



MANOR INFANT SCHOOL

Approval By: School	
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Next Review Due: November 2017	
Last Reviewed: November 2016	
CHAIR OF GOVERNORS & HEADTEACHER TO COMPLETE	
Review Approved (signature):	
Date Approved: 14.11.16	

PAY POLICY

'Valued as Individuals, Inspired as learners'

1. INTRODUCTION

The Governing Body will seek to ensure that all staff are remunerated for the level of responsibility they carry and for the individual contribution they make to the school, subject to the constraints of conditions of service and budgetary provision.

The Pay Committee will ensure that appropriate funding is allocated for pay progression at all levels.

The Governing Body will operate the policy in accordance with equality legislation.

All staff will have access to the Pay Policy and staffing structure.

The Pay Policy should be read in conjunction with,

- the School Teachers' Pay and Conditions Document 2016 (STPCD), found in the school office or at the following link,

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2016>

- the Appraisal Policy and

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- the Teachers' Standards.
<https://www.gov.uk/government/publications/teachers-standards>

The policy will be reviewed annually.

2. MECHANISMS FOR IMPLEMENTING AND REVIEWING THE POLICY

2.1. Implementation

The Governing Body's Pay Committee will deal with all matters relating to pay and will have full responsibility for implementing the pay policy in a fair and equitable manner.

The Pay Committee will maintain all statutory and contractual obligations and will comply with the following legislation, (as amended), the Employment Relations Act 1999, the Equality Act 2010, the Part time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The Headteacher will ensure fairness by reviewing and moderating all pay recommendations, thereby ensuring a consistent application and interpretation of criteria and evidence.

The full Governing Body retains responsibility for endorsing any proposed changes to the school's pay policy.

Any changes should be discussed with and communicated to all staff.

Any person employed to work at the school, other than the Headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The Headteacher must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

2.2. Pay Review

The Governing Body will ensure that every teacher's salary is reviewed each year (effective from 1 September) no later than 31 October (except in the case of the Headteacher for whom the deadline is 31 December) each year.

A written statement will be given after the review, setting out the

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salary and any other financial benefits to which they are entitled and the basis on which the decision was made.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay (subject to Section 2, Para 3.1 of the STPCD 2016).

2.3. Appeals

Any employee seeking a reconsideration of a pay decision should first seek to resolve the matter informally. Where this is not possible, or the employee continues to be dissatisfied, they may follow the procedure as detailed in Section 17 of this policy.

2.4. Pay Award - All teachers

All pay awards (uplifts) are in accordance with the STPCD 2016 and include locally determined pay decisions.

In this school in September 2016, the following uplifts will apply:

- 1% uplift will be applied to all points on the main pay range (MPR 1 to MPR 6), upper pay range, unqualified teacher's pay range, leading practitioner pay range, TLR payments and SEN allowances.
- 1% uplift will be applied to all points or values on the leadership pay range.

Due to the application of the 2015 pay award, (which included "no uplift to the maximum of the leadership pay range and no uplift to Headteachers at the maximum of their Headteacher Group Range"), although, the 1% uplift applies in 2016 across all points/values of the Leadership pay range, the range will still show 2 values for the same point (see Appendix 1) for each maximum Headteacher group range for last year.

- No uplift is added to current R&R payments.

The statutory framework and the local decision for Portsmouth schools will determine the pay award (Uplift) for September 2017.

3. ABSENCES (MATERNITY, ADOPTION, SHARED PARENTAL LEAVE, PARENTAL LEAVE, SICKNESS OR DISABILITY RELATED ABSENCE)

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An absence from work for those reasons listed above does not mean pay progression is automatically not given, or a teacher is not considered for the upper pay range, as this could be discriminatory.

Where a teacher or member of the leadership team has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.

When making an assessment, the following will be considered:

- The individual's performance before they were absent.
- The individual's performance on return to work (if a sufficient period of time e.g. a full term) - how does it differ from previous performance. Have mitigating factors been considered.
- When taking all reasonable factors into account, would pay progression have been given if the absence had not occurred?

The Headteacher may contact the Schools HR Team for advice.

4. LEADERSHIP GROUP

4.1. In accordance with section 2, paragraph 4.1 of the STPCD 2016, the determination of leadership group pay introduced in the 2014 STPCD should only be applied to individuals appointed to a leadership post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date.

A school may also choose to review the pay of all of their leadership posts in accordance with the new arrangements introduced in the 2014 STPCD if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014, or with pay arrangements for a member or members of the leadership group whose responsibilities significantly change on or after that date.

Therefore this section is broken down into the Leadership group, subject to the STPCD 2013 (at paragraph 4.3) and the Leadership group, subject to the STPCD 2016 (at paragraph 4.4)

In this school, the School group is and is determined in accordance with the STPCD.

4.2. Pay Award - Leadership pay range

In September 2016, a 1% uplift will be applied to all points or values on the leadership pay range.

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Due to the application of the 2015 pay award, (which included "no uplift to the maximum of the leadership pay range and no uplift to Headteachers at the maximum of their Headteacher Group Range"), although, the 1% uplift applies in 2016 across all points/values of the leadership pay range, the range will still show 2 values for the same point (see Appendix 1) for each maximum Headteacher group range for last year.

4.3. Pay determination for Leadership group who are subject to the STPCD 2013 conditions (i.e. unless there are significant changes to responsibilities)

All pay determinations in September 2016 for leadership in this section must be considered in conjunction with the **STPCD 2013**.

4.3.1. ISR and pay ranges

The ISR has been determined in accordance with the STPCD 2013. A record must be held of the reasoning behind the determination of the ISR.

The Headteacher group for the school is Group _ and the total pay range for this group is point _ to _ on the leadership pay spine. In accordance with the STPCD 2013, the Governing Body have set the Individual School Range at points _ to _ (7 POINT RANGE).

The Deputy Headteachers range is determined between the point below the Head's ISR and the next point above the highest paid classroom teacher.

