



COMPASSION, ACCEPTANCE, RESPONSIBILITY, FORGIVENESS, TRUST

## **Our Christian Values**

God teaches us to forgive and always accept forgiveness

We receive the Christian way of life as a gift from God

We believe and trust in God who loves each one of us

We are all unique children of God

Whatever you wish that men would do to you do to them

We are all equally precious and loved by God

# Pay Policy (with effect from) September 2020

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## Part A - Policy

### 1 Policy Statement

This policy sets out the framework for making pay decisions for all Employees of Burham Church of England Primary School.

The School understands the importance of ensuring all Employees are appropriately recognised and rewarded for the contribution they make to the performance of the School and to outcomes for pupils. The School will endeavour to reward all staff appropriately within the budget available.

Pay determinations will be made within the framework set out in the School Teachers' Pay and Conditions Document for Teachers and the Kent Scheme Conditions of Service for Support Staff\*. The School may use the discretions and flexibilities available within these terms and conditions to recruit, reward and retain the highest quality Employees according to the needs of the School.

The School will ensure that all Employees are treated fairly and equitably and that pay determinations are managed in an objective and transparent manner.

Pay on appointment will be determined with reference to the accountabilities of the role and the skills / knowledge required to fulfill the responsibilities of the post.

The School will review the pay of all eligible Employees on an annual basis. In making pay decisions, careful consideration will be given to recommendations regarding pay progression made by the Headteacher / Appraiser. Annual pay progression within the pay framework for all Employees is not automatic and will be subject to a performance related assessment.

The criteria against which entitlement to pay progression will be assessed is set out in this policy. In applying these criteria the School will ensure there is a clear and robust link between evidence of performance, as demonstrated through appraisal, and pay determinations. Where an Employee is not meeting the performance expectations of the School, pay progression may be withheld.

All Employees have a responsibility to engage in the appraisal process and ensure there is appropriate evidence available from this on which pay decisions can be made.

The School will ensure that Employees are informed in a timely manner about any pay determination and will endeavour to ensure appeals against pay decisions are managed promptly, fairly and objectively.

This policy has been developed to comply with the provisions of the School Teachers' Pay and Conditions Documents (STPCD), Kent Scheme Conditions of Service\*, The Education (School Teacher's Appraisal) (England) Regulations 2012 for Teachers and relevant equalities legislation.

This policy explains:

- The School's adopted pay framework for Teachers and Support Staff
- The criteria which will be considered when making pay decisions
- The process by which pay determinations / decisions will be made
- The role of Governors, the Headteacher / Line Manager with regards to pay decisions

## 2 Scope

This Policy applies to all current Employees of Burham CEP School

## 3 Adoption Arrangements and Date

This policy was adopted by the Governing Body of Burham CEP School on 31<sup>st</sup> October 2018 and supersedes any previous Pay Policy.

This policy will be reviewed by the Governing Body annually or earlier if there is a need. Where changes are proposed this will involve consultation with the recognised unions.

## Part B – Framework for Pay Decisions

### 4 Delegation

In this School the Governing Body has delegated pay decisions for all Employees, with the exception of pay decisions for members of the Leadership team, to the Headteacher.

All pay decisions for members of the Leadership team / individuals paid on the Leadership pay range\* , including the Headteacher, will be made by the Full Governing Body.

Pay appeals will be heard by a panel of one or more members of the Governing Body.

### 5. Annual Pay Review

#### 5.1 Teachers

**The pay of eligible Teachers will be reviewed annually \*** . The Governing Body will determine annually the uplift to Teachers' salaries and allowances. Any increase will be made with reference to the minimum / maximum of each of the pay ranges published annually within the STPCD.

Pay reviews will be completed and individuals notified of their pay decision by 31<sup>st</sup> October for all Teachers, including Teachers paid on the Leadership range and by 31<sup>st</sup> December for the Headteacher.

Any pay determination will be backdated to 1<sup>st</sup> September.

(\* Teachers are eligible for a pay review if they have completed a year of service. This is defined as having been employed for a minimum of one session per week in 26 weeks in the preceding academic year up to 1<sup>st</sup> September. Periods of sick / maternity / paternity leave also qualify towards this service)

#### 5.2 Support Staff

The Headteacher will determine annually how any uplift made to Kent Scheme salaries will be applied in this School

The pay of eligible members of support staff will be reviewed annually\*  
Any pay determination will take effect from 1<sup>st</sup> April.

### 6 Notification of pay determinations

The Headteacher will confirm in writing the pay determination of all teaching and support staff and notify the Finance Officer to inform School's payroll /personnel provider of any salary increase. In the case of pay decisions relating to the Leadership Team, this will be the responsibility of the Chair of the Full Governing Body or their delegated representative.

As required by the STPCD the School will provide Teachers with a formal salary statement on an annual basis setting out the component elements of their salary.

## **7 Withholding Pay Progression**

Pay progression may be withheld where performance, as evidenced through appraisal, does not meet the School's criteria to receive a pay increase.

