

TITLE: Model Pay Policy for Schools

MODEL POLICY STATEMENT

This **is** a Local Authority model policy

Local changes **have** been made to the model policy by the College

The model policy used is v. September 2016

Policy Owner:	Strategic Business Leader	Review period:	As per LA
Last Review:	September 2016	Approving Committee:	Resources 16.11.2016
Next Review:	As per LA	Latest FGB adoption:	07.12.2016

IMPACT OF THIS POLICY

This model policy has been updated in line with the School Teachers' Pay and Conditions Document 2016

Pay Policy for Schools

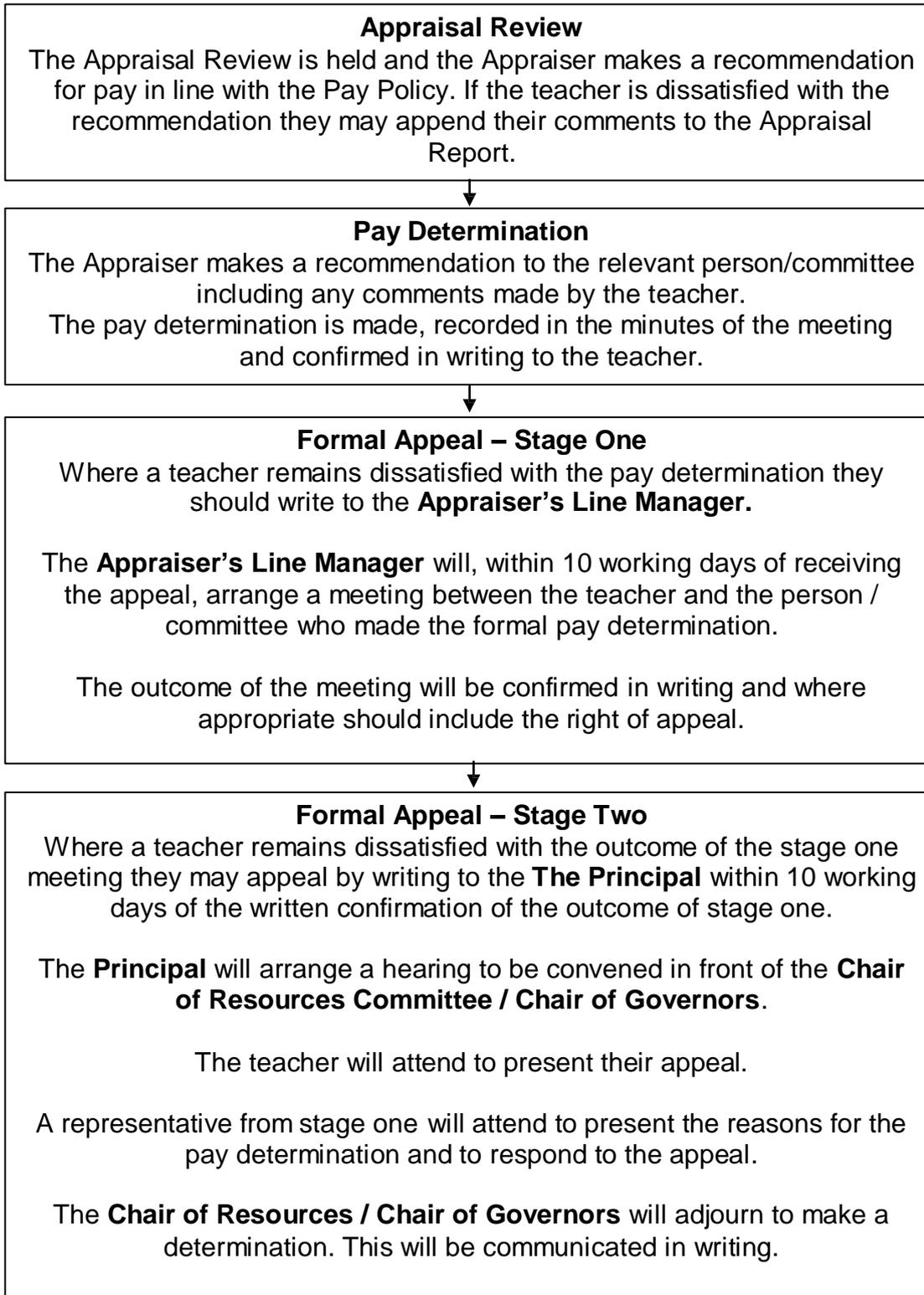
September 2016

For further advice & guidance in relation to this policy, please contact HR ONE at hrdirect@devon.gov.uk or on 01392 385555.

