

PHOENIX COLLEGE



PAY POLICY

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The Full Governing Body

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PAY POLICY FOR TEACHING STAFF

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PART 1 – POLICY ON TEACHERS’ PAY

1. Basic Principles

- 1.1 All teachers employed at Phoenix College are paid in accordance with the statutory provisions of the School Teachers’ Pay and Conditions Document. A copy can be found in the school office and is also on-line at www.education.gov.uk.
- 1.2 All pay-related decisions are made taking full account of the School Development Plan and teachers and unions have been consulted on this policy. All pay related decisions are taken in compliance with the Equality Act 2010, Employment Relations Acts of 1996, 1999 and 2002 as well as the Part-Time Workers’ (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed Term Employees’ (Prevention of Less Favourable Treatment) Regulations 2002.
- 1.3 This pay policy links with the School’s appraisal scheme for teachers to provide and support a cycle of target setting, performance reviews and reward.
- 1.4 The aims of this pay policy are:

To maximise quality of teaching
To recognise and reward teachers for their contribution

2. Principles Governing Application of the Policy

- 2.1 The governing body recognises that it is bound by the terms of the School Teachers’ Pay and Conditions Document; the National Conditions of Service for School Teachers in England and Wales (also known as the “Burgundy Book”); and relevant local collective agreements on conditions of service.
- 2.2 The governing body will use the School Development Plan as the starting point for consideration of pay issues. The governing body will exercise discretion using fair, transparent and objective criteria in order to secure consistency in pay decisions. Job descriptions will exist for all posts, agreed on appointment, will be kept up to date and will be reviewed annually as part of the appraisal process. The policy will be applied in such a way as to comply with the School’s commitment to equal opportunities.
- 2.3 The operation of the policy will be monitored by the governing body and reviewed annually and amended where necessary

due to changes to the teachers' pay structure or changes in governing body policy. The policy will be subject to full consultation with staff and the representatives of the recognised teacher organisations.

- 2.4 All members of staff will receive a copy of the policy and representatives of the recognised teacher unions will have access to relevant information on the school's budgetary and staffing situation. The School Teachers' Pay and Conditions Document, the National Conditions of Service for School Teachers in England and Wales (the "Burgundy Book") and relevant local collective agreements on conditions of service will in all cases be available within the school for reference.
- 2.5 Phoenix College is committed to equality in the development of staff and the financial recognition of performance. The school is compliant with the following legislation, as amended: Employment Relations Act 1999, 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.
- 2.6 All teachers are expected to engage with the appraisal cycle, to commit to their targets and evidence how they have been met.
- 2.7 Copies of the school's pay policy, appraisal scheme, and the school's pay scales are available from the School Business Manager.

3. Salary Determinations

- 3.1 The governing body will review every teacher's salary with effect from 1 September and no later than 31 October each year (31 December for the Principal) and give them a written statement setting out their salary and any other financial benefits as specified in the Document.
- 3.2 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A pay determination will also be made whenever a teacher takes up a new post, where a teacher moves from the main scale to the Upper Pay Scale, and whenever any other relevant change is made.
- 3.3 A written statement will be given after any review and within one month of that review. It will contain details showing the decision

and reasons for it, basic pay, salary range and position within it, allowances, salary protections, and any fixed term arrangements such as end date or circumstances that will end it, for any affected element of pay. For leadership or leading practitioner staff detail of the criteria used to make the pay decision will be included.

- 3.4 Where an allowance is awarded, the statement will show why it has been awarded, and whether it is fixed term including the end date and why it is fixed term. The award of a TLR3 allowance will show the above and will state the allowance is not safeguarded.
- 3.5 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 one month after the date of the decision.
- 3.6 Any member of staff absent for an extended period due to ill health or maternity leave will still be subject to a review of performance. The review period may extend to before the usual one year of review if the absence warrants it, and progress towards meeting targets will be considered. Progression will not be unreasonably withheld.
- 3.7 More detailed information about the pay scales in use in the school are available from the school office, and will be reviewed and updated at least annually.

