



Pay Policy

The Alwyn and Courthouse Federation

Owned by	Governing board
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1 Introduction

- 1.1 The Governing Board has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for staff employed in the school.
- 1.2 The Governing Board is committed to taking decisions in accordance with the 'key principles of public life': objectivity, openness and accountability. It recognises the requirement for a fair and transparent policy to determine the pay and grading for teaching staff employed in the school, which takes account of the conditions of service – the STPCD for teachers and the NJC for support staff.
- 1.3 The Governing Board recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Rights Act 1996, the Employment Relations Act 1999, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and will ensure that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.
- 1.4 Pay progression and annual uplifts will be budgeted for. The school staffing structure will support the school's strategic plan. The Governing Board will exercise its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in school pay decisions.
- 1.5 The Governing Board recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair, equitable and transparent way.
- 1.6 This policy has been agreed by the Governing Board following consultation with staff. RBWM has consulted with the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by the committee. The Standards Committee can delegate the review of pay progression to a Pay Panel. The Pay Review Panel will have full authority to take decisions on behalf of the Governing Board on pay matters as defined in this policy. The terms of reference for this committee are attached as Appendix 1.
- 1.7 The school staffing structure is attached as Appendix 2. Any subsequent changes to the staffing structure will be subject to consultation with the Governing Board.
- 1.8 The school will make this policy available to all staff.

2 Aims of the policy

- 2.1 The Governing Board aims to use the school pay policy to:
 - Maintain and improve the quality of education at the school;
 - Support the school's strategic plan;
 - Underpin the school's appraisal policy;
 - Ensure that all staff are valued and appropriately rewarded for their work contribution in the school;
 - Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
 - Demonstrate that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;
 - Provide flexibility to recognise individual staff performance linked to pay decisions.
- 2.2 The Governing Board will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation.

3 Job Roles and Responsibilities

- 3.1 All staff will be provided with a job description outlining the roles and responsibilities of the post. This will also include the pay range and any additional payments or allowances covered by this policy. The job description will state the reason for any additional allowances or payments and whether this is a permanent or temporary payment.

- 3.2 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be issued.
- 3.3 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

- 4.1 The Governing Board will ensure that every teacher's salary is reviewed on an annual basis with effect from 1 September and no later than 31 October each year. In the case of the Executive Headteacher, the review will be no later than 31 December.
- 4.2 The teacher's appraisal report will contain a recommendation on pay. The Executive Headteacher will be responsible for submitting any recommendations for pay progression, in accordance with the relevant sections of this policy, to the Pay Review Panel for approval.
- 4.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.
- 4.4 Any teachers on maternity or extended sick leave are entitled to pay progression in the same way as other teachers, whether or not they have returned to work at the date of the annual pay determination. It is likely that appraisal reviews may not have been undertaken and therefore decisions should be based on information that is available to the reviewer. This might include information from the most recent appraisal review or any part of the appraisal period when the teacher was present.
- 4.5 A review may occur at other times where there has been a significant change affecting an individual teacher's pay. A revised written statement will be issued to the teacher in such circumstances, including any salary safeguarding arrangements that may apply.
- 4.6 Where a pay determination leads or may lead to the start of a period of pay safeguarding, the Governing Board will give the required notification as soon as possible and no later than one month after the date of the determination.
- 4.7 All safeguarding of pay will be in accordance with the arrangements set out in the School Teachers Pay and Conditions Document (STPCD).

5 Recruitment

Teaching Staff

- 5.1 Advertisements for vacant posts in the school will be considered by the Executive Headteacher and Chair of Governors where appropriate. All posts will be advertised either internally or externally, locally or nationally as appropriate.
- 5.2 The advertisement will include the relevant pay band for the post from the range of bands determined by the Governing Board as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.
- 5.3 In respect of the Executive Headteacher post becoming vacant, the Governing Board will agree a broad pay range based on the arrangements set out in paragraph 6.2.1 of this policy. The post may be advertised with an indicative pay range but with flexibility to pay up to the maximum of the agreed

broad range for the selected candidate as appropriate. Any recruitment and retention payment considered in respect of the Executive Headteacher will be included in the calculation of the pay range for the post, in accordance with paragraph 6.2.1 of this policy and will not be made as an additional recruitment and retention payment.

- 5.4 Where an applicant for a classroom teacher post does not meet the criteria for the level of post advertised within the school pay structure but the post would otherwise prove difficult to fill, the Governing Body may appoint at a lower level but also consider a recruitment payment in accordance with the school policy set out in section 9.4. Any recruitment and retention payment considered in respect of the head teacher will be included in the calculation of the pay range for the post, in accordance with paragraph 6.2.1 of this policy and will not be made as an additional recruitment and retention payment.
- 5.5 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.

Support staff

- 5.6 The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade as determined by the RBWM Job Evaluations Scheme.

6 Teaching Staff Pay

- 6.1 All teaching staff are employed in accordance with the provisions of the STPCD. In reviewing pay scales in the future, the Governing Board will have regard to any changes to national pay ranges contained within the STPCD. The following pay arrangements have been agreed by the Governing Board using the flexibilities contained within the STPCD.
- 6.1.1 The Governing Board will apply the pay awards agreed nationally to the pay ranges detailed in this policy with consideration to the RBWM local pay arrangements.

Executive Headteacher

- 6.2.1 The Governing Board will assign a seven point Head Teacher Group range based on the school group size and any permanent additional relevant factors as determined within the framework of the School Teachers' Pay and Conditions document. These additional factors will relate to the school context and challenge, and the wider accountability of the Executive Headteacher, which may also include circumstances where:
- the school is a school causing concern;
 - without such additional payment the Governing Board considers that the school would have substantial difficulty filling a vacant Executive Headteacher post;
 - without such additional payment, the Governing Board considers the school would have substantial difficulty retaining the existing Executive Headteacher;
 - the Executive Headteacher has additional permanent responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.
- 6.2.2 Headteacher Group information is set out in the STPCD, and will take account of the DfE National Standards of Excellence for Headteachers. Other than in exceptional circumstances, the Headteacher Group range will not exceed 25% of the maximum of the school group size. The Governing Board will ensure that other than in exceptional circumstances, there is no overlap of salary bands between the Executive Headteacher and other leadership posts.