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Pay Determination and Appeal Flow Chart



1.0 **Introduction**

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) (The Document) and statutory guidance.

This policy will be used in conjunction with the adopted Appraisal Policy and with the Document and guidance. In the event of any inadvertent contradictions, the Document and guidance will take precedence.

This policy will be reviewed each year, or when other changes occur to the Document, to ensure that it reflects the latest legal position.

The recognized Trade Unions/Professional Associations have been consulted on this policy at regional level. The relevant body will ensure that their final adopted policy has been through appropriate consultation with both staff and their local representatives.

All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability. All pay related decisions are taken in compliance with the [Equality Act 2010](#), [The Employment Rights Act 1996](#), [The Employment Relations Act 1999](#) and [The Employment Act 2002](#), as well as [The Part-time Workers \(Prevention of Less Favorable Treatment\) Regulations 2000](#), [The Employment Act 2002 \(Dispute Resolution\) Regulations](#) and [The Fixed Term Employees \(Prevention of Less Favorable Treatment\) Regulations 2002](#).

In adopting this policy, the aim of **Tavistock College** is to:

- maximize the quality of teaching and learning
- support the relevant improvement/development plan and recent self-evaluation.
- support the recruitment and retention of a high quality teacher workforce
- enable the school to recognize and reward teachers appropriately for their contribution to the school
- ensure that decisions on pay are managed in a fair, just and transparent way.

Pay decisions at Tavistock College will be made by the Resources Committee of the governing body.

2.0 **Pay Reviews**

The process for making decisions on the pay of teachers within the College is as follows.

The **Governing Body** will ensure that every teacher's salary is reviewed annually with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

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 written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads to or may lead to the start of a period of safeguarding, those affected must receive the required notification as soon as possible and no later than one month after the date of the determination.

3.0 Pay Determinations on Appointment

The following arrangements will be applicable to any determinations made regarding an appointment from 1st September 2016.

Where a position within the College becomes vacant the Resources Committee will review the existing pay range (if applicable) prior to the advertisement to establish whether this is appropriate for the post in question.

Pay determinations to all posts and/or pay ranges will be made taking the following into consideration: (remove any which will not be considered)

- the teacher's existing pay point, though this will not automatically be matched if joining from another school
- the nature and/or requirements of the post
- the level of qualifications, skills and experience required for the post
- the level of qualifications, skills and/or experience gained
- market conditions
- the wider school/college/service context

3.1 Pay Range for the Principal

The Head teacher's Pay Range will be calculated in accordance with paragraphs 4- 9 of the 2016 document.

The relevant body may review the pay range for the Principal if this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2016.

The Principal Pay Range for the Principal has been set at: L33 39

On appointment of a Principal the relevant body will take into consideration the individual's prior knowledge and experience when determining where on the pay range to position them whilst also allowing for performance related progression over time.

3.2 Pay Range for Vice Principal and Assistant Principals

Vice Principal and Assistant principal pay ranges will be calculated in line with paragraph 9 of the 2016 Document.

The pay range for the Vice Principal has been set at L 19 to L23.

The pay range for the Assistant Principal has been set at L10- L14.

3.3 Main Pay Range for Teachers

The main pay range within this College consists of:

OPTION 1 – A six point range with reference points as detailed on the following table

Reference Points	Annual Salary
1	£22,476
2	£24,243
3	£26,192
4	£28,207
5	£30,430
6	£33,160

3.4 Upper Pay Range for Teachers

The upper pay range within this College consists of:

OPTION 1 – A three point range with reference points as detailed on the following table

Reference Points	Annual Salary
1	£35,571
2	£36,889
3	£38,250

A teacher will be paid on the upper pay range where they:

- a) were employed as a post-threshold (upper pay spine) teacher in this **College** and there has been no break in the continuity of employment; or
- b) applied to be paid as a post-threshold teacher in this College that application was successful, and the teacher is still employed at this College with no break in their continuity of employment; or
- c) were employed since 1st September 2000 as a member of the leadership

- group in this College for an aggregate period of at least one year and has continued to be employed at this College without a break in their continuity of employment; or
- d) applied to the College to be paid on the upper pay range and their application is successful;

and the teacher will not be paid on the pay range for leading practitioners or on the pay spine for the leadership group.