4 Fairness

- 4.1 All pay determinations will be informed by the need for fairness of application of this policy. This will be achieved by

Setting individual performance targets that are clearly linked to the School Development Plan

Targets are challenging but achievable by the teacher in the timeframe

Appropriate training and support is put in place to support the achievement of targets

Any targets not met are explored to identify the reasons why

Clear guidance will be issued to managers to inform pay recommendations, including what evidence is required to show a target has been met

All pay recommendations are reviewed by the governing body and this will include a moderation role to ensure consistency of application of this policy

There is the right of appeal against any pay decision

5 Pay Committee

- 5.1 The governing body will establish a committee to carry out determinations of pay in accordance with the pay policy.
- 5.2 The terms of reference for the pay/personnel committee are as follows: -
- a) Establishment of the Policy
 - establishing the terms of the policy in consultation with the Principal, staff and trade union representatives; and
 - submitting the policy to the full governing body for approval.
 - b) Review of the Policy
 - reviewing the policy annually, in consultation with the Principal, staff and trades union representatives; and
 - submitting the amended policy to the full governing body for approval.
 - c) Fair application of the Policy
 - annual reviews are carried out using agreed criteria,
 - all decisions are objective and noted.
- 5.3 The Principal is responsible for:
- making recommendations regarding the annual pay assessments for the Vice Principal, Senior Management Team, classroom teachers and support staff in accordance with the terms and objectives of the school pay policy.
 - Submitting these recommendations to the Pay Committee
 - Ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.
 - Lead on developing the links between appraisal and pay progression, including consultation with staff and trades union representatives as required.
 - Ensuring appraisers in the school are equipped to carry out fair, consistent appraisals.
 - Maintain records of appraisals, pay decisions, and any appeal outcomes.
- 5.4 The Pay Committee is responsible for:
- taking decisions regarding the annual pay assessments for the Vice Principal, classroom teachers and support staff following consideration of the recommendations of the Principal
 - taking decisions regarding the annual pay assessment for the Principal following consideration of the

recommendations of the governors responsible for the Principal's performance review, and of the external adviser contributing to the Principal's appraisal

- submitting reports of these decisions to the full governing body; and
- ensuring that the Principal is informed of the outcome of the decision of the Pay Committee and of the right to appeal.

5.5 Appeals against the decisions of the Pay Committee shall be heard by the Appeals Committee of the governing body according to the terms of the school pay policy.

5.6 The Pay Committee will comprise at least three members of the governing body. All governors, including those employed at the school, will be eligible for membership of the Pay Committee and will be eligible to take part in any discussions including those relating to individuals where their interest is no greater than that of the generality of employees at the school.

6 Appeals

6.1 The arrangements for considering appeals are as follows:

A teacher may appeal against any determination in relation to his/her pay or any other decision taken by the governing body that affects his/her pay.

6.2 The grounds for appeal are that the person or committee by whom the decision was made –

- a) incorrectly applied any provision of the Document;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

6.3 The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.

3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

4. The teacher should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the person or committee who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

5. The person or committee who made the determination should arrange a hearing within 10 working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the hearing's decision and the right to appeal.

6. Any appeal against this decision should be heard by a panel of three governors not previously involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The panel will give the teacher the opportunity to make representations in person and to be accompanied by or represented by a trades union representative or another representative of their choice. The decision of the appeal panel will be given in writing, and will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.

7 Salary Budget

- 7.1 The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for pay progression at all levels, including threshold progression onto the Upper Pay Scale.

PART 2 - PAY DETERMINATION

- 1.1 For new appointments, the pay range for the post will be agreed before recruitment begins and on appointment the appropriate starting salary will be agreed. In reaching these decisions account will be taken of are the nature of the post, level of qualifications/skills/experience required, market conditions, and the wider school context.
- 1.2 Under the provisions of the School Teachers' Pay and Conditions Document 2013, pay progression for teachers is performance related, and so links closely to the schools appraisal policy for teachers, and is informed by the Teacher Standards effective from September 2012.
- 1.3 Each teacher will have an evidence based annual appraisal to review progress against targets, strengths and developmental needs. It will not be necessary for all performance targets to be met in full to achieve incremental progression provided good progress has been made.
- 1.4 Where there has been under-performance against the targets set, a decision may be taken to withhold incremental progression.
- 1.5 Reviews will not be unduly delayed beyond 1 September each year. Pay recommendations will be made as part of appraisal reports.

2. Principal

- 2.1 On appointment the 7 point individual salary range for the Principal will be determined in line with the provisions of the School Teachers' Pay and Conditions document, and with regard to local considerations such as ease/difficulty in recruiting, and salaries being paid elsewhere in the area.
- 2.2 The Head teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management, pupil progress and the school development plan and will be subject to an annual appraisal to review performance against annually agreed performance objectives before any performance points will be awarded.