Pay progression may be withheld even in cases where the Employee is not subject to the School's capability procedure.

Employees currently under the formal stages of the capability procedure will not receive pay progression.

The School will endeavour to have early conversations with Employee's during the assessment period where performance may not warrant pay progression.

## **8 Appeals**

An Employee may seek a review of any pay determination.

Prior to making an appeal an Employee is encouraged to speak informally to their appraiser / Headteacher about any concerns they have with regard to the pay recommendation which has been made.

Pay appeals will be heard by a committee of the Governing Body of this school. The arrangements for pay appeals are set out in Appendix 8.

## **9 Equality Considerations**

The School is committed to ensuring consistency of treatment and fairness and will give due regard to equality and equal pay considerations when making pay determinations.

## **Part C – Pay for Teachers**

### **10 Teachers' Pay Ranges**

The Governing Body has determined the pay framework for Teachers. The Governing Body will review the pay framework annually with effect from 1st September to reflect any changes to the national pay framework as set out in the STPCD; giving consideration to any recommendations made by the local authority.

### **11 Pay on Appointment**

The Headteacher will determine the appropriate pay range for a teaching post prior to advertising. When determining the pay range consideration will be given to the responsibilities of the post and the need to ensure pay is fairly differentiated between roles across the school with differing levels of accountability.

On appointment the Headteacher will determine the starting salary within the pay range to be offered to the successful candidate.

In determining the appropriate starting salary the following factors will be taken into consideration:

- The nature and responsibilities of the post

- The qualifications, skills and experience required
- The market conditions
- The wider School context

Consideration will be given to ensuring that Teachers returning to the profession following a career break / time out to care for a family are not placed at a disadvantage in terms of pay offered on appointment.

The School will give every regard to the current salary of a Teacher who is appointed from another School. A Teacher may be paid a rate equivalent to their current salary, however there is no assumption that a Teacher will automatically be paid at the same level or on the same pay range as they were in their previous School.

### **11.1 Post Threshold Teachers**

Where a Teacher has been paid on the upper pay range in a previous school or made a successful threshold application in a previous post there is no obligation for the school to honour this assessment, however consideration may be given to this when determining the starting salary or range.

### **11.2 Newly Qualified Teachers**

Newly Qualified Teachers in their first year of teaching will usually be appointed at the minimum of the main pay range, however the Headteacher has discretion to appoint at a higher salary in recognition of prior skills and experience.

Newly qualified Teachers who start employment with the School before receiving confirmation of their QTS status and completion of the basic skills test will initially be engaged as an Unqualified Teacher and paid within the unqualified Teacher salary range.

### **11.3 Leading Practitioners**

The School may determine the need to appoint Leading Practitioner posts within the school. It is the School's policy to appoint leading practitioners at the bottom of the identified pay range

### **11.4 Unqualified Teachers**

Unqualified Teachers may be appointed by the school as trainees working towards qualified teacher status; as instructors with a particular skill, specialist qualification or experience; or, for a maximum of 4 years only, as an overseas trained teacher (trained outside of the EEA).

An Unqualified Teacher who gains QTS within this School will be appointed on a starting salary that equals or exceeds any previous salary and allowances they received as an Unqualified Teacher.

### **11.5 Pay on appointment in particular circumstances**

Where a Teacher is engaged in 2 schools simultaneously there is no requirement for them to receive the same rate of pay for each employment.

Where a Teacher is appointed on a part time basis their salary, allowances and working time will be calculated in accordance with the pro rata principle.

Teachers engaged on a supply basis will receive a daily rate equivalent to 1/195 of the annual pay they would be entitled to if they were engaged on a regular contract. Supply Teachers who work less than a full day will receive a proportion of the daily rate pro rata'd to the hours for which they have been engaged.

## **12. Teaching Learning and Responsibility Payments (TLR)**

TLR payments may be awarded to identified posts which require a Teacher to undertake a sustained additional responsibility for which s/he is accountable.

The School will make reference to the current criteria and provisions within the STPCD in determining which posts will warrant a TLR.

TLR 1 and 2 will be awarded for additional responsibilities undertaken on a permanent basis. A TLR 3 payment may be awarded on a temporary basis for clearly time limited School improvement projects or externally driven responsibilities. No safeguarding will be paid when a TLR3 payment ends.

The current values of TLR payments in this School are specified in Appendix 2.

Where a TLR is awarded the reason, additional payment, and in the case of a temporary TLR3, duration / reason will be confirmed in writing to the Employee.

A Teacher cannot be in receipt of both a TLR1 and TLR2 but can receive a TLR1 or TLR2 in addition to a TLR3.

A Leading Practitioner or Unqualified Teacher cannot receive a TLR payment.

### **12.1 Recruitment and Retention Payments**

Additional payments may be awarded as an incentive for the recruitment or retention of a Teacher in accordance with the criteria and provisions of the STPCD. Such payments may be made as a lump sum or as a periodic / recurring payment.