3.5 Pay Range for Leading Practitioners

The individual post range for Leading Practitioners will be set in accordance with paragraph 16 of the 2016 Document.

The pay range for Leading Practitioner has been set at L10

3.6 Pay Range for Unqualified Teachers

The pay range for Unqualified Teachers within this College consists of:

A six point range with reference points as detailed on the following table

Reference Points	Annual Salary
1	£16,461
2	£18,376
3	£20,289
4	£22,204
5	£24,120
6	£26,034

4.0 Assimilation to the New Pay Ranges

The **Governing Body** has agreed the following assimilation arrangements for teachers moving onto the new pay structure on or after 1 September 2013:

After any progression awarded as a result of a pay recommendation through the adopted appraisal process, the teacher will move to the nearest reference point or discretionary salary point ensuring that the teacher does not incur a detriment as a result of assimilation.

5.0 Pay Progression Based on Performance

The following arrangements will be applicable to any pay determinations relating to progression effective on or after 1st September 2016.

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In this College all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognizes their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the College's Appraisal Policy.

Decisions regarding pay progression will be made only with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

Pay progression is not automatic and it will be possible for a 'no progression' determination to be made without recourse to the capability policy. However, those subject to formal capability proceedings during the appraisal review period will be deemed unsatisfactory performers and will not therefore meet the requirements for pay progression.

To be fair and transparent, assessments of performance will be properly rooted in evidence. Please see the school/academy/service Appraisal Policy for further details.

The **Governing Body** recognizes its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-Time Workers (Prevention of Less Favorable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favorable Treatment) Regulations 2002, and ensures that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.

Pay decisions take account of the resources available to the College. The College staffing structure supports the improvement plans. The **Governing Body** exercises its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in College pay decisions.

In this College, judgments of performance will be made by evidence based assessment against objectives and the relevant teachers' standards.

The evidence that will be used to inform pay progression or otherwise is detailed in the Appraisal Policy.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether to accept a pay recommendation will be made by the Resources Committee having regard to the appraisal report and taking into account advice from the **Principal**. The Resources Committee will ensure that appropriate funding is allocated for pay progression at all levels.

In this College teachers will be eligible for pay progression in line with the following:

5.1 Pay Progression for Principal

The Principal must demonstrate sustained high quality of performance in respect of **school** leadership and management and pupil progress, and is subject to a review of the totality of their performance as agreed with their appraiser(s) as part of their annual appraisal before any discretionary pay increases can be awarded.

Annual pay progression within the pay range for this post is not automatic. The Resources Committee may decide to award one reference point for sustained, high quality performance in line with the College's expectations where the above conditions have been satisfied. Alternatively the Resources committee may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review...

5.2 Pay Progression for Vice principals and Assistant principals

The Vice Principals and Assistant Principals must demonstrate sustained high quality of performance in respect of **school** leadership and management and pupil progress, and is subject to a review of the totality of their performance as agreed with their appraiser as part of their annual appraisal before any discretionary pay increases can be awarded.

Annual pay progression within the pay range is not automatic. The Resources Committee may decide to award one reference point. The Resources committee may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

5.3 Pay Progression for Leading Practitioners

For example:

Leading Practitioners must demonstrate sustained high quality of performance in respect of their agreed performance objectives and will be expected to have a leading role in coaching, developing and/or mentoring other colleagues and will deliver consistently outstanding teaching.

5.4 Pay Progression for Teachers on the Upper Pay Range

For teachers on the Upper Pay Range, progression of one reference point is normally considered after two successful appraisals which demonstrate that the teacher is highly competent in all elements of the relevant standards; and the teacher's achievements and contribution to the school are substantial and sustained (see the paragraph entitled 'The Assessment' for appropriate definition of these terms).

Annual pay progression within the pay range for these posts is not automatic. The Resource committee may consider progression of more than one reference point and/or progression after one year where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

5.5 Pay Progression for Teachers on the Main Pay Range

Pay progression takes into account the totality of a teacher's performance and not just whether s/he has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Teacher Standards
- Demonstrating sustained good performance via the appraisal process, of a sustained level of performance that meets the **school's** expectations for that level of post.