3. Vice Principal

- 3.1 On appointment senior leadership team 5 point individual salary ranges will be determined in line with the provisions of the School Teachers' Pay and Conditions document, and with regard to

local considerations such as ease/difficulty in recruiting, and salaries being paid elsewhere in the area.

3.2 The Vice Principal must demonstrate sustained high quality of performance in respect of school leadership and management, pupil progress and the school development plan and will be subject to an annual appraisal to review performance against annually agreed performance objectives before any performance points will be awarded.

3.3 Leadership group members can be awarded an additional point where their performance meets the necessary standards.

3.4 Leadership group members will be provided with a written statement of their spine point and pay entitlement following the annual review, together with an explanation of the basis upon which their pay will be reviewed in future years and details of the performance criteria agreed.

4. Leading Practitioners

4.1 The role of Leading Practitioner was introduced on 1 September 2013 with the primary purpose of modelling and leading improvement of teaching skills.

4.2 The pay scale for each Leading Practitioner is determined against and within a minimum and maximum salary value as set out in the School Teachers' Pay and Conditions Document each year.

5. Post Threshold Teachers

5.1 The pay scale for Upper Pay Scale teachers is determined against a minimum and maximum salary value as set out in the School Teachers' Pay and Conditions Document each year. Phoenix College applies the three point scale as set out in the 2012 document, with salary values uplifted in line with nationally negotiated increases from time to time.

5.2 On appointment the school will give consideration to the level on the upper pay scale the teacher has reached with their previous school, and will at least match this.

5.3 The school will ensure that where a teacher arrives within the school on the day at which they become eligible for progress on the upper pay spine any decisions taken by a previous school will be implemented. Where a decision was not taken, all attempts will be made to liaise with the previous school/service in order to make an assessment for progress on the upper pay spine. Where

a teacher moves to another school/service prior to assessment full co-operation will be given to the new school/service in order that the teacher can be assessed.

- 5.4 The governing body will ensure that decisions on progress on the upper pay scale are taken within the context of the whole school pay policy.
- 5.5 The school recognises that movement on the upper pay scale is not an application process, given that annual pay reviews are a statutory duty on schools. Over and above the achievements against targets set as part of the appraisal cycle, teachers may choose to draw to the attention of the Governing body their achievements in relation to performance management objectives. Should they choose not to do so this will not count against them.
- 5.6 The statement of pay assessment provided to post-threshold teachers will contain the reasons for the decision to move the individual along the upper pay spine, and will directly link to the targets set during appraisal and the relevant Teacher Standards.
- 5.7 The school may ask for evidence that teachers have maintained their threshold standards, this evidence will be sought only to supplement information already held or available to the Governing Body and only in relation to the identification of professional developmental needs.
- 5.8 Where a teacher with a part-time contract in the school and at another school (or service) is assessed as progressing on the upper pay spine at one of the other schools (or service), the Governing body will ensure that they progress within this school as well, in order that they receive the increased remuneration for the whole of their employment.
- 5.9 Where it is not possible or practical to apply the provisions of statutory guidance, for example due to absence or recent appointment, the governing body will take a decision based on the information available.
- 5.10 Progression on UPS will be based on two successful consecutive performance management reviews, other than under the exceptional circumstances as set out in the Document.
- 5.11 Only in exceptional circumstances will post-threshold teachers be awarded a further point on the upper pay scale more frequently than at two yearly intervals. See *paragraph 19 of*

Section 3 of the School Teachers' Pay and Conditions Publication 2004.

- 5.12 Teachers who wish to do so should apply for threshold assessment to the Principal and must demonstrate:
- that they are highly competent in all elements of the relevant standards, and
 - that their achievements and contribution to the school are substantial and sustained.
- See the DfE guidance page 25.
- 5.13 Phoenix College is not bound by threshold applications a teacher may make whilst also employed at another school.

6. Main Scale Classroom Teachers

- 6.1 The pay scale for classroom teachers is determined against a minimum and maximum salary value as set out in the School Teachers' Pay and Conditions Document each year. Phoenix College applies the reference points as set out in the 2012 document, to give a six-point pay scale, with salary values uplifted in line with nationally negotiated increases from time to time.
- 6.2 On the appointment of a class teacher who is already being paid on the main scale or upper pay scale, the starting spinal point will be no less than that teacher's current spinal point, and where an increment was due on 1 September, this increment will be honoured.