Other financial assistance may be awarded at the discretion of the School – for example full or partial reimbursement of travel / relocation costs.

When awarding such additional payments the reason / duration and end or review date will be confirmed in writing to the Employee.

An Unqualified Teacher may not receive a recruitment and retention payment.

### **12.2 Special Educational Needs Payment (SEN)**

SEN allowances will be awarded in accordance with the criteria and provisions set out in the STPCD.

The current value of SEN Payments in this School specified in Appendix 2.

A member of the Leadership group, a Leading Practitioner or Unqualified Teacher cannot receive a SEN payment.

All payments will be made at the hourly or daily rate appropriate to their substantive salary.

### **12.3 Additional Payments to Unqualified Teachers**

An Unqualified Teacher may receive an additional allowance where they have taken on sustained additional accountability focused on teaching and learning and requiring the application of a teacher's professional skills and judgement or possess qualifications or experience relevant to the role.

The value of any TADSAS payment will be determined by the Headteacher / Pay Committee.

### **13 Pay Progression for Classroom Teachers**

Decisions regarding pay progression will be made with reference to the Teacher's appraisal report and the pay recommendations it contains.

Continued good performance as evidenced through the appraisal process should give the Teacher an expectation of progression to the top of their current pay range.

The Governing Body has determined the criteria for pay progression for each of the pay ranges. The criteria reflect the Teaching Standards and expectations appropriate to the career stage and seniority of the Teacher.

The Schools criteria for pay progression for each of the pay ranges is at Appendix 3.

Where a Teacher is meeting the performance expectations in this school it is usual that they will receive pay progression annually.

In the case of Teachers paid on the upper pay range pay progression will usually be awarded every 2 years subject to meeting and sustaining the performance expectations for pay progression. The schools pay progression arrangements are at Appendix 2.

In the case of NQTs whose appraisal arrangements are different, pay decisions will be made with reference to evidence from the statutory induction process. It should be noted that NQTs have no automatic entitlement to pay progression on completion of their induction period.

The amount awarded in pay progression will be determined annually with reference to any pay uplift stated in the STPCD. The schools pay progression arrangements are at Appendix 2.

In circumstances where a teacher does not receive pay progression, appropriate feedback will be provided explaining the reasons for this decision and how any developmental issues can be addressed.

### **14 Upper Pay Range Applications**

All qualified Teachers may apply to be paid on the upper pay range.

It is the responsibility of the Teacher to decide whether they wish to apply to be considered for progression to the upper pay range. All applications must be submitted to the Headteacher. All threshold applications will be assessed by the Headteacher.

A Teacher may only submit one application in each academic year for progression to the upper pay range. In this School the deadline for submitting an application is the last day of the School year.

In assessing the application the Headteacher will have regard to the outcome of the 2 most recent appraisal reviews. Teachers who have had significant period of absence from work may submit additional evidence from the 2 appraisal cycles immediately prior to their period of absence to demonstrate how they meet the criteria for progression.

#### **14.1 Criteria for Progression to the Upper Pay Range**

To progress to the Upper Pay Range a Teacher will be required to demonstrate that they have consistently made good progress towards their appraisal objectives over the 2 most recent appraisal cycles. They cannot go from UP 1 to UP 2 until they have 2 clear cycles of success.

In addition they will need to demonstrate that they are:

- highly competent in all elements of the professional standards
- their achievements and contributions to the School are substantial and sustained across the wider school context.

Appendix 4 sets out how the school will interpret whether a Teacher meets the criteria to progress to the Upper Pay Range.

## **14.2 Procedure for assessing Upper Pay Range Applications**

The Headteacher will assess the Teacher's application against the school's criteria and advise him / her in writing within 15 working days whether the application has been successful.

Where the application is successful the Teacher will progress to the minimum value of the upper pay range from the following 1st September (for applications made before 31st August) or backdated to 1st September (for applications made after 31st August but before 31st October).

Where an application is unsuccessful the Teacher will receive feedback on the reasons for the decision from the Headteacher.

A Teacher may appeal against an unsuccessful application by following the School's pay appeal process detailed in Appendix 8.

## **15 Absence during the pay review cycle**

Consideration will be given to adjusting the pay review process where a Teacher has had a significant period of absence due to maternity / family related leave, sick leave or disability related absence.

The length and impact of the absence on the Teacher's ability to achieve his/her objectives will be taken into account in the assessment at the end of the appraisal cycle.

Where a Teacher has been absent for some or all of the assessment period, an assessment may be based on performance during any periods of attendance and/or prior performance.

Evidence from the 2 appraisal cycles immediately prior to the period of absence may also be considered.

Appraisal objectives may also be reviewed prior to a planned period of absence to ensure that they are realistic for the period during which the Teacher will be at work.

The precise nature of the adjustments will be determined on a case by case basis following discussion with the Teacher.

