effect from 1st September 2020. Progression through the pay ranges set out below will be solely on the basis of performance, as determined through the school's appraisal process.

#### **Pay Structure**

The school recognises, and adheres to, the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD). These salary figures reflect those applicable for the 2020/21 academic year and will therefore be updated in accordance with the LA's recommendations on pay for 2020/21, as accepted by the Department for Education.

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the tables below. This school will use the discretionary reference points within the unqualified, main and upper pay ranges, with additional points halfway between the reference points. Thus, the governing Board will have a potential 11 points on the main pay range and 5 points on the upper pay range on which to pay its classroom teachers (and 11 points for unqualified teachers).

**Pay ranges for classroom teachers**

Main Pay Range (at 2020 rates)		Upper Pay Range (at 2020 rates)	
Salary point	Annual salary	Salary point	Annual salary
M1	£25,714	U 1	£38,690
M 2	£26,657	U 2	£39,407
M 3	£27,600	U 3	£40,124
M 4	£28,632	U 4	£40,864
M 5	£29,664	U 5	£41,604
M 6	£30,721		
M 7	£31,778		
M 8	£32,939		
M 9	£34,100		
M 10	£35,531		
M 11a	£36,246		
M 11b	£36,961		

TLR Values 2020 values £/annum
-----------------------------------

TLR 1a	£8,291	TLR 2a	£2,873	TLR3a	£571
TLR 1b	£11,161	TLR 2b	£4,945	TLR3b	£1,132
TLR 1c	£14,030	TLR 2c	£7,017	TLR3c	£1,699
				TLR3d	£2,264
				TLR3e	£2,833

## Main Pay Range

### Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the school's Appraisal Policy. The appraisal report will include an overall performance rating for the purposes of determining pay progression in the main pay range.

These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy.

The performance ratings for pay decisions effective from 1st September 2020 are shown below:

**1 - Exceptional Performance:** means that the teacher consistently meets the Teachers' Standards with impact significantly above expectations and performance regularly exceeds expectations of a teacher at his/her career level. Teaching is mostly or always outstanding and the teacher has met or exceeded his/her targets and objectives, again with significantly high impact on outcomes. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control, despite every reasonable effort on their part to mitigate for these circumstances. The teacher regularly contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

**2 - Effective Performance:** means that the teacher consistently meets the Teachers' Standards and performance generally meets expectations of a teacher at his/her career level and may sometimes exceed expectations. Teaching is consistently good and may sometimes be outstanding and the teacher has met, or very largely met, his/her targets and objectives. They have managed their objectives well and acted proactively to try and mitigate any circumstances beyond their control which may have meant meeting them was compromised. The teacher contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

**3 - Developing Performance:** means that the teacher largely meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a teacher at his/her career level. Teaching may sometimes be good but overall requires improvement. The teacher has largely met his/her targets and objectives. The teacher has not always shown commitment to the managing of meeting their objectives. The teacher sometimes contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others. Any classroom teacher falling into this category will be supported through a time limited action plan.

**4 - Unsatisfactory Performance:** means that the teacher does not regularly meet the Teachers' Standards and performance regularly falls below that expected of a teacher at his/her career level. Teaching requires a significant improvement. The teacher's progress against targets and objectives is limited and they have not managed this work well. The teacher requires extensive support and does not contribute to improving the efficiency and effectiveness of the wider school through his/her own work or participation with the work of others. Any member of staff falling into this category should already have been supported through a time limited action plan and where improvement is still not adequate, the capability process would be invoked.

These descriptors will be applied adopting a 'best fit' approach. An individual teacher's performance may not exactly match all the criteria but the overall evidence base should clearly fit one category more closely than another. Performance ratings will be linked to a pay recommendation as follows:

Exceptional (1)	Three points on the main pay range awarded
Effective (2)	Two points on the main pay range awarded
Developing (3)	May be one point on the main pay range awarded depending on how close to effective grading
Unsatisfactory (4)	No pay increase awarded

All pay awards are subject to available headroom within the applicable pay range.

### Upper Pay Range

Any classroom teacher who is successful in application to move to the Upper Pay range will be placed on the 1st point of the range. Progression will be possible every year up to the top of the Upper Pay range. The appraisal report will include an overall performance rating for the purposes of determining pay progression in the Upper Pay Range as for the main pay range.

Exceptional (1)	Two points on the Upper Pay range if preceded by a (1) rating in the previous year and there was no movement up the pay range in the previous year
Effective (2)	One points on the Upper Pay range if preceded by a (1) rating in the previous year and there was no movement up the pay range in the previous year
Developing (3)	Will not count towards one of the performance ratings required for progression
Unsatisfactory (4)	

All pay awards are subject to available headroom within the applicable pay range.

### Pay Recommendations

Decisions about whether or not to accept a pay recommendation will be made by the Headteacher who will be accountable to the Governing Board's Pay and Performance Panel, having regard to the appraisal report and taking into account advice from the senior leadership team. The report to governors will include enough information for the Pay and Performance committee to be able to make a confident decision to approve the recommended pay decisions. It will not include names of individual teachers, nor information on individual objectives or appraisal outcomes for teachers. It may contain this information in anonymised form. The Pay Committee will agree with the Headteacher the format and content of the report. The Pay and Performance Panel shall feed back to the Governing Board.

## **Review**

The Governing Board will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers will be notified of any changes which may affect their future pay progression. The Governing Board will consider its approach in the light of the school's budget and ensure, where possible, that appropriate funding is allocated for pay progression at all levels.

## **APPENDIX 2**

### **AGENDA FOR PAY APPEAL HEARING**

An appeal against a pay decision by Pay and Performance Panel will need to be modified accordingly.

#### **Theale Primary 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 Headteacher to ask questions of the appellant and witnesses\* if applicable.
4. The Appeal Committee to ask questions of the appellant and witnesses\* if applicable.
5. The 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 Headteacher.
7. The Appeal Committee to ask questions of the Headteacher.
8. The appellant and/or his/her representative to summarise.
9. The Headteacher to summarise.
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 conveyed.

\*Where witnesses are called it is usually advisable that they are called in one at a time. They should be questioned by the other party and the committee, if necessary, before being asked to leave and the next witness called in.