6.3 Discretionary experience points

- 6.4 When appointing a classroom teacher to the main scale the governing body will consider awarding an extra point or points on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances:
- One point on the main scale for each year of service as a qualified teacher in another school, including academies and independent schools.
 - One point on the main scale for each year of service as a qualified teacher in an overseas school outside the European Economic Area in the maintained sector of the country concerned.
 - One point on the main scale for each year of service teaching in

- further education, including sixth form colleges.
- One point for each year of service teaching in higher education.
- 6.5 The governing body will consider awarding on a case by case basis consistently, with regard to equal opportunities, fairness and transparency:
- One point on the scale for each three year period spent outside teaching but working in a related area. This might include industrial or commercial training, time spent in an occupation relevant to the teacher's work at the school, and experience with children/young people.
 - One point for each three year period of other remunerated or unremunerated experience, which includes caring for children during a career break – to a maximum total of two points.
- 6.6 The school has the discretion to award an extra point on the main scale for excellent performance over the previous academic year, and with reference to the appraisal assessment for that year.
- 6.7 Under-performance may lead to a decision to withhold incremental progression.

7. Newly Qualified Teachers

- 7.1 NQTs are not subject to the same appraisal arrangements during the NQT induction period. Pay progression decisions will be based on the statutory induction process.

8. Unqualified Teachers and Instructors

- 8.1 The pay scale for unqualified teachers and instructors is determined against a minimum and maximum salary value as set out in the School Teachers' Pay and Conditions Document each year. Phoenix College applies the six point scale as set out in the 2012 document, with salary values uplifted in line with nationally negotiated increases from time to time.
- 8.2 The governing body will pay an unqualified teacher on one of the employment-based routes into teaching on the qualified/unqualified teacher pay scale when appropriate
- 8.3 The governing body will pay qualified overseas teachers on one of the employment routes into teaching on the qualified teacher pay scale where the employment based route allows this.
- 8.4 The Governing body will, when determining on which point to place unqualified teachers on the unqualified teachers' pay

scale when they are appointed, take account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:

Qualifications:

- one point for a recognised overseas teaching qualification, recognised post-16 teaching qualification; or a recognised qualification relevant to their subject area. (maximum of 1 point)

Additional points:

- One point on the main scale for each period of one year of service as an overseas-trained teacher
- One point on the main scale for each period of one year of service teaching in further education, including sixth form colleges.
- One point on the main scale for each period of one year of service teaching in higher education

8.5 The governing body will consider awarding on a case by case basis consistently, with regard to equal opportunities, fairness and transparency:

- One point on the scale for each three year period spent outside teaching but working in a related area. This might include industrial or commercial training, time spent in an occupation relevant to the teacher's work at the school, and experience with children/young people.
- One point for each three year period of other remunerated or unremunerated experience, which includes caring for children during a career break – to a maximum total of two points.

9. Discretionary Allowances and Payments

9.1 **SEN** – allowances are paid between a minimum and maximum value as set out in the School Teachers Pay and Conditions Document.

9.2 An SEN allowance will be paid for any role where a teacher is wholly or mainly in charge of a designated class with pupils with statements of special educational needs, are hearing impaired, or visually impaired.

9.3 An SEN allowance will be paid for any role where the teacher is making a particular contribution to the teaching of pupils with special educational needs, over and above what would normally be expected of a classroom teacher.

9.4 An SEN allowance will be paid where a teacher qualifies for an SEN 1 allowance and who holds a recognised special educational needs qualification and has experience relevant to the work.

9.5 All classroom teachers at Phoenix College will receive an SEN allowance as follows:

SEN 1 £2106 pa

SEN 2 £4158 pa (Senior teachers)

9.6 Teaching and Learning Responsibilities – are awarded as a TLR1 or TLR2 to recognise sustained additional responsibilities within the school which contribute to the continued delivery of high quality teaching and learning. The values paid at each level are determined in accordance with the minimum and maximum values and the criteria set out in the School Teachers' Pay and Conditions Document.

9.7 Such allowances are used to recognise responsibilities in a substantive post or that may be being covered as part of an acting up or cover arrangement.

9.8 Fixed term TLR3 allowances can be awarded where a discrete piece of work or responsibility requires it. The minimum and maximum values and the criteria for use are as set out in the School Teachers' Pay and Conditions Document. The fixed term of the allowance, and the reason for its award, will be clearly indicated to any teacher awarded such an allowance. TLR3 allowances are not safeguarded.

TLR 1 £7699 pa

TLR 2 £2667 pa

TLR 3 £529 pa

9.9 Continuing Professional Development, Initial Teacher Training, and Out of school learning activities – staff undertaking CPD outside of the school day, or who contribute to ITT in school, or who participate in out of school hours learning activity may be paid an additional payment.