## **16 Other Pay Considerations for Teachers**

### **16.1 Salary Safeguarding**

Where a TLR 1 / TLR2 or other allowance is withdrawn as a result of organisational change, salary safeguarding will be paid for up to 3 years in accordance with the provisions of the STPCD.

The Headteacher may require a Teacher in receipt of safeguarding to undertake reasonable duties commensurate with the value of the safeguarded sum.

## Part D – Pay for Leadership Teachers

### 17 Leadership Pay Range

The pay framework for Teachers paid on the Leadership Pay Range is attached at Appendix 5

The Governing Body will review the pay framework for Leadership Teachers annually with effect from 1st September to reflect any changes to the national pay framework as set out in the STPCD.

### 18 Pay on Appointment

#### 18.1 Headteacher

The Governing Body will review the Headteacher group size whenever it proposes to appoint a new Headteacher.

The Headteacher group size will be calculated in accordance with the provisions of the STPCD.

The Governing Body / Headteacher Recruitment Panel will identify a pay range within the group size for the School taking into consideration the permanent accountabilities of the post to which the Headteacher will be appointed.

In determining the pay range consideration will be given to:

The specific requirements of the post the School context and challenge

- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking

However the governing body may consider using its discretion to determine a range up to 25% greater in value than the maximum group size for the School should the circumstances warrant.

Exceptionally the governing body may determine a pay range which exceeds the 25% ceiling but only after considering the full business case and seeking external independent advice.

In determining the salary range for the Headteacher, the pay and ranges of other staff will also be taken into account to ensure appropriate differentials are maintained between posts of differing responsibility.

On appointment the Governing Body / Headteacher Recruitment Panel will determine the appropriate starting salary to be offered to the successful candidate. Consideration will be given to ensuring there is appropriate scope within the range to allow for performance related pay progression over time.

## **18.2 Deputy and Assistant Headteachers**

The Governing Body / Headteacher will determine the appropriate pay range for other Leadership posts within the School prior to advertising.

Consideration will be given to the accountabilities of the role, challenges of the post and any potential recruitment issues when determining the pay range.

The maximum of the Deputy or Assistant's range will not exceed the maximum of the Headteacher range and will only overlap that of the Headteacher in exceptional circumstances.

When determining the pay ranges of Leadership posts, consideration will also be given to the respective levels of accountability and the need to ensure pay is fairly differentiated between Leadership roles across the School with differing levels of responsibility and between teaching and Leadership posts.

On appointment the Governing Body / Headteacher will determine the starting salary to be offered within the identified pay range ensuring there is appropriate scope for performance related pay progression over time

## **19 Pay Progression for Leadership Teachers**

Decisions regarding the pay progression of Leadership Teachers will be made with reference to their appraisal report and the recommendations it contains.

Sustained performance as evidenced through the appraisal process should give the Leadership Teacher the expectation of progression through the range.

Pay reviews will take place no later than 31st December for the Headteacher and by 31st October for all other leadership teachers. Any pay increase will be backdated to 1st September.

The Full Governing Body will seek the guidance of an external professional advisor or external reports with regards to the School's overall progress when determining the appropriate pay progression for the Headteacher.

The Governing Body has determined the criteria for pay progression for Teachers paid on the Leadership pay range. The criteria reflect expectations appropriate to the career stage and seniority of the Teacher.

The Schools criteria for pay progression are at Appendix 5.

The amount awarded in pay progression will be determined annually with reference to any pay uplift stated in the STPCD.

The schools pay progression arrangements for the Leadership pay range are at Appendix 2.

## **20 Absence during the pay review cycle**

Please refer to paragraph 15 above.

## **21 Other considerations regarding the pay of Leadership Teachers**

### **21.1 Redetermination of Leadership Ranges**

The Governing Body may redetermine the pay range of any Leadership Teacher in post should it be considered necessary where there has been a significant change in the permanent accountabilities of the post.

This may include circumstances where post holders take on additional accountabilities for more than one School on a permanent basis.

### **21.2 Temporary Payments to a Headteacher**

The Governing Body may determine that an additional temporary payment be made to a Headteacher for time limited responsibilities / duties additional to the substantive post for which their salary has been determined. This may include circumstances in which a Headteacher is temporarily accountable for the Leadership of another School.

Any such payment should not exceed 25% of the Headteacher's annual salary. The total of all discretionary payments in any one year should not be more than 25% above the ceiling of the Headteacher group size for the School.

### **21.3 Acting Allowances**

An Acting Allowance may be payable to individuals who are assigned to carry out the duties of a Headteacher, Deputy or Assistant Headteacher on a temporary basis.

Payment of an acting allowance will be at the discretion of the Governing Body.

Consideration as to whether to pay an acting allowance will be made within 4 weeks of the start of the additional duties.

Where it is determined that an acting allowance should be paid this will be at a rate no less than the minimum of the pay range of the substantive post holder and will be backdated to the start of the additional duties.

### **21.4 Discretionary Allowances for Leadership Teachers**

Leadership Teachers may not receive a recruitment and retention payment – any payments with regards to recruitment and retention should be taken into consideration when determining the individual's substantive pay range and salary at the time of appointment.