In accordance with the STPCD 2013, the Deputy Headteachers pay range has been set at points _ to _ (5 POINT RANGE).

Where applicable, the Assistant Headteacher's range is determined between the point below the Headteacher's ISR and the point above the highest paid classroom teacher, but must start at least one point lower on the scale than the range for any deputy at the school.

In accordance with the STPCD 2013, the Assistant Headteacher's pay range has been set at points _ to _ (5 POINT RANGE).

4.3.2. Pay progression for leadership group who are subject to the STPCD 2013 conditions

The progression points for the leadership pay range are shown in Appendix 1.

The Pay Committee will agree performance objectives for members of the leadership group. This function will be delegated to the

Headteacher in respect of Deputy Headteachers and Assistant Headteachers.

Headteacher

Annual pay progression within the range for this post is not automatic.

The Pay Committee will review the Headteachers pay in accordance with Section 2, paragraph 6.2(b) of the STPCD 2013 and award 1 point where a Headteacher has met their objectives and there has been a sustained high quality of performance having regard to the results of the most recent appraisal and any recommendation on pay progression in the Headteachers most recent appraisal report (or 2 points in exceptional circumstances).

The determination of discretionary payments to a Headteacher will be made in accordance with the STPCD 2013. A record must be held of the reasoning behind that determination

The total of all discretionary payments made to a Headteacher in respect of any school year must not exceed 25% of the amount which corresponds to that individual's point on their ISR for that year.

The Pay Committee may determine that additional payments be made to a Headteacher which exceed the limit set out in Section 2, paragraph 12.2 of the STPCD 2013 in wholly exceptional circumstances by making a business case to the Governing Body and gaining the agreement of the Governing Body. The Governing Body must seek external independent advice before providing such agreement in accordance with the STPCD 2013.

Deputy Headteacher/Assistant Headteacher

Annual pay progression within the ranges for these posts is not automatic.

The Headteacher will review the Deputy Headteachers/Assistant Headteachers pay in accordance with Section 2, paragraph 13.1 and 13.2 of the STPCD 2013 and award 1 point where a Deputy Headteacher/Assistant Headteacher has met their objectives and there has been a sustained high quality of performance having regard to the results of the most recent appraisal and any recommendation on pay progression in the Deputy Headteachers/Assistant Headteachers most recent appraisal report (or 2 points in exceptional circumstances).

4.4. Pay Determination for a new appointment or where there are significant changes in responsibility for an existing leadership group member (Subject to the STPCD 2016)

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All Pay determinations for leadership in this section will be considered in conjunction with the STPCD 2016.

- 4.4.1. The Governing Body will determine a salary for Headteachers, Deputy Headteachers or Assistant Headteachers in accordance with paragraphs 4 to 10 of the STPCD 2016.

The Headteacher group range values are shown in Appendix 1.

The three-stage process:

The following three-stage process is used when setting the pay for new appointments to headship or the wider leadership team or where there are significant changes in responsibility for an existing leadership group member.

The three-stage process offers a Governing Body substantial flexibility to set pay at the level needed to attract Headteachers and other members of the leadership team by systematically considering the circumstances of the role before advertising the post.

The three stages are:

- Stage 1 – Defining the role and determining the Headteacher group
- Stage 2 – Setting the indicative pay range
- Stage 3 – Deciding the starting salary and individual pay range

Appendix 2 which condenses the DfE advice - Implementing your school's approach to pay must be considered.

The DfE website provides the full advice regarding the three stage process:

<https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

All pay decisions and the reasons for them will be well documented at every stage. All pay decisions will be made on objective criteria so that there is no discriminatory effect on any group of teachers with a particular protected characteristic under the Equality Act 2010.

The Governing Body will determine a pay range for the Headteacher and Deputy Headteacher and Assistant Headteacher in accordance with Section 2, paragraphs 9.2 to 9.4 of the STPCD 2016.

When determining the leadership pay range, the Governing Body will take into account all of the permanent responsibilities of the role, any

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challenges that are specific to the role, and all other relevant considerations.

In the case of a new appointment, the Governing Body may wish to take into account the extent to which the leadership pay range reflects how closely their preferred candidate meets the requirements of the post.

The Governing Body will ensure that there is appropriate scope within the range to allow for performance related progression over time.

Pay ranges for Headteachers should not normally exceed the maximum of the Headteacher group. However, the Headteacher's pay range (where determined on or after 1 September 2014) may exceed the maximum where the Governing Body determines that circumstances specific to the role or candidate specific factors warrant a higher than normal payment.

The Governing Body must ensure that the maximum of the Headteacher's pay range and any additional payments made under Section 2, paragraph 10 of the STPCD 2016, does not exceed the maximum of the Headteacher group by more than 25% other than in exceptional circumstances; in such circumstances the Governing Body must seek external independent advice before providing such agreement and support its decision with a business case.

The maximum of the Deputy Headteacher or Assistant Headteacher's pay range must not exceed the maximum of the Headteacher group for the school, calculated in accordance with Section 2, paragraphs 6 to 8 of the STPCD 2016. The pay range for a Deputy Headteacher or Assistant Headteacher should only overlap the Headteacher's pay range in exceptional circumstances.

4.5. Determination of temporary payments to Headteachers

- 4.5.1. Subject to Section 2, paragraph 10.2 to 10.4 of the STPCD 2016, the Governing Body may determine that additional payments be made to a Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the Governing Body must not have previously taken such reason or circumstance into account when determining the Headteacher's pay range.
- 4.5.2. Subject to Section 2, paragraph 10.3 of the STPCD 2016, the total sum of the temporary payments made to a Headteacher in accordance with paragraph 10.1 in any school year must not exceed 25% of the annual salary which is otherwise payable to the Headteacher, and the total sum of salary and other payments made to a Headteacher must not exceed 25% above the maximum of the Headteacher group, except as set out in paragraph 10.4.