Annual pay progression within the pay range for these posts is not automatic. The Appraiser may decide to award progression of one reference point where sustained, high quality performance in line with the **school's** expectations where the above conditions have been satisfied. Alternatively the Principal may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

5.6 Pay Progression for Unqualified Teachers

Unqualified teachers must demonstrate sustained high quality of performance in respect of their agreed performance objectives and relevant standards.

Annual pay progression within the pay range for these posts is not automatic. The **appraiser** may decide to award one reference point sustained, high quality performance in line with the **school's** expectations where the above conditions have been satisfied. Alternatively the principal may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

6.0 Movement on to the Upper Pay Range

6.1 Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Progression from M6 to upper pay range may only take place following two successful appraisals.

Applications for movement on to the upper pay range will only be accepted once a year. The deadline for receipt of applications is 31 October in the relevant year.

Applications must be submitted to **the principal**.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This **school** will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the previous two years.

Teachers who have been on long term absence will be considered for progression on to the upper pay range on the basis of the evidence that does exist, even though that may not be from consecutive review periods, provided it is sufficient to meet the criteria above.

6.2 The Assessment

An application from a qualified teacher will be successful where the **Assessor** is satisfied that:

- (a) The teacher is highly competent in all elements of the relevant standards; and
- (b) The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this Pay Policy:

- 'highly competent' means
- performance which is not only good but demonstrates that the teacher is able to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice;
- 'substantial' means
of real importance, validity or value to the school; plays a critical role in the life of the school; able to be a role model for teaching and learning; make a

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appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and

- 'sustained' means
- maintained continuously over a period of two school years.

The application will be assessed by **Principal** and the final ratification will be by the **Resources Committee**

6.3 Processes and Procedures

From the point of receipt, an application will be assessed within 20 working days.

If successful, the applicant will receive a response to their application within 20 working days of the assessment and will move to the upper pay range from 1 September in the relevant year.

If unsuccessful, verbal confirmation of the decision will be given within 10 working days of the assessment. Written feedback will be provided by the Principal within 10 working days of the decision.

Any appeal against a decision not to move the teacher to the upper pay range will be considered in line with the pay appeal procedure in appendix 1 of this policy.

7.0 Allowances and Payments

7.1 Safeguarded payments and allowances

Safeguarding will apply up to a maximum of three years in line with Part 5 of the 2016 Document.

Where the safeguarded sum exceeds £500, the relevant body will review the teacher's duties and allocate responsibilities appropriate and commensurate with the safeguarded sum.

7.2 Teaching and Learning Responsibility Payments (TLRs)

TLR2s will be awarded to the following values:

TLR2 range £2640 to max £6450

TLR1s will be awarded to the following values:

TLR1 range min £7622 to max of £12898

The **school** may award a TLR3 of between £523 to £2603 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The **school** will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly installments. No safeguarding will

apply in relation to an award of a TLR3.

7.3 Special Educational Needs Allowance

A SEN allowance is no less than £2,085 and no more than £4,116.

The relevant body will award an SEN Allowance to a classroom teacher in line with paragraph 21 of the 2016 Document.

7.4 Additional Allowances for Unqualified Teachers

The principal may determine an additional allowance as it considers appropriate, where in the context of its staffing structure and Pay Policy a teacher has:

- a) taken on a sustained additional responsibility which:-
 - (i) is focused on teaching and learning; and
 - (ii) requires the exercise of a teacher's professional skills and judgement; or
- b) qualifications or experience which bring added value to the role being undertaken.

Where an unqualified teacher is in receipt of an additional allowance awarded under a previous document, the relevant body must re-determine that allowance in accordance with the above criteria.

Unqualified Teachers may not hold a TLR or SEN allowance.

7.5 Safeguarding for Unqualified Teachers

Any safeguarded sum applied to an unqualified teacher will be paid in accordance with Part 5 of the STPCD 2016.

7.6 Additional Payments

The resources committee may make such payments as they see fit to a teacher, including the Principal, in respect of:

- a) continuing professional development undertaken outside of the **school** day
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school/establishment
- c) participation in out-of-hours learning activity agreed between the Teacher and the principal or, in the case of the principal, between the principal and the relevant body
- d) any additional 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.

7.7 Recruitment and Retention Incentives and Benefits

The Resources Committee will consider making appropriate payments or provide appropriate financial assistance, support or benefits to a teacher as considered necessary as an incentive for the recruitment of new teachers and the retention of existing teachers.

The Resources Committee will specify clearly the basis on which such incentives may be paid, the duration of the payment and the review date after which it may be withdrawn.