Discretionary Payments to the Executive Headteacher

- 6.2.3 In addition, the Governing Board may consider an additional payment to the Executive Headteacher in respect of temporary additional duties and responsibilities, e.g. where they are providing services to other schools as a consultant leader, school improvement partner, local or national leader of

education etc. including where the Executive Headteacher is appointed as a temporary Headteacher of one or more additional schools, not included as a permanent factor in the calculation of the Headteacher Group range. The additional payment will be time limited and will not exceed 25% of the salary agreed under paragraph 6.2.1 or 25% of the maximum of the school group size, whichever is the lower.

- 6.2.4 In wholly exceptional circumstances, the Governing Board may consider a payment in excess of 25%. In such circumstances, the Governing Board will seek external independent advice.
- 6.2.5 The Governing Board may also award an additional payment, outside the restrictions of the above paragraphs, and which will not be included in the calculation of the ISR, in respect of housing or relocation costs.
- 6.2.6 The Governing Board will calculate the Executive Headteacher group size at the start of each academic year and determine the appropriate pay range for the year. The Governing Board will determine the group size for the school in accordance with the provisions of the School Teachers' Pay and Conditions Document.
- 6.2.7 In setting the pay range, the Governing Board will have regard to the indicative salary points for the leadership range contained within the relevant School Teacher's' Pay and Conditions Document.
- 6.2.8 On appointment, the salary of the Executive Headteacher will be within the agreed Individual pay range according to the experience of the successful candidate, matched against the DfE National Standards of Excellence.
- 6.2.9 Progression on the pay range for the Executive Headteacher will be subject to a review of the Executive Headteacher's performance set against the National Standards of Excellence for Headteachers. The Headteacher will not move within the pay range unless a performance review panel are satisfied that performance has been in accordance with objectives. The pay review for the Executive Headteacher will be completed by 31 December.
- 6.2.10 The Governing Board may award one increment for sustained high quality performance against the criteria in paragraph 6.2.9 above or may award two or more increments where performance has been exceptional and exceeded the expectations set out in paragraph 6.2.9.
- 6.2.11 Where performance has not been of a sustained high quality, the Governing Board may decide that there should be no pay progression.
- 6.2.12 The Governing Board has determined that an Executive Headteacher would, other than in exceptional circumstances, be expected to have progressed within their range each year. In circumstances where the Executive Headteacher's performance is not at that level, this will be addressed through the school's appraisal, and possibly capability procedure.
- 6.2.13 The Governing Board will ensure that reasons for setting the pay range at a given level are recorded and that the process for the determination of the Executive Headteacher's salary is fair and transparent.

Other Leadership Posts

- 6.3.1 The Governing Board will determine a 5 point pay range for all other leadership posts from within the indicative pay points for the leadership scale contained in the STPCD.
- 6.3.2 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designated deputy role in the absence of the Executive Headteacher will be remunerated accordingly above the range for other leadership posts.
- 6.3.3 Other than in exceptional circumstances, the Governing Board will ensure that there is no overlap of pay points between the Executive Headteacher and any other leadership post.

- 6.3.4 On appointment, a teacher paid on the leadership scale will be appointed according to experience at any point below the maximum of the range or on one of the first 3 points on the pay range.
- 6.3.5 The pay range for teachers paid on the leadership spine will be reviewed by 31st October each year or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership spine.
- 6.3.6 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review.
- 6.3.7 The Governing Board may decide to award one increment for sustained high quality performance against the criteria set out in paragraph 6.3.6 or two increments where performance has been exceptional against the criteria set out in paragraph 6.3.6
- 6.3.8 Where performance has not been of a sustained high quality, the Governing Board may decide that there should be no pay progression. The pay review will be completed by 31st October.
- 6.3.9 The Governing Board will ensure that the reasons for setting the pay range at a given level are recorded and that the process for the determination all leadership posts is fair and transparent.
- 6.3.10 The Governing Board may also consider additional payments in accordance with sections 9.5 and 9.6 of this policy.

Other Posts paid above the Classroom Teacher Scale – Leading Practitioners

- 6.4 The Governing Board has not established other teaching posts paid above the Upper Pay Range (UPR).

Main Pay Range and Upper Pay Range Teachers

- 6.5.1 The governing board has established a pay structure for these posts as follows:

- Band 1**
- Point 1 **Teacher**
- Point 2
- Point 3
- Band 2**
- Point 4 **Accomplished Teacher**
- Point 5
- Point 6
- Band 3**
- UPS 1 **Expert Teacher (UPS)**
- UPS 2
- UPS 3

- 6.5.2 The Teaching staff and Governing Board has agreed Career Stage Expectations for each band, which are detailed in Appendix 4.

Pay Progression within Bands

- 6.5.3 Pay progression within bands will be subject to sustained performance towards the next higher band, and meeting the relevant teachers' standards and Career Stage Expectations for that band or other criteria as set by the Executive Headteacher / Governing Board. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level and is below the school's expectations at that level of post, the Executive Headteacher / Governing Board may determine that no incremental progression will be awarded in that year.

- 6.5.4 Progression within a pay band will be subject to a review of the teacher's performance set against the annual appraisal review and the Teachers' Standards. The Governing Board has determined that for teachers on the main scale and upper pay range there will be progression subject to meeting school expectations within the band but no accelerated progression within the band, and no progression to the next band until the criteria for it have been fully met. For teachers on the upper pay scale (Band 3 – Expert Teacher) progression will normally be considered after two years of sustained high quality performance or earlier where performance has exceeded school expectations. A decision may be made not to award progression **whether or not** the teacher is subject to capability proceedings.

Pay progression between bands

- 6.5.5 Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the teachers' standards and Career Stage Expectations for the new band.
- 6.5.6 The governing board has determined that a teacher appointed to Band 1 (Teacher) would, other than in exceptional circumstances, be expected to have progressed to the Accomplished Teacher band within three years of taking up their post. In circumstances where a teacher's performance is not at that level, this will be addressed through the school's appraisal and possibly capability procedure.
- 6.5.7 A teacher reaching the top of Band 1 will automatically progress to the next band if they meet the criteria for the higher band and are recommended for progression by the appraiser. Progression to the upper pay range (Band 3) is detailed in section 6.6 of this policy

Appointments

- 6.5.8 A newly appointed teacher will usually be appointed at any point in the advertised band to take account of a teacher's previous salary and/or relevant experience as determined by the Executive Headteacher.