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Section 2, paragraph 10.2 of the STPCD 2016 does not apply to additional payments made in accordance with:

- (a) Section 2, paragraph 25 where those residential duties are a requirement of the post; or
- (b) Section 2, paragraph 27 to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of that Headteacher.

The Governing Body may determine that additional payments be made to a Headteacher which exceed the limit set out in Section 2, paragraph 10.2 of the STPCD 2016 in wholly exceptional circumstances and with the agreement of the Governing Body. The Governing Body must seek external independent advice before producing a business case seeking such agreement.

4.5.3. Limits on payments to Headteachers

In accordance with Section 3, paragraph 13 to 15 of the STPCD 2016, the Governing Body should have oversight of a Headteacher's entire role and any paid responsibilities attached to the role. This should ensure that the Governing Body can take a fully informed decision about the appropriate remuneration for the Headteacher and any consequential implications for the pay of other staff who may be taking on additional responsibilities in the absence of the Headteacher.

It should be wholly exceptional for the total value of the salary (including temporary payments) that are paid to a Headteacher to exceed the limit of 25% of the amount that corresponds to the maximum of the Headteacher group for the school or schools in any given year. If it is considered that there are wholly exceptional circumstances that warrant payments that exceed this limit, the Pay Committee must make a business case for the payment to the full Governing Body. The Governing Body must seek external independent advice from an appropriate person or body, who can consider the provisions of the STPCD and whether they have been properly applied to the Headteacher's pay and subsequently advise the Governing Body, before they decide whether it is justifiable to exceed the limit in each particular case.

There must be a clear audit trail for any advice given to the Governing Body and a full and accurate record (minuted by the Clerk) of all decisions made by the Governing Body and the reasoning behind it

Where a Headteacher receives a payment under Section 2, paragraph 25 of the STPCD 2016 in respect of residential duties which are a requirement of the post, that amount does not count

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towards the 25% limit. Where a Headteacher is awarded a non-monetary benefit under Section 2, paragraph 27 (relating to R&R incentives) and it is not a housing or relocation benefit that relates solely to the personal circumstances of that Headteacher, the monetary value of the benefit counts towards the 25% limit.

4.6. Leadership range - subject to STPCD 2016

4.6.1. Range

The School Group is ____ and the total pay range for this group is ____ to ____ on the leadership pay range.

In accordance with the STPCD 2016, the Governing Body have set the following ranges for each of the leadership posts at the school.

- (List each leadership post below as appropriate to the school)
-
-

A formal record will be kept of the reasoning behind the range chosen and the values in the range. This will be in accordance with the 3 stage process detailed in Appendix 2 of the Pay Policy. The Governing Body will ensure that there is appropriate scope within the range to allow for performance related progression over time.

When setting the range, advice will be sought from the Schools HR Team.

4.6.2. Headteacher

In accordance with the STPCD 2016, the Governing Body has set the range at value £ __ to value £ __.

The Governing Body will determine in advance the number of progression values in the pay range and what these values are.

Progression:

Section 4.8 states the criteria the Headteacher needs to meet in order to have the expectation that they may progress to the next progression value. The top value in the range previously determined via the 3 stage process cannot be exceeded.

4.6.3. Deputy Headteacher

In accordance with the STPCD 2016, the Governing Body has set the range at value £ __ to value £ __.

The Governing Body will determine in advance the number of progression values in the pay range and what these values are.

Progression:

Section 4.8 states the criteria the Deputy Headteacher needs to meet in order to have the expectation that they may progress to the next progression value. The top value in the range previously determined via the 3 stage process cannot be exceeded.

4.6.4. Assistant Headteacher

In accordance with the STPCD 2016, the Governing Body has set the range at value £ __ to value £ __.

The Governing Body will determine in advance the number of progression values in the pay range and what these values are.

Progression:

Section 4.8 states the criteria the Assistant Headteacher needs to meet in order to have the expectation that they may progress to the next progression value. The top value in the range previously determined via the 3 stage process cannot be exceeded.

4.7. Standards

4.7.1. Teachers' Standards

All teachers will be assessed against the set of standards in the document "Teachers' Standards (2011)".

The member of the leadership group must be competent in all elements of the Teachers' Standards to a level consistent with the individual's specific post (e.g. HT, DHT, AHT).

4.7.2. National Standards of Excellence for Headteachers

Where a Governing Body decides, the National Standards of Excellence for Headteachers (January 2015) can be used to inform the appraisal of the Headteacher by serving as a background document to assist governors, rather than as a set of standards against which the Headteacher's performance can be assessed in an appraisal.

Where this is the case, the Governing Body should state if they use the National Standards of Excellence for Headteachers and how they use them (as appropriate).

Further information is available at:

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>

4.8. Pay progression for leadership group who are subject to the STPCD 2016

- 4.8.1. It is the responsibility of the Governing Body to ensure that performance based progression reflects individual performance.

Where reference is made to the Pay Committee throughout this document, this should be read as Headteacher Performance Management (Appraisal) Panel if it is in relation to a Headteacher.

The Pay Committee will consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment (a year being: the person has completed periods of employment amounting to at least 26 weeks in aggregate in accordance with the STPCD 2016) since the previous pay determination, and if they do so, what salary within the pay range they have determined under the STPCD 2016 it will be.

- 4.8.2. Annual pay progression within the range for leadership posts is not automatic. A decision not to award pay progression may be made without recourse to capability procedures.
Pay progression will be based on an assessment of the overall performance of the member of the leadership group. Assessments of performance will be properly rooted in evidence. The assessment is the end point to the annual appraisal process, but performance will have been reviewed on a regular basis (i.e. at interim meetings).

All pay decisions and the reasons will be documented at every stage. All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group with a particular protected characteristic under the Equality Act 2010.

The Governing Body must ensure that there is appropriate scope within the range to allow for performance related progression over time.