9.10 Any staff undertaking **CPD** outside of the school day are entitled to payment for that work. The governing body recognises that this activity is entirely voluntary in nature and that some teachers have commitments which make it difficult for them to attend INSET organised at weekends and outside term-time. In such circumstances the school will endeavour to offer suitable

alternative training arrangements within directed time, in line with its commitment to equal opportunities.

- 9.11 Any teachers who voluntarily undertake school-based **initial teacher training** activity will be entitled to a payment for that work. Activities will include supervising and observing teaching practice, giving feedback to students on their performance and acting as professional mentors, and formally assessing students' competencies.
- 9.12 Any activity that is not seen as part of the normal running of the school will usually be covered by a separate contract of employment, with payment as an hourly rate. Such activity might include planning an initial teacher training course, preparing course materials, undertaking the marketing, finance and administration of the course, and taking responsibility for the well-being and tuition of initial teacher training students.
- 9.13 Any teacher involved in voluntary out of school learning activities such as homework clubs, summer schools (study support, literacy, and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas, will be paid an hourly rate based on their current pay point.
- 9.14 Supplementary contracts for DfE or Government funded initiatives will be paid at a daily rate calculated as 1/195th or an hourly rate calculated as 1/975th.
- 9.15 Recruitment and retention** – allowances are payable at the discretion of the Governing Body where there is difficulty in recruiting or retaining staff. Any such allowance will be time limited and reviewed on an agreed and regular basis.
- 9.16 Unqualified Teachers and Instructors** – allowances to recognise sustained additional responsibilities focused on teaching and learning, or to recognise the exercising of a teacher's professional skills and judgement, or to recognise exceptional qualifications or experience are available.
- 9.17 Acting Allowances** – where a teacher acts up into a senior leadership role for a period in excess of four weeks, an allowance will be paid to bring the salary of that teacher at least up to the minimum of the appropriate leadership salary range for the post being covered.

10. Part-time teachers

- 10.1 Teachers employed on an ongoing basis in the school but who work less than a full working day or week are deemed to be part-time. The governing body will give any part time teacher a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements. The governing body will ensure that part-time teachers are assessed on the same basis as full-time teachers for pay purposes, with the calculation in hours including the appropriate fraction for non-contact time and PPA by comparison to full-time colleagues.
- 10.2 Any TLR3 awarded to a part time teacher is calculated as an annual value for the project in accordance with the schools pay scales, and is not subject to pro-rating.

11. Short notice/supply teachers

- 11.1 Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.
- 11.2 Teachers engaged for periods of less than a day will be paid the daily rate if they have taught for the full pupil day and are able and willing to work for up to the recommended 6.5 hours, even if they are not actually required to work any additional hours beyond the end of the pupil day. Such teachers will therefore only be offered an hourly rate either where they have been genuinely engaged for less than the full pupil day or where they have been unable or unwilling to work additional hours on request.
- 11.3 Teachers who work less than a full day will have their salary calculated as an hourly rate in accordance with the local Reading agreement of dividing the annual rate by 1265 to arrive at the hourly rate.
- 11.4 Teachers employed for a term or more will be paid on the basis of regular pay from the formal start to the formal end of term, e.g. 1 September to 31 December. Teachers employed for a shorter period will be paid on the 1/195 basis. Teachers employed for a term plus part of another term will be paid on the regular basis for the full term and the 1/195 for the part of the other term(s). Part days worked will be paid on an hourly rate calculated from 1265 hours.

12. Pay Progression

- 12.1 All staff will have an annual performance appraisal to review performance and determine what level of progression will be awarded.
- 12.2 Written recommendations for pay progression for each teacher will be made to the Governing Body for approval.

A member of staff fully meeting their targets can expect one increment on the school's pay scale, while failure to meet all targets, or anyone on formal performance capability procedures will not progress. There is scope here for many variations, including for example single or double increments depending on how well the teacher has performed – the important factor is that objective decisions are made based on clear targets and robust assessment.

13. Pay Policy Review

- 13.1 Notwithstanding nationally agreed pay awards which will be applied from time to time, the contents of this pay policy will be reviewed annually by the Governing Body. Any proposed changes to the provisions of this policy will be the subject of consultation with teaching staff.
- 13.2 The impact of this policy will be regularly monitored to ensure compliance with equalities legislation, and effectiveness in meeting the school's development needs.