Application to move to Upper Pay Range

- 6.6.1 Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.
- 6.6.2 The Executive Headteacher will advise on applications from a teacher at any time in the school year in relation to the criteria in 6.6.5.
- 6.6.3 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.
- 6.6.4 For an application to be successful the teacher will need to demonstrate, in a written application, that they meet all the teachers' standards and the Career Stage Expectations agreed by the Governing Board for teachers on the upper pay range (Band 3 – Expert Teacher). The teacher will also need to demonstrate that they have been working at that level for a significant period of at least 2 academic years prior to the submission of the application. This evidence may be evident through the appraisal process or other written statement.
- 6.6.5 As defined in the STPCD, a teacher being considered for a move onto the Upper Pay Range must therefore be able to demonstrate:
- that the teacher is highly competent in all elements of the relevant standards; and
 - that the teacher's achievements and contribution to the school are **substantial** and **sustained**.
- 6.6.6 Applications for advancement onto the Upper Pay Range will be determined by the Pay Review Panel in the autumn term and a decision taken by 31st October.
- 6.6.7 If unsuccessful, the teacher will be provided with feedback by the Executive Headteacher.

- 6.6.8 Any appeal against the decision, which should be submitted within 10 working days of receipt of the outcome notification, will be considered in line with the school's pay appeals procedure set out in Appendix 3

Unqualified Teachers

- 6.7.1 The Governing Board will appoint unqualified teachers to a salary within the range set out in the STPCD. The Alwyn and Courthouse Federation follows teachers' pay scales determined by RBWM.
- 6.7.2 The Governing Board has determined that this should be a 6 point scale.
- 6.7.3 These points overlap with Band 1 (Teacher) on the Qualified Teacher Scale and therefore the Governing Board will take account of the professional skill level descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.
- 6.7.4 The Governing Board has agreed not to award an unconsolidated payment of £250 per annum to those unqualified teachers paid on the first 3 points of the unqualified scale
- 6.7.5 A newly appointed unqualified teacher will usually be appointed at any point in the band determined by the Executive Headteacher. The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.
- 6.7.6 Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teachers' Standards. The Governing Board may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality, the Governing Board may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.
- 6.7.7 The pay review will be completed by 31st October.
- 6.7.8 Where an unqualified teacher obtains qualified teacher status whilst employed by the school, they will transfer to the relevant pay band for qualified teachers at a salary at least equivalent to the salary they were being paid as an unqualified teacher.
- 6.7.9 The Governing Board may pay additional allowances to an unqualified teacher where, the teacher has either:
- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgement; or
 - gained qualifications or experience which bring added value to the role being undertaken.

7 Supply Teachers

- 7.1 Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.
- 7.2 A short notice teacher who is employed by the school throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.
- 7.3 Teachers appointed from a supply agency will be expected to meet the appropriate professional skills level descriptors required for the post. The school will reimburse the supply agency at the negotiated rate

8 Part time teachers

- 8.1 The Governing Board will ensure that part time teachers' pay and working time will be dealt with in accordance with the STPCD. Pay scales and pay progression will be as detailed earlier in this policy.
- 8.2 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non-contact time and directed time allocated on a pro rata basis.

9 Allowances

9.1 Teaching and Learning Responsibility Payments (TLRs)

- 9.1.1 TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure. TLR1 and 2 must be paid pro-rata to part-time staff, but TLR3 may be paid in full.
- 9.1.2 TLR payments will be awarded to a teacher on the main pay range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the school's staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable, i.e. where a post:
- is focused on teaching and learning;
 - requires the exercise of a teacher's professional skills and judgment;
 - requires the teacher to lead and manage pupil development across the curriculum;
 - has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
 - involves leading, developing and enhancing the teaching practice of others.
- 9.1.3 The Governing Board will award TLR payments within the range prescribed in the STPCD.
- 9.1.4 Although 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.
- 9.1.5 A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 9.2 of this policy in respect of Special Educational Needs.
- 9.1.6 The Governing Board may award a temporary TLR (TLR3) payment to a post on the main or upper pay range requiring additional duties for a time limited period for a specific project identified as a priority within the school development plan or other substantial school improvement projects or exceptional on off externally driven responsibilities.
- 9.1.7 The value of any temporary TLR3 will be determined within the above range on an individual basis according to complexity and level of responsibility of the role.
- 9.1.8 The duration of such temporary TLR3 payments would normally not exceed three years after which time they will be reviewed and may be extended if appropriate. The new TLR3 is intended to be for specific short term projects. In establishing TLR3's there should be a link between the complexity of the project and the amount payable, taking into account affordability. As part of the planning process, it is good practice to discuss with the post holder the anticipated duration of the project and to keep this under review.
- 9.1.9 There will be no safeguarding of any temporary TLR3 payments.

9.2 Special Educational Needs (SEN)

- 9.2.1 The Governing Board will award a Special Educational Needs Allowance to a teacher in any SEN post that requires a mandatory SEN Qualification.
- 9.2.2 The Governing Board will determine a spot value for each post, taking account of the structure for SEN provision in the school and:

- whether any mandatory qualifications are required for the post;
- the qualifications and expertise of the teacher relevant to the post; **and**
- the relative demands of the post.

9.2.3 The value of any SEN allowance in the school will be within the range prescribed in the STPCD.

9.3 Acting Allowances

9.3.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance other than their own for a period of at least a (short) term will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post, and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.4 Recruitment and Retention

9.4.1 The Governing Board may, on the advice of the Executive Headteacher, consider the award of a recruitment and retention payment where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- to recognise a teacher's performance which exceeds the school's expectations and which is not recognised through accelerated salary progression in other sections in this policy.

9.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future.

9.4.3 The duration of the payment will be determined according to the circumstances of the payment.

9.4.4 Normally a recruitment or retention payment will be financial, but where appropriate, governors may consider other benefits e.g. housing, relocation expenses.

9.4.5 Other than in respect of housing or re-location expenses, the Executive Headteacher will not be entitled to a separate recruitment and retention payment. Remuneration in respect of any recruitment and retention payment will be reflected in the Individual School Range for the Executive Headteacher's salary.

9.5 Out of School Learning Activities

9.5.1 Teachers who undertake agreed voluntary learning activities outside the normal school day, and whose salary range does not take account of such activity may be entitled to an additional payment. The Governing Board advised by the Executive Headteacher, will consider each case individually before the activity takes place. Such activities may include breakfast clubs and summer schools.

9.5.2 The rate of payment will be determined according to circumstances but will usually be at the teacher's normal hourly rate.

9.6 Continuing Professional Development

9.6.1 The Governing Board, advised by the Executive Headteacher, may consider in advance awarding additional payments to teachers in respect of continuing professional development undertaken outside of the 1265 hours of directed time (pro-rata). Participation in CPD outside of directed time is voluntary and cannot be directed. The Governing Board will consider each case on an individual basis. Where approved additional payments will be calculated based on the teacher's normal hourly rate.