- 4.8.3. In accordance with Section 2, paragraph 11 of the STPCD 2016, pay progression will be subject to the following:

- The decision whether or not to award pay progression will be related to the individual's performance, as assessed through the schools Appraisal Policy.
- A recommendation on pay will be made in writing as part of the appraisal report of the member of the leadership group, and in making their decision the Pay Committee must have regard to this recommendation.

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- Pay decisions must be clearly attributable to the performance of the individual.
 - Sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Policy should give the individual an expectation of progression up the pay range.
- 4.8.4. The recommendation on pay progression will include assessment of the overall performance of the member of the leadership group, which will include:
- Assessment of appraisal objectives. The member of the leadership group will need to have met their appraisal objectives. (Subject to the statement at para 4.8.8)
 - **Assessment against the Teachers' Standards. The member of the leadership group must be competent in all elements of the Teachers' Standards to a level consistent with the individual's specific post (e.g. HT, DHT, AHT).**
 - Advice of the external advisor or external reports on the moderation of the school's progress as appropriate.
- 4.8.5. The following may be included;
- Peer reviews.
 - Statistical measures.
 - Impact on school improvement priorities.
 - Pupil outcomes and progress.
- 4.8.6. Assessments of performance will be properly rooted in evidence.
- 4.8.7. Further information is available in the Appraisal Policy and in the Guidance for Governors - Headteacher Appraisal.
- 4.8.8. *If appraisal objectives have not been fully met and pay progression is still recommended, the decision to recommend must be properly rooted in evidence. In all cases, the member of the leadership group must be competent in all elements of the Teachers' Standards to a level consistent with the individual's specific post (e.g. HT, DHT, AHT).*
- 4.8.9. *If the evidence shows that the member of the leadership group has performed exceptionally and has met or exceeded their appraisal objectives, the Pay Committee may consider the use of the flexibilities for enhanced pay progression (in accordance with values determined previously that cannot be exceeded).*

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4.8.10. *In all cases, the member of the leadership group must be competent in all elements of the Teachers' Standards to a level consistent with the individual's specific post (e.g. HT, DHT, AHT). The decision to recommend must be properly rooted in evidence.*

4.8.11. The Pay Committee must be able to justify its decisions.

The top value in the range previously determined via the 3 stage process cannot be exceeded.

Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee, having regard to the appraisal report. The Pay Committee will consider its approach and ensure that appropriate funding is allocated for pay progression at all levels.

5. OTHER TEACHERS

5.1. The Governing Body/Pay Committee should determine teachers' pay progression for September 2016 based on the STPCD 2015 and the 2015 Pay Policy.

It is recommended that the Governing Body/Pay Committee should determine teachers' pay progression for September 2017 based on the arrangements in the STPCD 2016 and the 2016 Pay Policy.

5.2. The pay for new appointments and September 2017 pay progression shall be made in accordance with the provisions of the STPCD 2016. Details are as follows:

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

The Governing Body expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year. Appraisal objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.

Decisions regarding pay progression within the relevant ranges set out in 5.4 to 5.7 of this pay policy will be based on an assessment of the overall performance of the teacher with reference to teachers' appraisal statements and the pay recommendation they contain.

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Each teacher's performance will be assessed against the Teachers' Standards to a level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience.

Assessments of performance will be properly rooted in evidence.

Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee, having regard to the appraisal report and taking into account advice from the Headteacher/appraiser. The Pay Committee will ensure that appropriate funding is allocated for pay progression at all levels.

A decision not to award pay progression may be made without recourse to capability procedures.

Where a decision not to progress is made, the teacher will be supported through the appraisal process to improve their performance as appropriate.

Any pay increase awarded to a teacher on the main pay range, the upper pay range, or the unqualified teacher pay range, in accordance with the STPCD 2016 or any movement between those pay ranges must be permanent for as long as the teacher remains employed within the same school.

5.3. Sources of Evidence

The evidence to be considered in assessing performance will include the triangulated teaching and learning performance; and may use a number of evidence tools, including;

- work scrutiny;
- pupil progress data;
- quality of teaching against the Teaching Standards, including observed practice;
- self-assessment;
- professional dialogue;
- received feedback;
- appraisal statements;
- impact of CPD.

Also, in the case of an upper pay range teacher and a leading practitioner, evidence of their contribution beyond their own classroom and their impact on the wider school must be considered.

5.4. Main Pay Range

5.4.1. The progression points for the main pay range in this school are shown in Appendix 1.

5.4.2. Pay Award - Main Pay Range

In September 2016, a 1% uplift will be applied to all points on the main pay range (MPR 1 to MPR 6).

5.4.3. Performance

Movement on the main pay range will be determined in accordance with Section 2, paragraph 19 of the STPCD 2016.

Decisions on pay progression will be based on an assessment of the overall performance of the teacher. Assessments of performance will be properly rooted in evidence. The assessment is the end point to the annual appraisal process, but performance will have been reviewed on a regular basis (i.e. at interim meetings).

To move up the main pay range, one annual point at a time;

- teachers will need to have met their appraisal objectives (Subject to the statement at para 5.4.4) and have shown that they are competent in all elements of the Teachers' Standards;
- the quality of teaching, learning and assessment should be 'good' overall;
- as a teacher moves up the main pay range, the evidence should show the following (The statements shown in brackets relate to examples of additional expectations for exceptional performance):
 - **an increasing positive impact on pupil progress** (*a positive impact on pupil progress across the wider school community (year group / department / whole school)*)
 - **an increasing impact on wider outcomes for pupils** (*across the school community and actively developing the same in colleagues*)
 - **improvements in specific elements of practice, such as behaviour management or lesson planning** (*proactive support for improvements in specific elements of the practice of others/sharing specialist subject knowledge after lesson planning*)
 - **an increased contribution to the work of the school** (*an increased contribution to the work of the school and the direct impact on pupil progress*)
 - **an increasing impact on the effectiveness of staff and colleagues** (*across the school*)

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Appraisal objectives will become more challenging as the teacher progresses up the main pay range.