The Governing Body may at its discretion consider reimbursing housing or relocation costs.

### **21.5 Salary Safeguarding**

Where the pay range of a Leadership Teacher is reduced as a result of organisational change, salary safeguarding may be paid for up to 3 years in accordance with the provisions of the STPCD.

A Teacher in receipt of safeguarding is expected to undertake reasonable duties commensurate with the value of the safeguarded sum.

## **Part E – Pay for Support Staff**

### **22 Support Staff Pay Range**

Support staff will be appointed in accordance with the Kent Range Grade Framework. The Kent Range Grade Framework is attached at Appendix 6.

### **23 Pay On Appointment**

The Pay Committee / Headteacher will determine the grade of a support staff post prior to advertising.

In determining the grade for the post consideration will be given to the scope and accountabilities of the role. Reference can also be made to the SPS library of benchmarked job profiles / appropriate benchmarking data to support with grading decisions.

On appointment, the Headteacher will determine the starting salary to be offered within the pay range. New starters will normally be appointed at the minimum of the main pay range for the grade. However the Headteacher has discretion to pay above the minimum in recognition of prior skills, qualifications and experience.

Where a member of support staff joins the School from another School post – there is no obligation for the School to match their current grade or salary.

Where an Employee works part time (i.e. less than 37 hours per week / 52 weeks per year) their salary will be pro rata to the hours and weeks worked. Employees engaged on a term time only basis will receive a payment in respect of their annual leave entitlement incorporated within their annual salary.

## **24 Pay Progression for Support Staff**

Annual pay progression will be determined with reference to the outcome of the Employee's appraisal and Total Contribution Pay Assessment.

Continued good performance as evidenced through appraisal should give the Employee the expectation of pay progression to the top of their grade.

In assessing an Employee's Total Contribution the following will be taken into consideration:

- Effectiveness in the job role
- Performance against individual Appraisal Objectives
- Values and behaviours demonstrated
- Wider contribution to the School\*
- Application and impact of any personal development undertaken

Performance will be assessed against one of 4 contribution levels

- Performance Improvement Required
- Achieved the Required Standards
- Performance above the Required Standards
- Outstanding Performance

Descriptors for these different levels of performance are available at Appendix 7.

\*Employees on grade KR7 and above are expected to demonstrate evidence of wider contribution for an outstanding or above assessment. Where Employees on lower grades have had an opportunity to demonstrate wider contribution this will form part of their assessment. However where an Employee has not had the opportunity to demonstrate wider contribution their assessment will not be adversely affected.

Further information regarding the TCP process is available at:

<http://www.kelsi.org.uk/hr-and-training-for-staff/working-in-kent/pay-conditions-and-benefits/total-contribution-pay;>

## **25 Annual Pay Determination**

The percentage increase to be applied to the Employee's current salary will be determined by their assessed contribution level.

The percentage increase to be applied annually to each of the contribution levels will be determined by the Governing Body.

Whilst the school will give consideration to any pay award made by KCC, this School will determine locally the percentage pay award to be applied each year.

Please refer to Appendix 6 for details of the current pay framework and Appendix 7 for progression arrangements for support staff in this school.

Employees who are at the top of their pay grade may receive a one-off payment consistent with the percentage increases applied for their assessed contribution level. Where staff are nearing the top of their pay grade a combination of salary increase and lump sum may be paid.

Pay increases are effective from 1st April each year. The details of the pay award for the current year is at Appendix 6.

## **26 Absence during the pay cycle**

Employees who have been absent for a period of time should not be inappropriately disadvantaged in terms of salary progress. A 'successful' rating should therefore be given to any employee who is on maternity leave/shared parental leave, or who has been on maternity leave/shared parental leave during the period being review, unless there is evidence from before and/or after their period of absence which contradicts this.

A 'successful' rating should be given to any employee who is on extended sick leave at the time the assessment is due/who has had several periods of sickness absence/who has taken Family Leave unless there is evidence which indicated a different rating is more appropriate. HR advice should be sought if a manager wants to submit a 'Performance Improvement Required' rating for an employee who is/has been absent.

## **27 Staff starting mid way through the pay cycle**

April to March Appraisal Cycle

Support staff are eligible for a pay review if they started in post on or before 1st October.

Where an Employee starts after this date they will not be eligible for a pay review in the April of their first year of service and will not be entitled to a salary increase until the following April.

New starters and promoted employees will normally have a Total Contribution Assessment at the time the assessment is due. Schools should defer the assessment if they do not have enough evidence to make a judgement about the rating. If an assessment is deferred the school is accountable for ensuring that an assessment is carried out at such time they judge there to be enough evidence to make an assessment. It is recommended that the assessment is completed within 6 months of the deferment. Any increase in pay will be backdated in line with the schools appraisal cycle.