9.7 Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school

9.7.1 The Governing Board will not award additional payments in respect of School Centered ITT (SCITT) where the school takes the lead in providing ITT courses including planning and preparing materials for an ITT course and taking responsibility for the well-being and tuition of ITT students. Such duties may be considered under a separate non-teaching contract.

9.8 Additional responsibilities and activities due to or in respect of the provision of services by the Executive Headteacher relating to the raising of educational standards to one or more additional schools

9.8.1 The Governing Board may consider an additional payment where the Executive Headteacher is providing services to other school e.g. as a consultant leader, school improvement partner, local leader for education or national leader of education.

9.8.2 Any payment considered under this section will be temporary only.

9.8.3 No payment will be considered where these duties have already been taken into account in other sections of this policy

10 Salary Sacrifice

10.1 The Governing Board will support existing salary sacrifice arrangements for teachers in respect of childcare vouchers / childcare benefit schemes

10.2 Participation in any salary sacrifice scheme arrangement will have no effect upon the determination of any safeguarded sum to which the teacher may be entitled.

11 Safeguarding

11.1 The Governing Board will apply the salary safeguarding provisions of the STPCD.

12 Appeals

12.1 A teacher may seek a review of any determination in relation to their pay or any other decision taken by the Governing Board (or a committee or individual acting with delegated authority) that affects their pay.

12.2 The following list includes the usual reasons for seeking a review of a pay determination; that the person or committee by whom the decision was made:

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

12.3 The order of proceedings is as follows:

- The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- 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.
- Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
- The teacher should set down in writing the grounds for questioning the pay decision 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.

- The committee or person who made the determination should provide a hearing within ten 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 teacher should be informed in writing of the decision and the right to appeal.
- Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.

- The Appeal Panel's decision will be final and there will be no further appeal rights.

12.4 Appendix 3 contains the appeal hearing procedure

13 Salaries of Support Staff

13.1 On appointing a member of the support staff, the job description determined for the post to which the employee is to be appointed will be evaluated in accordance with an approved scheme from RBWM.

13.2 The Executive Headteacher, in consultation with the Chair of Governors, will determine the appropriate point on the evaluated scale having regard to:

- relevant qualifications and/or experience
- recruitment/retention needs of the school in respect of the post

The decision of the Executive Headteacher will be reported to the FGB.

13.3 If at any time, the Executive Headteacher, in consultation with the Chair of Governors, considers that a member of the support staff is being asked to undertake, or has undertaken, increased responsibility on a permanent or temporary basis, s/he shall refer the job description of the post, with the new responsibilities, to be evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the Executive Headteacher and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid.

13.4 At the time of making the annual assessment of the teachers' salaries, the Executive Headteacher may also make any recommendation to Pay Review Panel in respect of the salary of any member - or all members - of the support staff. Where the Executive Headteacher considers it appropriate, s/he may recommend to the review committee that a named member(s) of the support staff shall be awarded an honorarium for the excellence of his/her performance during the previous year. The honorarium may either be paid as a lump sum payment at the first possible salary payment after the appropriate committee's decision, or as a 1/12 increase in monthly salary for the period in question.

13.5 If any member of the support staff wishes to appeal against his/her salary level s/he may ask for a re-evaluation of the job description of the post to be undertaken. In the event that a member of the support staff wishes to appeal against a decision of the review committee under paragraph 13 of this document, then s/he should enter a formal written statement of appeal. The appeal should be heard by the Pay Review Panel referred to in paragraph 13.

NB Also refer to Pay and Benefits policy for School Support Staff (Appendix 7)

14 Sick pay

14.1 There may be circumstances when the return of an employee from sickness absence can be facilitated and/or supported by temporary changes to their attendance or job content. These changes

should be agreed by the employee and Executive Headteacher / Chair of Governors as appropriate, based on advice from Occupational Health and on discussion with the school's HR provider. The changes would be strictly time-limited (not normally in excess of a four-week period other than in exceptional cases following advice from Occupational Health and the HR provider). Progress and rehabilitation would be regularly documented and reviewed and there would be the intention to return to the normal/contractual pattern of work at the earliest practical time.

- 14.2 Full pay will normally be paid during the time-limited incremental return to work and the time not at work will not be regarded as sick leave since there will have been a return to work.

15 Monitoring the impact of the policy

- 15.1 The Governing Board will monitor the outcomes and impact of this policy on a yearly basis including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Appendix 1: Pay Review Panel Terms of Reference