- 5.4.4. *If appraisal objectives have not been fully met and pay progression is still recommended, the decision to recommend must be properly rooted in evidence. In all cases, the teacher must be competent in all elements of the Teachers' Standards.*
- 5.4.5. *If the evidence shows that a teacher has performed exceptionally (see statements relating to exceptional performance in brackets above) and has met or exceeded their appraisal objectives, the Headteacher may consider the use of the flexibilities for enhanced pay progression, ranging up to the maximum of the MPR. The quality of teaching, learning and assessment should be 'outstanding' overall. The decision to recommend must be properly rooted in evidence.*
- 5.4.6. Further information, including sources of evidence is available at the beginning of this section.
- 5.4.7. The Pay Committee will be advised by the Headteacher. Pay progression, (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the individual teacher. The Pay Committee must be able to justify its decisions.
- 5.4.8. In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. In normal circumstances, if the NQT has passed their statutory induction period at the date of determination of pay, pay progression of one point will be recommended.

5.5. Upper Pay Range

- 5.5.1. The progression points for the upper pay range in this school are shown in Appendix 1.

5.5.2. Pay Award - Upper Pay Range

In September 2016, a 1% uplift will be applied to all points on the upper pay range.

5.5.3. Performance

Movement on the upper pay range will be determined in accordance with Section 2, paragraph 19 of the STPCD 2016.

Performance will be assessed annually, however, the determination on upper pay range progression will normally only be considered after the teacher has two years substantial and sustained performance since the previous pay progression.

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Decisions on pay progression will be based on an assessment of the overall performance of the teacher. Assessments of performance will be properly rooted in evidence. The assessment is the end point to the annual appraisal process, but performance will have been reviewed on a regular basis (i.e. at interim meetings).

In making such a determination (of one point), the Headteacher will take into account:

- the evidence base, which should show that the teacher has had a successful appraisal and has met their appraisal objectives (Subject to the statement at para 5.5.4);
- the criteria set out in Section 2, paragraph 15.2 of the STPCD 2016; namely that the teacher is highly competent in all elements of the Teachers' Standards ; and that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained and evidence that the teacher continues to maintain the criteria set out in Section 7 of this policy "Movement to the Upper Pay Range";
- evidence that the upper pay range teacher is demonstrating increasing proportions of outstanding quality of teaching, learning and assessment overall.

Appraisal objectives will become more challenging as the teacher progresses up the upper pay range.

- 5.5.4. *If appraisal objectives have not been fully met and pay progression is still recommended, the decision to recommend must be properly rooted in evidence. In all cases the teacher must be highly competent in all elements of the relevant standards.*
- 5.5.5. *Where it is clear from the evidence that a teacher has performed exceptionally in relation to the criteria and has met or exceeded their appraisal objectives, the Headteacher may consider the use of the flexibilities for enhanced pay progression ranging from the minimum to the maximum of the UPR. The quality of teaching, learning and assessment should be 'outstanding'. The decision to recommend must be properly rooted in evidence.*
- 5.5.6. Further information, including sources of evidence is available at the beginning of this section.
- 5.5.7. The Pay Committee will be advised by the Headteacher. Pay progression, (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the individual teacher. The Pay Committee must be able to objectively justify its decisions.

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5.6. Unqualified Teacher

5.6.1. Unqualified teachers will normally be paid on the unqualified teacher pay range.

5.6.2. The progression points for the unqualified teachers' pay range in this school are shown in Appendix 1.

5.6.3. Pay Award - Unqualified Teacher Pay Range

In September 2016, a 1% uplift will be applied to all points on the unqualified teacher pay range.

5.6.4. Where an unqualified teacher is on a recognised "route into teaching" programme, the Headteacher may exercise their discretion to pay him/her on the main pay range having regard to his/her skill, qualifications and experience.

5.6.5. Performance

Movement on the unqualified teacher pay range will be determined in accordance with Section 2, paragraph 19 of the STPCD 2016. Decisions on pay progression will be based on an assessment of the overall performance of the teacher. Assessments of performance will be properly rooted in evidence. The assessment is the end point to the annual appraisal process, but performance will have been reviewed on a regular basis (i.e. at interim meetings).

In order to progress up the unqualified teacher pay range one annual point at a time, an unqualified teacher will need to have met their appraisal objectives (Subject to the statement at para 5.6.6) and as an unqualified teacher moves up the scale, the evidence should show the following (The statements shown in brackets relate to examples of additional expectations for exceptional performance):

- **an improvement in teaching skills**
- **an increasing positive impact on pupil progress** (*a positive impact on pupil progress across the wider school community*)
- **an increasing impact on wider outcomes for pupils** (*across the school community*)
- **improvements in specific elements of practice identified to the teacher** (*proactive support for improvements in specific elements of the practice of others*)
- **an increasing contribution to the work of the school** (*an increased contribution to the work of the school and the direct impact on pupil progress*)
- **an increasing impact on the effectiveness of staff and colleagues** (*across the school*)

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Appraisal objectives will become more challenging as the teacher progresses up the unqualified pay range.

- 5.6.6. *If appraisal objectives have not been fully met and pay progression is still recommended, the decision to recommend must be properly rooted in evidence.*
- 5.6.7. *If the evidence shows that a teacher has performed exceptionally (see statements relating to exceptional performance in brackets above) and has met or exceeded their appraisal objectives, the Headteacher may consider the use of the flexibilities for enhanced pay progression, ranging up to the maximum of the pay range for unqualified teachers. The decision to recommend must be properly rooted in evidence.*
- 5.6.8. Further information, including sources of evidence is available at the beginning of this section.
- 5.6.9. The Pay Committee will be advised by the Headteacher. Pay progression (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the individual teacher. The Pay Committee must be able to objectively justify its decisions.

5.7. Leading Practitioner

- 5.7.1. Where a leading practitioner post is included in the Staffing Structure, each leading practitioner will be paid within a specified range, within the pay range for leading practitioners.

The pay range for leading practitioners is shown in Appendix 1.