## **28 Other Pay Considerations for Support Staff**

### **28.1 Acting up arrangements**

Where a member of staff takes on additional accountabilities on a temporary basis the Headteacher / Pay Committee may determine whether they should move to a higher grade commensurate with the additional responsibilities for a time limited period.

An Employee may also be seconded to a higher graded post to cover the temporary absence of the substantive post holder.

Where an Employee is on secondment or acting up they will receive their TCP assessment and pay progression on their temporary role. When they revert to their substantive post any percentage increase received in their temporary role will be applied to their substantive pay.

## **28.2 Redetermination of Grade**

Where the Headteacher determines that there has been a permanent change in the accountabilities of a post, a role may be regraded.

Written notification will be provided of any change in salary or grade.

Any redetermination will be made with reference to provisions of the Kent Scheme conditions of service for support staff

Salary changes as a result of a regrading will take effect from the beginning of the month in which the assessment took place. Where an individual is upgraded they will normally be placed at the bottom of the new grade or receive a salary increase of at least 2.5%, whichever is the greater.

## **28.3 Salary Protection**

Employees who are engaged on Kent Scheme terms may be eligible to be paid salary protection for up to 18 months should the grade of their post be reduced or if they are redeployed to a lower graded post as a result of organisational change.

Where the redeployment is to a post which is more than two grades below the Employee's previous post, the Loss of Earnings compensation will only apply to a maximum of two grades above the grade of the new substantive post.

Changes in hours / weeks worked will not attract salary protection.

# Appendix 1: Terms of Reference

## **Governing Body**

It is the role of the Governing Body to:

- establish the School's pay policy, including the criteria and framework for pay decisions and review these provisions annually
- determine the annual budget for pay and any uplift to be applied to the School's pay scales for Teachers and support staff
- determine which functions are to be delegated to the Headteacher
- monitor the application and effectiveness of the policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively
- to ensure the School meets its statutory and contractual obligations with regards to pay

**The *Headteacher*** where the authority to make pay decisions has been delegated

It is the role of the Headteacher to:

- determine the pay progression to be awarded to individual Employees
- apply the criteria set out in the School's Pay Policy and consider fully the recommendations made by the Headteacher regarding an individual's pay
- ensure all Employees are made aware of the outcome of their individual pay review in writing
- record the reasons for the pay decisions taken
- report summary information regarding pay decisions to the full Governing Body as required

## **Headteacher**

It is the role of the Headteacher to:

- ensure Employees are appraised in accordance with School policy
- make recommendation to the Full Governing Body regarding an individual's pay with reference to the criteria for pay progression within the School
- ensure that appropriate written records are kept of appraisal discussions – including targets set and any progress / review meetings
- undertake moderation of pay recommendations to ensure consistency and fairness across staff groups

## Appendix 2: Pay Framework for Teachers

The School has adopted the following criteria for Teachers Pay Progression, Based on the Kent Model B: Differentiated Rates of Progression

Percentages assigned to appraisal criteria apply to Year 2020-2021 and will be reviewed annually.

### To be Confirmed, information not available at this time

Appraisal Criteria	Evidence of meeting this level may include	Award Achieved
	<p>As below plus</p> <p><b>It is expected that Subject Leader will use initiative and proactively:</b></p> <p>Drive whole school improvement in subject</p> <p>Promote elements of the subject across the curriculum.</p> <p>Drive whole school focus.</p> <p>Provide evidence in relation to SIP</p>	
<b>Whole School Impact of subject</b>	<p>Knowledge of teaching of subject across the school – what does it look like?</p> <p>What has come out of monitoring of teaching: what has been done about this and impact</p>	%
	As below plus	
<b>Subject Managed plus Raised Impact Across School</b>	<p>To raise the subject profile level in the school.</p> <p>Record evidence of mentoring and /or coaching and guidance provided.</p> <p>Evidence the use of data and impact</p> <p>Show whether achievements raised, targets met, etc.</p> <p>Organise enrichment – a day; a club</p> <p>Outside experts/workshops</p>	%

<b>Subject Managed but not driven</b>	Holding staff meetings, Providing information Keeping up to date, renewing knowledge and the impact of this information. Set development plans and evaluate during the year Monitoring the impact on the Subject Action Plan.	%
<b>Met Expectation</b>	Appraisal targets met but not exceeded.	%
<b>Failed to meet Expectation</b>	no appraisal targets met nor significant progress towards appraisal targets as agreed by the SLT, Chair of Governors	0.00%
<b>Not assessed</b>		0.00%

### STPCD Salary Ranges 2020/2021

Pay Scale	Range	£
<b>Main</b>	Minimum	25,714
	Maximum	36,961
<b>Upper</b>	Minimum	38,690
	Maximum	41,604
<b>TLR 1</b>	Minimum	8,219
	Maximum	14,030
<b>TLR 2</b>	Minimum	2,873
	Maximum	7,017
<b>TLR 3</b>	Minimum	571
	Maximum	2,833
<b>Leadership DHT</b>	Minimum	42,195 L1
	Maximum	47,735 L6
<b>Leadership HT</b>	Minimum	58,135 L14
	Maximum	69,031 L21