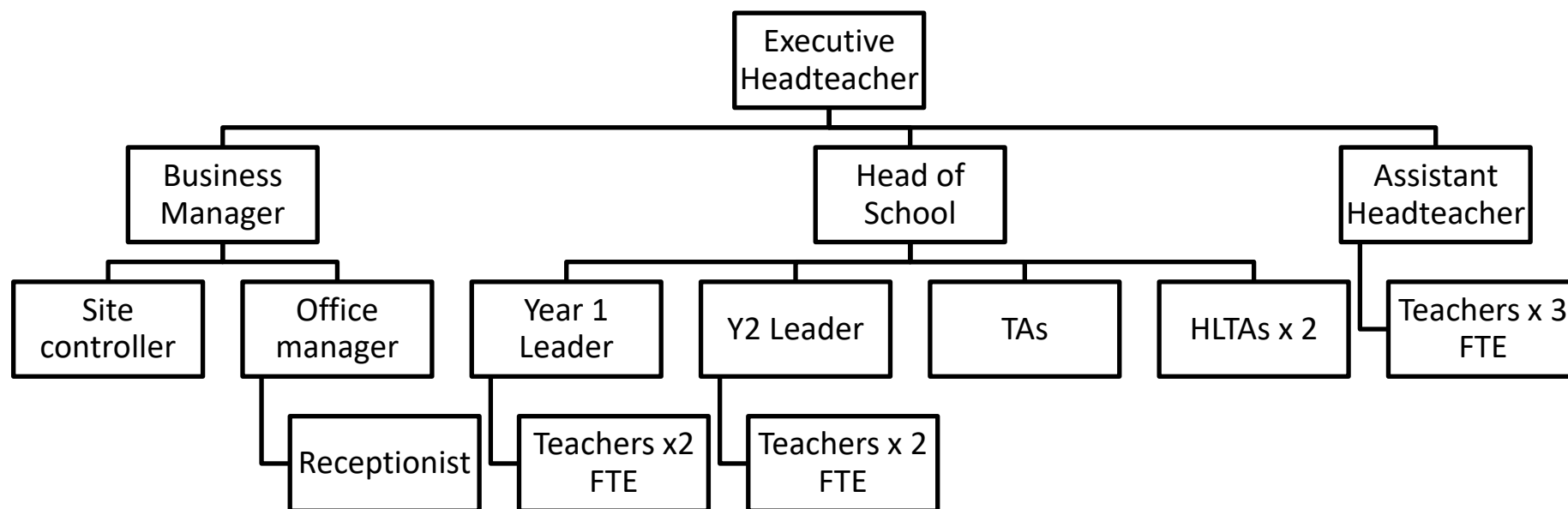
Membership and Quorum

- The membership of the committee shall consist of at least 3 governors.
- Any paid employees of the school who are also governors are unable to be members of the Pay Review Panel
- Pay Review Panel members will be excluded from membership of the governors' Appeal Panel when convened to consider a pay appeal.
- Quorum shall be three.
- All meetings of the Pay Review Panel will be minuted.
- The minutes of the Pay Review Panel are confidential. In the event of an individual pay appeal, the governing board will seek appropriate advice on the disclosure of the minutes, recognising the rights to confidentiality and protection of data for all members of staff.

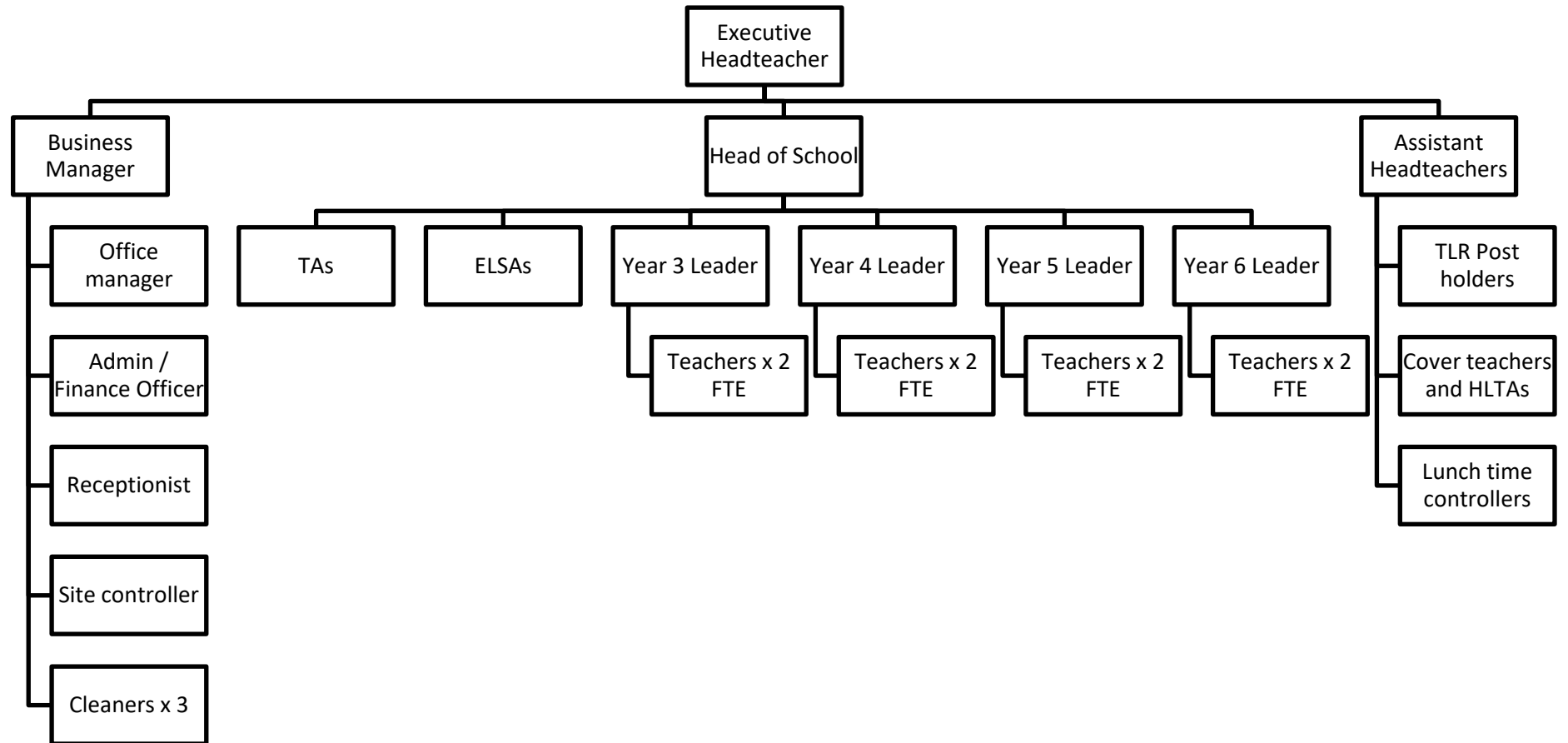
Function

- To annually determine the salary progression for eligible staff, following recommendation by the Executive Headteacher.
- To consider applications for advancement onto the upper pay scale.
- Ensuring that the policy is applied fairly and consistently for all staff
- Ensuring that pay decisions are fair and equitable, linked to the appraisal policy and take account of the recommendations of the Executive Headteacher and other members of the school leadership team.

Appendix 2: Alwyn Infant School staffing structure



Appendix 3: Courthouse Junior School staffing structure 2024-2025



Appendix 4: Pay Appeals Procedure -

The Governing Board has adopted the following procedure to consider any pay appeals:

Stage 1: Informal

- 1.1 If, following receipt of the written confirmation of the pay determination and where appropriate the basis upon which the decision was made, the member of staff is not satisfied, he / she should seek to resolve this by discussing the matter informally with the decision maker within 10 working days of the decision.
- 1.2 Where this is not possible, or where the member of staff continues to be dissatisfied with the decision, he / she may follow the formal Stage 2 Appeal process.

Stage 2: Formal

- 2.1 The member of staff should submit a written appeal, setting out the grounds and the detail upon which the pay decision is appealed. This should be sent to the Executive Headteacher within 5 working days after the notification of the decision being appealed against, or the outcome of the informal discussion.
- 2.2 The Executive Headteacher will arrange a hearing, within 10 working days of receipt of the written appeal, at which they will consider the appeal and give the staff member an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.3 Following the hearing the member of staff will be informed in writing of the decision and the right of appeal. Any appeal must be submitted within 5 working days from receipt of written confirmation of the decision. This should be sent to the Clerk to the Governors.
- 2.4 Any further appeal will be heard by a panel of 3 governors who were not involved in the original determination. The appeal will normally be heard within 20 working days of the receipt of the written notification of appeal. The staff member will be given an opportunity to make representations in person and be accompanied by a colleague or trade union representative.
- 2.5 The decision of the appeal panel will be given in writing within 5 working days and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision.
- 2.6 The decision of the panel will be final. There will be no further right of appeal.