The Governing Body will specify the range for an individual post and will determine the number and value of pay progression points within that range.

The Governing Body will have regard to the challenge and demands of the individual post and internal pay relativities.

Different leading practitioner posts may have a different specified range, having regard to the demands and challenges of the individual post and pay differentials within the school.

The Governing Body will take account of Section 2, paragraph 51 of the STPCD 2016 when determining the role of a leading practitioner in this school. The role should include classroom centred activity, excellent pedagogy and practice and teaching champions. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching within school (and within the wider school community) which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specified areas.

The successful candidate for a leading practitioner role will normally be expected to have a sustained track record of successful performance as a teacher on the upper pay range or higher.

Leading practitioner roles are for specific posts and are not portable to a different post within the same school.

5.7.2. Pay Award - Leading Practitioners

In September 2016, a 1% uplift will be applied to all points on the leading practitioner pay range.

5.7.3. Performance

Movement on the leading practitioners pay range will be determined in accordance with Section 2, paragraph 19 of the STPCD 2016. Decisions on pay progression will be based on an assessment of the overall performance of the teacher. Assessments of performance will be properly rooted in evidence. The assessment is the end point to the annual appraisal process, but performance will have been reviewed on a regular basis (i.e. at interim meetings).

In order to move up the specified range one annual point at a time, the evidence should show the leading practitioner:

- has met their appraisal objectives (subject to the statement at para 5.7.4);
- is highly competent in all elements of the Teachers' Standards ;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant. Leading practitioners will be expected to demonstrate outstanding quality of teaching, learning and assessment overall.
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;

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- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

Appraisal objectives will become more challenging as the teacher progresses up the leading practitioners specified range.

5.7.4. *If appraisal objectives have not been fully met and pay progression is still recommended, the decision to recommend must be properly rooted in evidence. In all cases, the teacher must be highly competent in all elements of the Teachers' Standards.*

5.7.5. *Where it is clear from the evidence that the teacher has performed exceptionally and has met or exceeded their appraisal objectives, the Headteacher may consider the use of the flexibilities for enhanced pay progression. The quality of teaching, learning and assessment should be 'outstanding'. The decision to recommend must be properly rooted in evidence.*

5.7.6. Further information, including sources of evidence is available at the beginning of this section.

5.7.7. The Pay Committee will be advised by the Headteacher. Pay progression (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the leading practitioner. The Pay Committee must be able to objectively justify its decisions.

6. **PAY ON APPOINTMENT (MPR, UPR, Unqualified and Leading Practitioner)**

6.1. The Governing Body will determine the pay range for a vacancy prior to advertising it in accordance with the pay policy and STPCD 2016. On appointment the Headteacher will determine the starting salary within that range to be offered to the successful candidate.

6.2. In making such determinations, the Governing Body may take into account a range of factors, for example:

- The nature of the post.
- The level of qualifications, skills and experience required.
- Market conditions.
- The wider school context.
- The candidates existing salary.
- The stage of the appraisal review cycle.

6.3. There is no assumption that an employee will be paid the same rate they were being paid in a previous school or as a centrally employed/unattached teacher in a Local Authority. The appropriate salary will be matched to the specific post on offer and will be clearly stated in the offer letter.

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In addition to this, the school will use the discretions available within the STPCD 2016, considering any equality issues that may arise whilst making these pay decisions. The school will not discriminate against teachers on the grounds of a protected characteristic for example direct or indirect discrimination against a teacher who has taken a break from teaching to give birth and/or to take care of children.

Further advice should be sought from the Schools HR Team.

6.4. A decision to appoint a teacher on the UPR will be made in accordance with Section 2, paragraph 14.2 to 14.3 of the STPCD 2016, which states when the Governing Body must pay a teacher on the UPR and when the Governing Body may pay a teacher on the UPR.

6.5. Newly Qualified Teachers in their first year will normally be paid on the minimum of the main pay range.

6.6. Candidates moving job mid-year

In accordance with the Appraisal policy for teachers, where a teacher starts their employment at the school part-way through a cycle, the Headteacher shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible. This will also include determining when pay will be determined next.

i.e.:

- Match current salary and determine when pay will be reviewed (this may mean a part year review or delay until a full year's performance cycle has been completed).

Or

- Pay above current salary and determine when performance will be reviewed (this may mean a part year review or delay until a full year's performance cycle has been completed).

Or

- Where the circumstances warrant it, offer a lower salary and determine when the performance will be reviewed (this may mean a part year review or delay until a full year's performance cycle has been completed).

The new employee must be informed in their offer letter of their pay on appointment and when they may gain progression. The

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recruitment policy contains a model offer letter which contains this wording.

7. MOVEMENT TO THE UPPER PAY RANGE

7.1. Any qualified teacher may apply to be paid on the upper pay range once per year in accordance with the STPCD 2016. Although, in this school, it is the expectation in normal circumstances that a teacher would need to be on the maximum of the main pay range in order to satisfy the criteria below.

7.2. It is the responsibility of the teacher to decide whether or not they wish to make an application.

7.3. Applications must be made by 31 October in each year

The teacher must formally inform the Headteacher that they wish to make the application by 31 October.

(Consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline being met).

Movement to the upper pay range will be backdated to 1 September. If a teacher is employed at another school(s), they may make separate applications if they wish to apply to be paid on the upper pay range in that school(s).

This school will not be bound by any pay decision made by another school or by a Local Authority for centrally employed/unattached teachers.

7.4. The Criteria

An application will be successful, if the Headteacher and the Pay Committee are satisfied:

- that the teacher is highly competent in all elements of the Teachers' Standards ; and,
- that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

This means that the teacher has consistently;

- been assessed as meeting their appraisal objectives over a sustained period;

- demonstrated that they meet all of the Teachers' Standards, both in terms of teaching and personal and professional conduct, over a sustained period;

and in addition that;

- teaching has been rated as good overall, with some outstanding, over a sustained period;
- the teacher has demonstrated over a sustained period an ability to support some pupils to exceed expected levels of progress/achievement;
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning;
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include;
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to other teachers to enable them to improve their teaching practice;
 - contributing to policy and practice which has improved teaching and learning across the school.