<b>Unqualified</b>	Minimum	18,169
	Maximum	28,735

## Appendix 3: Pay Progression Criteria for Teachers

### **Main Pay Range**

In this School the following criteria will be considered when assessing whether pay progression will be awarded to a Teacher paid on the Main Pay Range:

- The Teacher must have made good progress towards their appraisal objectives
- The Teacher must be able to demonstrate sound evidence of consistently good teaching, learning and assessment practice throughout the assessment period
- The Teacher must be able to evidence that they have met the Teachers Standards throughout the assessment period

### **Upper Pay Range**

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher paid on the Upper Pay Range:

- The Teacher must have made good progress towards their appraisal objectives
- The Teacher must be able to demonstrate sound evidence of consistently good teaching, learning and assessment practice throughout the assessment period with increasing aspects of outstanding practice
- The Teacher must be able to evidence that they are highly competent in the Teachers Standards throughout the assessment period – demonstrating an increasing breadth and depth of knowledge, skill, understanding and application
- The Teacher must demonstrate evidence that they have continued to meet the criteria for moving to the Upper Pay Range and they have further developed their practice

### **Leading Practitioner Pay Range**

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher paid on the Leading Practitioner pay range:

- The Leading Practitioner must have made good progress towards their appraisal objectives
- The Leading Practitioner must be able to demonstrate that they are highly competent in the professional standards
- The Leading Practitioner must be an exemplar of the highest level teaching skills and professional practice with a demonstrable impact on the wider school
- The Leading Practitioner must have made a measurable impact on the effectiveness of colleague's practice or those areas of pupil outcomes identified for improvement
- The Leading Practitioner must have demonstrated strong Leadership in developing, implementing and evaluating policies and practices which contribute to School improvement

## **Unqualified Pay Range**

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher on the Unqualified Pay Range:

- Good progress towards their appraisal objectives
- Development of the effectiveness and impact of their teaching practice
- An increasing positive impact on outcomes for students
- An increasing contribution to the work of the school

## **Sources of Evidence**

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Classroom Observations
- Self Assessment & Peer Review
- Relevant Pupil Progress Data

## Appendix 4: Criteria for Progression to the Upper Pay Range

To progress to the Upper Pay Range a Teacher must meet the following criteria:

- highly competent in all elements of the professional standards
- their achievements and contributions to the School are substantial and sustained across the wider school context.

In this School, this is interpreted as follows:

### **Highly Competent**

- The Teacher demonstrates consistently good teaching and learning with evidence of aspects of outstanding practice
- The Teacher evidences an excellent depth and breadth of knowledge, skill, understanding and application of the Teachers standards
- The Teacher contributes to the professional development of colleagues through coaching / mentoring, demonstrating effective practice and providing advice, guidance and feedback. The Teacher continually develops their practice through effective application of professional development activities

### **Substantial**

- The Teacher plays a critical role in the life of the School outside of their classroom
- The Teacher is making a significant wider contribution to School improvement and pupil outcomes outside of their class
- The Teacher makes a significant contribution to policy and practice which has improved teaching and learning across the School

### **Sustained**

- The Teacher's performance levels should be sustained over a two year period as evidenced in the two previous appraisal reports

### **Sources of Evidence**

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Classroom Observations
- Self Assessment & Peer Review
- Relevant Pupil Progress Data
- Staff meeting minutes
- Evidence of coaching/support
- Application Statement
- Colleague Statements

# Appendix 5: Pay Progression Criteria for Leadership Teachers

## Headteacher

In this School the following criteria will be considered when assessing whether pay progression should be awarded to the Headteacher:

- The Headteacher must have met or made good progress towards their appraisal objectives
- The Headteacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with their Leadership responsibilities
- The Headteacher must be able to demonstrate sustained high quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole School standards, pupil progress and outcomes.

## Leadership Teachers

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Leadership teacher, other than the Headteacher:

- The Leadership Teacher must have met or made good progress towards their appraisal objectives
- The Leadership Teacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with their Leadership responsibilities
- The Leadership Teacher must be able to demonstrate sustained high quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole School standards, pupil progress and outcomes or operational areas in the school for which they have responsibility.

## Sources of Evidence

- Assessment against Appraisal Objectives
- Assessment against relevant standards – e.g. Ofsted Inspections
- SIP / SEF
- Classroom Observations (where relevant)
- Relevant Pupil Progress Data
- Self Assessment

## Appendix 6: Pay Framework for Support Staff

From 1<sup>st</sup> April where a member of support staff is eligible for a pay review and evidence of performance meets the school's criteria for pay progression as set out in this policy; the Employee will progress as follows:

Percentages assigned to appraisal criteria apply to 2017/18 and will be reviewed annually.