Appendix 5: Career Stage Expectations

Teacher standard	MPS 1-3	MPS 4-6	UPS
Set high expectations which inspire, motivate and challenge pupils	Establish a safe and stimulating environment for children, rooted in mutual respect		Evaluate the impact of own and others' environments to maximise safety, stimulation and mutual respect, offering support to other colleagues
	Set goals that stretch and challenge children of all backgrounds, abilities and dispositions, adjusting them in response to formative assessment	Set goals that stretch and challenge children of all backgrounds, abilities and dispositions, adjusting them in response to formative assessment, recognise own biases and take steps to address them	
	Demonstrate consistently the positive attitudes, values and behaviour which are expected of children.		
	Actively promotes the school's values of building belonging, showing kindness and making good choices / doing the right thing		
			Contribute to strategic planning of tackling disadvantage
Promote good progress and outcomes by pupils	Be accountable for children's attainment, progress and outcomes.	Be accountable for children's attainment, progress and outcomes, showing good understanding of the school's assessment practices.	Be accountable for children's attainment, progress and outcomes, evaluating the school's assessment practices and offering opinions on improvements to assessment systems.
	Implement the actions from progress meetings.	Implement the actions from progress meetings and support colleagues to do so.	Implement the actions from progress meetings and offer opinions and advice on improvements to systems.
	Be aware of children's capabilities and their prior knowledge, and plan teaching to build on these.		Be aware of children's capabilities and their prior knowledge, and plan teaching to build on these, offering support to other colleagues.
	Guide children to reflect on the progress they have made and their emerging needs.		
	Demonstrate knowledge and understanding of how children learn and how this impacts on teaching.	Design sequences of learning with a good understanding of how children learn, including regular review, presenting new material in small steps, clear modelling / explanation and guided / independent practice.	Support others to design sequences of learning with a good understanding of how children learn, including regular review, presenting new material in small steps, clear modelling / explanation and guided / independent practice.
	Encourage children to take a responsible and conscientious attitude to their own work and study.		

			Contribute to strategic planning of tackling the improvement of outcomes
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Teacher standard	MPS 1-3	MPS 4-6	UPS
Demonstrate good subject and curriculum knowledge	Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain children's interest in the subject, and address misunderstandings.	Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain children's interest in the subject, predicting misunderstandings and addressing them in sequences of learning.	Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.
	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship, consistently applying these developments into practice.	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship, applying these developments into practice and supporting colleagues to do so.
	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.		
		Support the development of colleagues' subject knowledge by leading professional development on an area of expertise or responsibility in team or whole staff meetings.	Support the development of colleagues' subject knowledge by leading professional learning on an area of expertise or responsibility in team or whole staff meetings over an extended period of time.
	If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	Demonstrate a clear understanding of systematic synthetic phonics.	
	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Demonstrate a clear understanding of appropriate teaching strategies for early mathematics.	
	Implement support for all lower attaining readers in phonics / vocabulary / general knowledge / fluency / comprehension.	Implement support for all lower attaining readers in phonics / vocabulary / general knowledge / fluency / comprehension so that they all make progress.	Implement support for all lower attaining readers in phonics / vocabulary / general knowledge / fluency / comprehension so that they all make progress, supporting other colleagues to do so.
	Implement support for all lower attaining mathematicians in fluency of recall in number facts, efficient calculations and understanding of additive and multiplicative reasoning.	Implement support for all lower attaining mathematicians in fluency of recall in number facts, efficient calculations and understanding of additive and multiplicative reasoning so that they all make progress.	Implement support for all lower attaining mathematicians in fluency of recall in number facts, efficient calculations and understanding of additive and multiplicative reasoning so that they all make progress, supporting other colleagues to do so.
	Contribute to strategic planning of tackling the improvement of subject knowledge		

Teacher standard	MPS 1-3	MPS 4-6	UPS
Plan and teach well structured lessons	Impart knowledge and develop understanding through effective use of lesson time, including regular review, presenting new material in small steps, clear modelling / explanation and guided / independent practice.		Impart knowledge and develop understanding through effective use of lesson time, including regular review, presenting new material in small steps, clear modelling / explanation and guided / independent practice and support colleagues to do so.
	Promote a love of learning and children's intellectual curiosity.		
	Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding children have acquired.	Set homework and plan other out-of-class activities such as leading school trips to consolidate and extend the knowledge and understanding children have acquired, evaluating the effectiveness of each task.	Set homework and plan other out-of-class activities such as leading school trips to consolidate and extend the knowledge and understanding children have acquired, evaluating the effectiveness of each task and offering opinions on whole school systems.
	Reflect systematically on the effectiveness of lessons and approaches to teaching.	Reflect systematically on the effectiveness of lessons and approaches to teaching, adapting sequences of learning accordingly and supporting colleagues to do so.	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
	Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Contribute to the design and provision of an engaging curriculum within a subject of interest or expertise through subject leadership, refining subject overviews, medium term plans and assessment practices.	Make significant contributions to the design and provision of an engaging curriculum across subject areas through subject leadership, refining subject overviews, medium term plans and assessment practices.
			Contribute to strategic planning of tackling the improvement of teaching

Teacher standard	MPS 1-3	MPS 4-6	UPS
Adapt teaching to respond to the strengths and needs of all pupils	Know when and how to differentiate appropriately, using approaches which enable children to be taught effectively.	Know when and how to differentiate appropriately, using approaches which enable children to be taught effectively, offering support to other colleagues.	Know when and how to differentiate appropriately, using approaches which enable children to be taught effectively, offering support to colleagues and offering opinions to refine whole school practice.
	Have a secure understanding of how a range of factors can inhibit children’s ability to learn, and how best to overcome these.	Have a secure understanding of how a range of factors can inhibit children’s ability to learn, and how best to overcome these, offering support to colleagues.	Have a secure understanding of how a range of factors can inhibit children’s ability to learn, and how best to overcome these, offering support to colleagues and offering opinions to refine whole school practice.
	Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children’s education at different stages of development.	Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children’s education at different stages of development, offering support to colleagues.	Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children’s education at different stages of development, offering support to colleagues and offering opinions to refine whole school practice.
	Have a clear understanding of the needs of all children, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	Have a clear understanding of the needs of all children, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them, offering support to colleagues.	Have a clear understanding of the needs of all children, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them and offering opinions to refine whole school practice.
			Have expert knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies to provide opportunities for all children to achieve their potential.
			Contribute to strategic planning of tackling the improvement of meeting every child’s needs.