7.5. Definitions

For the purpose of the Upper Pay Range:

Highly competent means: Performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

Substantial means: Playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning.

Sustained means: maintained continuously over a period of at least 2 school years, subject to Section 3 of this policy regarding absences (a year being defined as at least 26 weeks in any academic year in accordance with the STPCD 2016).

The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the

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relevant period. See Section 3 of this policy regarding absence. The Headteacher should contact the Schools HR Team for advice.

Teachers may use evidence from another school in order to show that they meet the criteria.

7.6. The Assessment

The Headteacher will assess all applications to be paid on the upper pay range and their recommendation will be considered by the Pay Committee.

The Headteacher will use the evidence contained in the teachers' appraisal review to make their assessment.

A teacher may, if they wish, provide additional evidence to support their application, but they are not obliged to do so.

7.7. Procedure

The Headteacher will discuss their recommendation with the teacher and the Pay Committee will confirm the decision in writing.

Where the application is approved, the teacher will progress to the minimum of the upper pay range backdated to 1 September.

Where the application is not successful, the Headteacher will provide feedback and the teacher will be provided with advice and support through the appraisal process to develop their skills with a view to the teacher making a successful application in the future.

Teachers have the right to appeal any decision not to move them onto the upper pay range. The appeals procedure is set out in Section 17 of this pay policy.

8. ALLOWANCES AND OTHER PAYMENTS FOR CLASSROOM TEACHERS

8.1. Teachers on the main pay range or upper pay range may be paid an additional allowance.

Any allowances of a part time teacher except for TLR3s must be determined in accordance with the pro rata principle.

8.2. Teaching and Learning Responsibility Payments (TLR's)

There are 3 TLR levels: TLR1, TLR2 and TLR3.

In September 2016, a 1% uplift will be applied to all TLR payments.

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A TLR may be awarded to teachers on the main pay range or upper pay range.

Unqualified teachers may not be awarded TLRs.

The annual value of a TLR1 must be no less than £7,622 and no greater than £12,898.

The annual value of a TLR2 must be no less than £2,640 and no greater than £6,450.

Posts which attract TLR1 and TLR2s and the amounts are set out in the staffing structure. In accordance with Section 2, paragraph 20 of the STPCD 2016, the TLR1 or TLR2 awarded may be permanent while a teacher remains in the same post or awarded while a teacher occupies another post in the absence of the post-holder.

Section 2, paragraph 20.4 of the STPCD 2016 details the significant responsibility that the teachers duties must include to be awarded a TLR.

The school will consider the relative weight of the TLR post and appropriate level of reward. Posts of equal weight should be allocated equal value. The value of a new post should be considered in relation to the value of existing posts.

Where a TLR 1 or TLR 2 is awarded to a part time teacher they must be paid pro rata at the same proportion (pro rata principle) as the teacher's part time contract. The pro rata principle does not apply to TLR 3s.

TLR3s are paid for a fixed-term period, for delivery of a significant responsibility in relation to a clearly time-limited school improvement project or one-off externally driven responsibility.

The Headteacher will determine which projects should attract a TLR3 payment and the value of the TLR3 having regard to the context, nature and complexity of the responsibility.

The annual value of an individual TLR3 must be no less than £523 and no greater than £2,603 and be in accordance with Section 2, paragraph 20.3 of the STPCD 2016. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term.

In determining the allocation and value of TLR3 payments, due regard will be given to ensuring consistency, fairness, transparency and value for money.

TLR3s are not subject to safeguarding.

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A teacher cannot hold a TLR1 and a TLR2 concurrently.

A teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

Where a TLR is awarded, written notification will be given to the teacher of:

- the nature of the significant responsibility;
- the level of the payment;
- the date on which the allowance will end (where appropriate).

Consultation will occur if there is a review of the staffing structure.

8.3. Special Educational Needs Allowance

In September 2016, a 1% uplift will be applied to all SEN allowances.

A Special Educational Needs (SEN) allowance of no less than £2,085 and no more than £4,116 per annum is payable to a classroom teacher in accordance with Section 2, paragraph 21 of the STPCD 2016.

Where a SEN allowance is to be paid, the Governing Body will determine the spot value of the allowance, taking into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post and the relative demands of the post.

In determining the value of a SEN payment, due regard will be given to ensuring consistency, fairness, transparency and value for money.

9. PART TIME TEACHERS

The salary and any allowances (except for TLR3s), of a part time teacher must be determined in accordance with the pro rata principle as stated in Section 2, paragraph 41 and 42 of the STPCD 2016. The "pro rata principle" means the proportion of total remuneration which corresponds to the number of hours that the teacher is employed in that capacity during the course of the school's timetabled teaching week as a proportion of the total number of hours in the school's timetabled teaching week.

Part-time teachers are entitled to PPA time pro-rata to full time teachers in accordance with Section 2, paragraph 53.5 of the STPCD 2016.

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Part-time teachers should be provided with a clear statement of the sessions and hours they will be required to work and details of their pay calculation.

Further details on part time pay are available in Section 3, paragraph 39 - 44 of the STPCD 2016.

10. SHORT NOTICE/SUPPLY TEACHERS

Teachers engaged on a day to day or other short notice basis must be paid in accordance with the provisions of the STPCD 2016 on a daily basis calculated on the assumption that a full working year consists of 195 days, periods of less than a day being calculated pro rata.

11. SAFEGUARDED PAYMENTS AND ALLOWANCES

- 11.1. Safeguarding will apply up to a maximum of three years whenever a teacher faces a reduction in salary through no fault of their own in accordance with Section 2, Part 5 (30-38) of the STPCD 2016.
- 11.2. Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than 1 month after the date of the determination.
- 11.3. TLR3s are not subject to safeguarding.
- 11.4. In accordance with the Section 2, paragraph 36.1 of the STPCD 2016, if the safeguarded sums exceed £500 in total, the Governing Body must review the teacher's assigned duties and allocate such additional duties to the teacher as they reasonably consider are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid the safeguarded sum.