<b>TCP Contribution Level</b>	<b>% Pay Increase</b>
Unappraised	0%
Achieved the required standard	1.0%
Performance above the required standard	2.0%
Outstanding Performance	3.0%

## Appendix 7: Pay progression Criteria for Support Staff

### **Contribution Level Not Assessed**

#### **Summary of Definition**

Assessment was not made because of

- long term absence, such as sickness or maternity leave, to an aggregate level of 9 months or more during the assessment year  
or
- the employee's performance is being monitored and reviewed within the school's formal capability procedure  
or
- the employee does not have the required service by the date of the TCP award

### **Performance Improvement Required**

Employee did not achieve the standards expected in the job. This may be due to one or a combination of:

- one or more performance management objectives not being met without adequate explanation
- evidence of behaviour or conduct contrary to that expected in the role
- a less than satisfactory attendance or punctuality record compared to the normal standards across the school overall standards of performance in the job are less than expected

### **Achieved the Required Standard**

The Employee has achieved all the performance objectives or if this is not the case there is an understandable and acceptable reason for this.

Additionally performance generally is consistently sound across all key areas of the role and the behaviours demonstrated by the Employee are consistently positive.

In common terms an Employee with this assessment would be regarded as sound, positive, reliable and doing a 'good job' all round and there will be a range of evidence to substantiate this.

### **Performance Above the Required Standard**

Employees at this level will be those whose performance clearly stands out as above the norm. Their work will be seen to be consistently of a high calibre with a sense of pride in the quality of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.

There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues.

Typically attendance would be expected to be very high.

The Employee will also consistently demonstrate very positive behaviours towards their work, children and colleagues with clear evidence of effective outcomes.

### **An Outstanding Performance**

Performance objectives will be delivered to an exceptionally high standard. The quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.

Employees at this level will be regarded by others as 'exceptional' in their role and they demonstrate exceptionally positive behaviours towards children, parents (if appropriate to role) and colleagues.

There will be clear evidence of often going the 'extra mile', of doing things over and above expectation on a regular basis and constantly demonstrating behaviours consistent with the values, principles and ethos of this school.

### **Sources of Evidence**

- Appraisal Objectives
- Lesson Observations (where relevant)
- Training / CPD Records
- Undertaking additional duties

## Appendix 8: Pay Appeals

Prior to making an appeal an Employee is encouraged to speak informally to their appraiser / Headteacher about any concerns they have about their pay recommendation which has been made.

An Employee may register a formal appeal against a decision regarding their pay. Appeals should be made in writing to the Headteacher within 10 working days of receipt of written confirmation of the pay decision.

An appeal may be made on the following grounds – that the school has:

- incorrectly applied any provision of the national or local terms and conditions of service
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence
- taken account of irrelevant or inaccurate evidence
- failed to act objectively or fairly in making the pay assessment

The letter of appeal should include full details of the reasons why the Employee is making an appeal on the stated grounds.

The Employee must submit to the Chair of the Appeal Committee any documentation in support of their appeal together with a summary of their case at least five working days prior to the Appeal Hearing.

Appeals will be considered by a panel of one or more governors within 20 working days of the receipt of the appeal.

The role of the panel is to review the original pay decision on the basis of the grounds of appeal presented by the Employee.

The outcome may be to:

- To uphold the original pay decision
- To uphold the Employee's appeal
- To refer the matter for reassessment by the Headteacher / Full Governing Body who made the original decision or to seek the advice of an additional independent advisor

The Employee will be advised of the outcome of the appeal hearing, including reasons for the decision, usually within 5 working days of the Committee's decision being made. There is no further right of appeal.

The Employee is entitled to be accompanied at the Appeal Hearing by a workplace colleague or trade union / professional association representative. A postponement of up to 5 working days may be requested to allow the Employee's trade union or workplace colleague of choice to attend.

### **Procedure for an Appeal Meeting**

- The chair of the appeal panel will introduce those present and their roles, explain the case to be considered, the procedure to be followed and the format of the meeting.

- The Employee or their representative shall put the case in support of the grounds for appeal. This may include referring to written submissions and evidence. The School's representative and panel and their respective advisors may ask questions of the Employee and their representative.
- The School's representative (Headteacher / Chair of the Governors) presents the case for upholding the original pay decision and refers to written documentation. The Employee, their representative and the panel may ask questions of the School's representative.
- The panel will invite both parties to sum up their cases, with the Employee or his/her representative having the final word. The hearing will then be adjourned whilst the panel deliberates over the evidence
- Adjournments may be requested by both parties or by the panel during the appeal hearing. If new evidence is presented the appeal may need to be adjourned while this is investigated.
- The appeal hearing will then be adjourned whilst the panel deliberates over the evidence. If further clarity is required both parties may be recalled and the hearing reconvened so that all parties may hear any additional evidence.
- The appeal hearing is reconvened and the outcome is communicated verbally to the Employee. This should also be confirmed in writing. On occasion it may not be possible for the panel to reach a decision on the day of the hearing in which case the appeal may be reconvened or all parties may agree for the outcome to be communicated in writing within 5 working days of the decision being made.