Teacher standard	MPS 1-3	MPS 4-6	UPS
Make accurate and productive use of assessment	Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements where relevant.	Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those related to public examinations and qualifications.
	Lead adults in the classroom to carry out keep up interventions daily where possible.		Lead adults in the classroom to carry out keep up interventions daily, evaluate the impact of interventions and offer opinions to refine whole school practices.
	Make use of formative and summative assessment to secure children's progress.	Make use of formative and summative assessment to secure children's progress, offering support to colleagues.	Make use of formative and summative assessment to secure children's progress, supporting colleagues to do so and offering opinions to refine assessment systems across the school.
	Use relevant data to monitor progress, set targets, and plan subsequent lessons.	Use relevant data to monitor progress, set targets, and plan subsequent lessons, offering support to colleagues.	Use relevant data to monitor progress, set targets, and plan subsequent lessons, supporting colleagues to do so and offering opinions on refining whole school data systems.
	Give children regular feedback and encourage them to respond to the feedback.	Give children regular feedback and encourage them to respond to the feedback, offering support to colleagues.	Give children regular feedback and encourage them to respond to the feedback, offering opinions on refining the effectiveness of school practices.
			Contribute to strategic planning of tackling the improvement of assessment practices.

Teacher standard	MPS 1-3	MPS 4-6	UPS
Manage behaviour effectively to ensure a good and safe learning environment	Consistently apply school rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.	Consistently apply school rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy and offering advice to other colleagues.	Consistently apply school rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy, evaluate the impact of strategies and offer opinions to refine whole school behaviour systems.
	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly, reflecting on the effectiveness of strategies and amending as necessary.	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly, reflecting on the effectiveness of strategies and amending as necessary, as well as offering support to other colleagues.
	Manage classes effectively, using approaches which are appropriate to children's needs in order to involve and motivate them.		
	Maintain good relationships with children, exercise appropriate authority, and act decisively when necessary.	Maintain good relationships with children, exercise appropriate authority, and act decisively when necessary and offering advice to other colleagues.	
			Contribute to strategic planning of tackling the improvement of behaviour management.

Teacher standard	MPS 1-3	MPS 4-6	UPS	
Wider professional responsibilities	Make a positive contribution to the wider life and ethos of the school.			
	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Develop effective professional relationships with colleagues, knowing how and when (and guiding others) to draw on advice and specialist support,		
	Deploy support staff effectively in accordance with EEF guidelines on effective use of TAs.	Deploy support staff effectively in accordance with EEF guidelines on effective use of TAs and offer advice to other colleagues to do so.	Deploy support staff effectively in accordance with EEF guidelines on effective use of TAs, offer advice to other colleagues and offer opinions to refine whole school deployment of support staff.	
	Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and knowing how and when to offer advice to colleagues.	Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues, knowing how and when to offer advice to colleagues and offer opinions on improving teaching across the school.	
	Communicate effectively with parents with regard to children’s achievements and well-being.			
	Work effectively as a team member.			Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. Promote collaboration and work effectively as a leader and team member.
Part 2 Personal and professional conduct	<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position, • having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others, • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs and • ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <ul style="list-style-type: none"> • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 		<p>As for MPS1-6, plus:</p> <ul style="list-style-type: none"> • treating all in the community with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position, • having regard for colleagues’ well-being, and • advocating fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. <p>Demonstrate and advocate an open to learning approach of visiting each other’s classrooms,</p>	

		seeking feedback and respectful challenge of ideas and practices.
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Appendix 6: Pay and benefits policy school support staff

1 Principles

- 1.1 The school aims to ensure good and supportive employment and its Pay and Benefits Policy aims to reflect:
- Fairness and equality of opportunity
 - The need to encourage and enable people to perform well
 - The need to recruit and retain in a competitive market
 - The desire to operate a single transparent pay and grading structure
- 1.2 The employment offer includes a wider range of issues alongside pay, including: access to learning and development, and the opportunity to undertake work of public value.
- 1.3 To make these principles work, remuneration arrangements:
- Are based on a clear and rational process for setting and reviewing the pay of employees
 - Provide a pay practice and levels of remuneration which are sufficiently flexible and reasonably competitive, taking account of relevant data on pay markets and recruitment and retention factors
 - Are affordable and support the provision of high-quality education.

2 Elements

2.1 Job Evaluation

2.1.1 The grade and pay range for every support staff post will be set based on an analytical job evaluation undertaken by RBWM HR. The council has adopted a points assessment scheme, which enables jobs to be assessed against a number of factors. The scheme can be applied to all types and levels of jobs in the grade range Scale 2 to M1+.

2.1.2 The process of evaluation involves:

- Providing a clear description of the job agreed by the employee and the Executive Headteacher
- Assessment of the job information by a panel of people trained to use the Evaluation Scheme. The Panel consists of three members (one a representative of a recognised Trade Union)
- Using the job evaluation conclusions to confirm the pay grade. The coverage of grades is defined by evaluation points/scores, and agreement on an evaluation score determines the grade and therefore the pay range.

2.1.3 Jobs will be evaluated if they are new or if the Governors and/or the Executive Headteacher recommend an evaluation on the grounds the post has undergone substantial change and grown significantly in responsibilities. Small changes will not affect grading and should not lead to evaluation requests. Grade changes will result in the salary being paid at the minimum of the grade unless specific circumstances determine otherwise. Your HR provider will be available to advise in this instance.

2.2 Pay Ranges

2.2.1 The school applies the council's single pay and grade structure, ranging from Scale 2 to M1+.

2.2.2 Posts at Scales 2 to MG7 and MG8 have pay ranges determined nationally. Arrangements for these scales provide for individuals to receive annual incremental progression within the grade subject to satisfactory performance.