12. ADDITIONAL PAYMENTS

- 12.1. The Governing Body may make such payments as they see fit in accordance with Section 2, paragraph 26 of the STPCD 2016, to a teacher in respect of:

- Continuing professional development undertaken outside the school day.
- Participation in out-of-school hours learning activity agreed between the teacher and the Headteacher.
- Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational

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standards to one or more additional schools in accordance with Section 2, paragraphs 26.1 (d) of the STPCD 2016.

- 12.2. An appropriate level of payment will be decided prior to activity and the level will depend on the activity undertaken. The Governing Body will make the decision on the recommendation of the Headteacher.
- 12.3. All agreements and payments will be documented.

13. SALARY SACRIFICE ARRANGEMENTS

Where the school operates a salary sacrifice arrangement as detailed in Section 2, paragraph 29.1 - 29.2 of the STPCD 2016, the employee may participate in any such arrangement and their gross salary may be reduced accordingly for the duration of participation.

14. RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

- 14.1. The Governing Body can award payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (Section 2, paragraph 27.1 - 27.2 of the STPCD 2016).

A salary advance scheme for a rental deposit may be one of a number of tools that schools may wish to consider using to support recruitment or retention.

Other examples of assistance are transport season ticket loans for travel costs, a one-off payment such as a contribution to removal costs, or a time limited allowance.

Recruitment and Retention incentives and benefits must not be made for carrying out specific responsibilities.

- 14.2. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.
- 14.3. The Governing Body will conduct a regular formal review of all such awards.
- 14.4. Headteachers, Deputy Headteachers and Assistant Headteachers may not be awarded payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Headteacher, Deputy Headteacher or Assistant Headteacher must be taken into account when determining the pay range (This is stated in Section 2, paragraph 27.3 of the STPCD 2016).

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Where the Governing Body pays a recruitment or retention incentive or benefit to a Headteacher, Deputy Headteacher or Assistant Headteacher awarded under a previous Document subject to review, they may continue to make that payment at its existing value until such time as the Headteacher, Deputy Headteacher or Assistant Headteacher's pay range is determined under the STPCD 2016.

- 14.5. In September 2016, there is no uplift added to current R&R payments.

15. HONORARIA

The Governing Body **will not** pay any honoraria to any member of teaching staff.

16. NON-TEACHING STAFF PAY

16.1. Principles

The underlying principles of this policy apply to all staff in school.

16.2. Recognition

To recognise outstanding work or to reward work undertaken in addition to a person's job description, honoraria may be paid to non-teaching staff.

Accelerated increments cannot be used.

16.3. Job Evaluation

An assessment of the pay structure has taken place to ensure it meets the needs of the council and the school. Reviewing all posts, other than teachers and staff on Soulbury terms and conditions of service, using a job evaluation system to ensure there is no discrimination in pay and conditions of service.

17. FORMAL PAY MEETING AND APPEAL PROCEDURE

- 17.1. An employee may seek a review of any determination in relation to his/her pay or any other decision taken by the Pay Committee that affects pay.

A key aspect of the process is the opportunity for the employee to discuss a pay recommendation prior to it being confirmed as a pay determination by the Pay Committee.

The opportunity to discuss a pay decision before it is made may also mitigate the need for the formal stages of the process.

The following list, which is not exhaustive, includes some possible reasons for seeking a review of a pay recommendation or determination.

That the person or the Pay Committee by whom the decision was made;

- incorrectly applied any provision of the policy/document,
- incorrectly applied the Schools' pay policy,
- incorrectly applied any provision of the STCPD,
- failed to have proper regard to statutory guidance,
- failed to take proper account of relevant evidence,
- took account of irrelevant or inaccurate evidence,
- was biased or
- unlawfully discriminated against the employee.

The employee is entitled to be accompanied to any formal meeting or appeal by a trade union representative or work colleague. It is important to ensure that all parties understand the need for confidentiality, and adhere to it.

When an employee with a disability makes a request for a review or makes an appeal, reasonable adjustments should be made.

The procedure to follow:

17.2. Pay recommendation

The appraiser will inform the employee of the pay recommendation as part of the appraisal process.

17.3. Informal discussion

If the employee is dissatisfied with the pay recommendation, they should raise it informally with the Headteacher within 10 working days of the appraisal outcome.

The appraiser will be invited to attend the discussion (if the Headteacher is not the appraiser).

17.4. Formal pay meeting

If, having had an informal discussion with the Headteacher, the employee believes that an incorrect recommendation has been made, the employee should submit a formal written statement to the Headteacher setting down in writing the grounds for not agreeing

with the pay recommendation within 10 working days of the informal discussion.

The employee will be given the opportunity to make representation at a formal pay meeting with a representative(s) of the Pay Committee. This may be an individual member of the Pay Committee. The employee will be notified in writing of the pay recommendation outcome.

17.5. Pay determination

Once the Pay Committee has considered all the pay recommendations, the pay determination and the basis on which the decision was made will be communicated in writing to all teachers.

17.6. Appeal

Should the teacher not agree with the formal written pay determination, the teacher may appeal the decision.

An appeal should be raised within 10 working days of the written outcome of the pay determination.

An appeal should be heard by a panel of three governors who were not involved in the original determination or at a previous stage. The employee will be given the opportunity to make representation in person.

Pay appeals should be formally clerked and a written record of proceedings made.

The decision of the appeal panel will be given verbally and confirmed in writing within 2 working days (or as soon as practicable thereafter).

Where the appeal is rejected, the letter will include a note of the evidence considered and the reasons for the decision.

The decision is final and there is no further right of appeal.

The pay meeting and the appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under the general grievance procedure.

This policy is in accordance with the School Teachers' Pay and Conditions Document

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