A review of such payments will be made annually.

7.8 Residential Duties

Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

Where a principal receives a payment in respect of residential duties which are a requirement of the post that amount does not count towards the 25 per cent limit on discretionary payments.

8.0 Part Time Teachers

Teachers employed on an on-going basis but who work less than a full working day or week is deemed to be part time. The standard mechanism used to determine their pay will be based on the pro-rata comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

9.0 Short Notice / Supply Teachers

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. The calculation will assume that a full working year will consist of 195 working days. Therefore remuneration for those engaged to work less than a day will be paid pro-rata.

Teachers engaged on short notice or supply within the same authority throughout a 12 month period (beginning August or September) must not be paid more by way of remuneration in respect of that period than they would have been paid had the teacher been in regular employment throughout the year.

10.0 Pay Increases Arising from Changes to the Document

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

11.0 Pay Policy Relating to Support Staff

School Support Staff are paid in line with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service.

11.1 Job Evaluation

The Job Evaluation Project began in May 2003 and was implemented in Community and Voluntary Controlled schools in April 2007.

Job evaluation has been carried out as a result of the national Single Status Agreement which requires all local authorities to pay equal pay for work of equal

value and to ensure that pay and grading are fairly and appropriately implemented. To meet these requirements Devon County Council has used the GLPC (Greater London Provincial Council) Job Evaluation Scheme.

Further information regarding Job Evaluation can be found at:
<http://staff.devon.gov.uk/jobevaluation.htm>

All new or changed posts within Community and Voluntary Controlled Schools, which are under NJC 'Green Book' conditions of service, should be graded under the Job Evaluation Scheme.

For advice and guidance on changes to existing posts or new positions schools should consult the Job Evaluation procedures at:
<http://staff.devon.gov.uk/ppgapieevaluationofposts.htm>

Voluntary Aided and Foundation Schools Governing Bodies are the employers of their staff and will determine whether to implement job evaluation within their school.

Grading Schemes

A teaching assistant grading scheme is available for schools at:
<http://staff.devon.gov.uk/crtainfoguiddance.doc>

This document includes evaluated job descriptions and person specifications for Teaching Assistants, Cover Supervisors and Higher Level Teaching Assistants.

School Business Manager Information and Guidance is available for schools at:
<http://www.devon.gov.uk/sc-nov1044022.pdf>

POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
September 2013	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognized Trade Unions – July 2013	HR ONE	July 2013 for September 2013 implementation	

September 2014	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognized Trade Unions – 1 September 2014	HR ONE	August 2014 for September 2014 implementation	
September 2015	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognized Trade Unions – September 2015	HR ONE	July 2015 for September 2015 implementation	
September 2016	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognized Trade Unions – September 2016	HR ONE	July 2016 for September 2016 implementation	

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Pay Appeals Process

Any recommendations regarding pay should be clearly communicated and recorded on the Appraisal Report.

Where a teacher, including a Principal and/or any other teachers paid on the leadership scale (referred to as a 'teacher' for the purpose of the section) is dissatisfied with their pay recommendation, they should seek to resolve this by discussing the matter as part of the Appraisal Review process.

A record of this discussion should be made and appended to the teacher's Appraisal Report. The record should be provided to any party responsible for making the formal pay determination.

The timescales quoted in the following process can be varied by mutual agreement.

Where possible the timescales should allow for the appeals to be fully heard within and before the end of term.

Formal Appeal Process

Stage One

A teacher may seek a review of any determination in relation to their pay or any other decision that affects their pay.

A formal pay appeal may be lodged for the following reasons:

- incorrect application of any provision of the STPCD or NJC terms and conditions failure to have proper regard for statutory guidance
- failure to take proper account of relevant evidence
- failure to take account of irrelevant or inaccurate evidence
- biased or otherwise unlawful discrimination against the teacher.

The teacher should set down in writing the grounds for requesting an appeal within 10 working days of the notification of the pay determination decision.

The person(s) who made the determination should convene a meeting, within 10 working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person.

A teacher's request to be accompanied by a work colleague or recognized Trade Union/Professional Association representative will not be unreasonably refused. A Human Resources Adviser may be present to provide professional guidance to the decision maker(s).

The timing and location of the formal meeting must be reasonable.

Following the meeting the teacher should be informed in writing of the decision and their right of appeal.