2.2.3 Pay ranges for management grades M1+ to MG6 inclusive will be reviewed annually in April by elected Members of the council. These pay ranges are not incremental. Appointments are made on a 'spot salary' and there should be no expectations of an increase within the range other than in the following circumstances:

- The person takes on additional duties but this does not warrant a regrading under job evaluation.
 - Following an appraisal where it is acknowledged that they have performed exceedingly well.
 - For retention purposes, where the individual has received a job offer.
- 2.2.4 Salary on recruitment in all pay ranges should be set at a level within the range consistent with attracting good calibre people. Flexibility exists however, to pay a higher incremental point or in the case of M1+ to MG6, a higher salary within the range, for both recruitment and retention purposes.
- 2.3 Pay Review
- 2.3.1 All pay ranges excluding MG1+ to MG6 are reviewed annually, effective 1st April in line with the nationally agreed pay award.
- 2.3.2 At local level, pay ranges for MG1+ to MG6 are reviewed annually by Members of the council and any increases are effective from 1st April.
- 2.4 Pay arrangements
- 2.4.1 Support staff posts in schools are usually contracted for a variety of paid weeks over the school year depending upon the school's requirements. Most posts are contracted term time only and paid pro-rata for 38 weeks plus an additional 6.3 weeks for holiday and bank holiday entitlement. Some posts are contracted for more than 38 weeks and others full year. See Appendix A.
- 2.5 Menu of Benefits
- 2.5.1 Staff have access to the council's Menu of Benefits package:
- Free access - KAARP discount scheme: username - RBWM and password BENEFITS
 - Membership fee paid by employee – Boundless or CSSC discount schemes
 - Eyecare voucher for DSE users
 - GAYE scheme
 - Care First – advice/information and counselling service: username -RBWM, password – RBWM
 - School's Dell Advantage offer
- Information about all of these can be found on the AfC Leadership site or from the School Business Manager at each school.
- 2.5.2 Existing staff are able to select options from the menu on an annual basis in November, to commence in January.
- 2.5.3 New staff are able to select their options within one month of joining.
- 2.5.4 Due to the working arrangements in schools some provisions are not available to school support staff.
- 2.5.5 All the choices available are contained within the Menu of Benefits information which can be requested from the School Business Manager.
- 2.6 Allowances
- Overtime
- 2.6.1 Overtime is paid in accordance with the National Agreement and at the individual's grade rate, unless the contract of employment states otherwise. Overtime is not normally paid to those on management grades.

- 2.6.2 All overtime must be agreed by the Executive Headteacher and closely monitored.
- 2.6.3 Shift Allowance/Call Out and Standby. Payments are made to reflect the unsociability of working in the particular circumstances

Honoraria

- 2.6.4 Honoraria may be paid in the following circumstances if an employee has undertaken:
- Significant additional work in line with the job description resulting in additional hours being worked.
 - Work outside the normal parameters of the job.
- 2.6.5 The Executive Headteacher can agree payments up to £1000 in consultation with the Chair of Governors. Payments over £1000 will be subject to the approval of the Pay Review Panel.

2.7 Annual Leave

- 2.7.1 The standard annual leave entitlement is 29 days plus 8* bank holidays for full-time full-year employees irrespective of status in the school or length of service. Part-time and part-year employees receive a pro-rata entitlement to holiday and bank holidays. (See section 2.4)

*Plus any additional/occasional national bank holidays as and when they occur.

- 2.7.2 Staff employed term time only are not entitled to take annual leave during term time. Staff contracted to work throughout the year will generally be required to take their leave outside term time, subject to agreement with their line manager.

2.8 Time off

- 2.8.1 Paid time off during the school term and the normal school day will be approved according to the school's Special Leave Procedures (see Appendix B).

2.9 Sickness Benefit

- 2.9.1 Sickness benefit for all staff will be in accordance with the National Agreement for Local Government Services. The schools have adopted the councils' policy and procedure for managing absence and long-term ill health.

3 Equal Opportunities Considerations

- 3.1 Pay and conditions will apply equally to employees working full-time and part-time in accordance with the Part-Time Employment (Prevention of Less Favourable Treatment) Regulations 2000.

4 Review of the Policy

- 4.1 The Policy will be kept under review and developments considered in the light of issues including external best practice and legislation, internal data on recruitment and retention, external pay data and changes to council policy.

Appendix 7: School support staff and contracted weeks posts

Teaching Assistants
Higher Level Teaching Assistants
Office/Admin Staff
School Business Managers
Lunchtime Controllers
Cleaners
Site Controllers

Term Time Only Calculation (TTO)

Normal calculation for TTO paid weeks

Leave for a full year = 29 days plus 8 Bank Holidays = $37 \div 5 = 7.4$ weeks

$52.143 \text{ weeks} - 7.4 \text{ weeks} = 44.74 \text{ weeks}$

Example 1: $\text{TTO 1} = 38 \text{ weeks} / 44.74 = 84.94\%$

$7.4 * 0.8494 = 6.28$ rounded to 6.3

$\text{Paid weeks} = 38 + 6.3 = 44.3$

$\text{TTO 2} = 39 \text{ weeks} / 44.74 = 86.78\%$

$7.4 * 0.8678 = 6.42$, rounded down to 6.4

$\text{Paid weeks} = 39 + 6.4 = 45.4$

Appendix 8 Individual School Range

Group Size & Pay Ranges

The governing board has agreed to use the 'Pay Ranges for Headteachers' grid in accordance with the School Teachers' Pay and Conditions Document to calculate the Headteacher group and pay ranges. The pay ranges are 1-8 depending on the size of the school.

"1.1 A school must be assigned to a headteacher group in accordance with the following table by reference to its total unit score calculated as follows:

Total unit score	Group
Up to 1000	1
1001 to 2200	2
2201 to 3500	3
3501 to 5000	4
5001 to 7500	5
7501 to 11000	6
11001 to 17000	7
17001 and over	8

1.2 Subject to paragraphs 6.1 to 6.5, the total unit score must be determined in accordance with the number of pupils on the school register, calculated as follows:

<i>Key Stage</i>	<i>Units per pupil</i>
<i>For each pupil in the preliminary stage and each pupil in the first or second key stage</i>	7

1.3 The number of pupils on the school register, and the number of pupils at each key stage, must be determined by the numbers as shown on the most recent return of the Department for Education (DfE) School Census submitted to the DfE on behalf of the school.

1.4 Each pupil with a statement of special educational needs (SEN) or from September 2014 an Education, Health and Care (EHC) plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted as by virtue of paragraph 6.2, and if not in such a special class be counted as three such units only where the relevant board so determines."

STPCD

January 2024 Census:

358 pupils at Courthouse Junior School
244 pupils at Alwyn Infant School

602 pupils $\times 7 = 4214$
10 at Courthouse and 4 at Alwyn, pupils with EHC Plans $\times 10 = 140$

4354 equates to a group 4 school

1.5 Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration

Regulations(4), the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.