Stage Two

If a teacher wishes to appeal against the decision made at stage one, they must notify the principal and the clerk to governors, in writing, within 10 working days of the written decision.

The appeal should be heard by a **governor panel**, who has not been involved in the original determination, normally within 20 working days of the receipt of the written appeal. The panel will consist of three members of the governing body.

The teacher will be given the opportunity to present their appeal in person. A teacher's request to be accompanied by a work colleague or recognized Trade Union/Professional Association representative will not be unreasonably refused.

The timing and location of the formal meeting must be reasonable. Five working days' notice should be given of the appeal hearing. The notification of the appeal hearing will include:

- the date, time and place of the hearing
- the name(s) of the person(s) who will hear the case, and where appropriate the details of the Human Resources Adviser (HRA)
- who will respond to the appeal (the person or representative of the Committee who made the original decision)
- copies of documents and any other written material or evidence that is relevant
- the names of any witnesses to be called
- confirmation of the teacher's right to call witnesses
- the teacher's right to submit any documentation within three working days prior to the appeal hearing, to clerk to governors
- a copy of the Pay Policy
- the fact that the appeal hearing may take place in the teacher's absence if they are unable to attend without a satisfactory explanation
- other than in exceptional circumstances, a teacher unable to attend due to illness, should arrange representation at the appeal hearing and/or provide written submissions to the appeal hearing.

An accurate account of the hearing must be made.

During the hearing, either side will be entitled to request an adjournment for consultation. Any reasonable request should be allowed. Witnesses will attend only for the part of the hearing where they are required to give evidence and answer questions.

No conclusion should be reached until representations from all parties have been taken into account. The decision will be given in writing and include detail of the evidence considered and the reasons for the decision.

Appendix 2

Headteacher Grades 01.09.16															
1		2		3		4		5		6		7		8	
6	£44,102	8	£46,335	11	£49,976	14	£53,712	18	£59,264	21	£63,779	24	£68,643	28	£75,708
7	£45,290	9	£47,492	12	£51,127	15	£55,049	19	£60,733	22	£65,363	25	£70,349	29	£77,583
8	£46,335	10	£48,711	13	£52,405	16	£56,511	20	£62,240	23	£66,982	26	£72,089	30	£79,514
9	£47,492	11	£49,976	14	£53,712	17	£57,810	21	£63,779	24	£68,643	27	£73,876	31	£81,478
10	£48,711	12	£51,127	15	£55,049	18	£59,264	22	£65,363	25	£70,349	28	£75,708	32	£83,503
11	£49,976	13	£52,405	16	£56,511	19	£60,733	23	£66,982	26	£72,089	29	£77,583	33	£85,579
12	£51,127	14	£53,712	17	£57,810	20	£62,240	24	£68,643	27	£73,876	30	£79,514	34	£87,694
13	£52,405	15	£55,049	18	£59,264	21	£63,779	25	£70,349	28	£75,708	31	£81,478	35	£89,874
14	£53,712	16	£56,511	19	£60,733	22	£65,363	26	£72,089	29	£77,583	32	£83,503	36	£92,099
15	£55,049	17	£57,810	20	£62,240	23	£66,982	27	£73,876	30	£79,514	33	£85,579	37	£94,389
16	£56,511	18	£59,264	21	£63,779	24	£68,643	28	£75,708	31	£81,478	34	£87,694	38	£96,724
17	£57,810	19	£60,733	22	£65,363	25	£70,349	29	£77,583	32	£83,503	35	£89,874	39	£99,081
18	£58,677	20	£62,240	23	£66,982	26	£72,089	30	£79,514	33	£85,579	36	£92,099	40	£101,554
		21	£63,147	24	£67,963	27	£73,144	31	£80,671	34	£87,694	37	£94,389	41	£104,091
										35	£88,984	38	£96,724	42	£106,699
												39	£98,100	43	£108,283

Leadership	
	01.09.16
1	£38,984
2	£39,960
3	£40,958
4	£41,978
5	£43,023
6	£44,102
7	£45,290
8	£46,335
9	£47,492
10	£48,711
11	£49,976
12	£51,127
13	£52,405
14	£53,712
15	£55,049
16	£56,511
17	£57,810
18	£59,264
19	£60,733
20	£62,240
21	£63,779
22	£65,363
23	£66,982
24	£68,643
25	£70,349
26	£72,089
27	£73,876
28	£75,708
29	£77,583
30	£79,514
31	£81,478
32	£83,503
33	£85,579
34	£87,694
35	£89,874
36	£92,099
37	£94,389
38	£96,724
39	£99,081
40	£101,554
41	£104,091
42	£106,699
43	£108,283

Pay Range	Discretionary Point	01.09.16
Main	1	£22,467
	2	£24,243
	3	£26,192
	4	£28,207
	5	£30,430
	6	£33,160

Upper	1	£35,571
	2	£36,889
	3	£38,250

Unqualified	1	£16,461
	2	£18,376
	3	£20,289
	4	£22,204
	5	£24,120
	6	£26,034

Leading Practitioners	
	01.09.16
Minima	£38,984
Maxima	£59,264

	01.09.16	
Allowance	£pa	
	Minima	Maxima
TLR 1	£7,622	£12,898
TLR 2	£2,640	£6,450
TLR 3	£523	£2,603
Special Needs	£2,085	£4,116

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Movement to the Upper Pay Range – Template Application Form This form is a template only. Schools are free to use their own form

Request for Movement to the Upper Pay Range

This form should be handled in confidence at all times

Eligibility criteria

- In order to be assessed you will need to:
 - hold Qualified Teacher Status on the date of your request; and
 - be statutorily employed under the STPCD.
- In this form the term 'school' should be taken as including all such settings. Teachers not working in schools should substitute 'service manager' or 'line manager' wherever 'head teacher' is used.
- All those wishing to become Upper Pay Range teachers will need to meet the Teachers Standards and eligibility as stated in the Pay Policy.
- Please enclose copies of your appraisal reports and/or planning and review statements that relate to the **[2 years]** immediately prior to the date on which you submit your request.
- Print, sign and date the form, keeping a copy and pass it to your head teacher by **31 October 2016**.

Part 1: Teacher details

To be completed by the teacher

Personal details

Surname

First name(s)

Previous surname (if applicable)

DfE teacher reference number
(this must be seven digits including zeros)

 /

Please give details if you are submitting appraisal reports from another school

Name and address of school/LA	Date(s) of employment	Name of head teacher/ service manager

Declaration by the teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management statements covering the two year period prior to this request for assessment.

Signed

Date

Part 2: Actions for the [Assessor] *N.B This form assumes the Headteacher is the assessor

Check that the teacher is eligible to be assessed.

- Before assessing whether the teacher can be assessed for Upper Pay Range the Headteacher must first be satisfied, on the basis of the evidence contained in the appraisal reports and planning and review statements, that the teacher meets the Teachers' Standards. If the Teachers' Standards are not met, you must not proceed with the assessment, and must write to the teacher setting out the rationale for the judgement.
- If the Teachers' Standards are met the Headteacher then goes on to assess whether the teacher has met the requirements to progress to the Upper Pay Range, i.e. that the teacher is 'highly competent' in all elements of the standards and that the teacher's achievements and contribution to the school are 'substantial' and 'sustained' as defined in the school's Pay Policy, having regard to the evidence contained in the appraisal report and/or planning and review statements, and expectations as laid out in the Pay Policy.
- Complete the Headteacher's statement
- Sign, date and copy the form.
- Promptly inform the Governing Body/Trustees of this decision, or the LA in the case of an unattached teacher, and inform the teacher, and notify the appropriate body that deals with payroll matters for the school/Academy.
- Inform the teacher of the outcome in writing within 20 working days of the decision.
- Notify the teacher in writing of the outcome of the Upper Pay Range assessment where the standards have *not yet been met*.
- Where the standards *have been met*, provide the teacher with verbal feedback.

To be completed by the Headteacher

Name of teacher

School/Academy/LA service

Please record your overall judgements below.

Teachers' Standards

To be successful, the Headteacher must be satisfied 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'. The assessment may not proceed where the teacher does not meet the Teachers' Standards. You should provide a detailed explanation below why the Teachers' Standards have not been met.

Where the standards have not been met, further areas of professional development should be noted.

Summary of the teacher's performance against the Teachers' Standards and overall assessment

Signature

Please paste in electronic/scanned signature above if submitting the application form electronically.

Print name

School name

Date

NB This page should be passed back to the teacher where either the Teachers' Standards have not been met or the post-Threshold standards have not yet been met.

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Teachers' Standards

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- 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 pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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.

6 Make accurate and productive use of assessment

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- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfill 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
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behavior and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behavior, within and outside school, by:
 - 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
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.