

Garlinge Primary School and Nursery



Pay Policy

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Part A - Policy

1 Policy Statement

This policy sets out the framework for making pay decisions for all Employees of Garlinge and Primary School and Nursery.

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

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

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

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

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

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

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

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

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

This policy explains:

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

2 Scope

This Policy applies to all current Employees of Garlinge Primary School and Nursery.

3 Adoption Arrangements and Date

This policy was adopted by the Governing Body of Garlinge Primary School and Nursery on the 20 November 2019 and supersedes any previous Pay Policy.

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

Part B – Framework for Pay Decisions

4 Delegation

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

Pay recommendations will be made by the individual Employee's Appraiser for consideration by the Headteacher.

All pay decisions for individuals paid on the Leadership pay range, including the Headteacher, will be made by a Pay Committee of the Governing Body. The pay committee will be comprised of one or more members of the Governing Body.

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

Staff Governors will not be appointed to serve on any Pay Committee or appeal panel.

Please refer to the Terms of Reference for the Governing Body, Pay Committee and Headteacher with regards to pay decisions.

5 Annual Pay Review

5.1 Teachers

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

The pay of eligible Teachers will be reviewed annually.

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

Any pay determination will be backdated to 1st September.

5.2 Support Staff

In this School support staff are paid in accordance with the Kent Scheme Pay Range.

Performance related pay increases are determined via the Total Contribution Pay (TCP) process.

6 Notification of pay determinations

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

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

7 Withholding Pay Progression

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

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

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

To allow an Employee the opportunity to address performance concerns the School will endeavour to have early conversations during the assessment period where performances may not warrant pay progression.

8 Appeals

An Employee may seek a review of any pay determination.

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

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

9 Equality Considerations

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

Part C – Pay for Teachers

10 Teachers' Pay Ranges

The Governing Body has determined the pay framework for Teachers. This is attached at Appendix 1.

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

11 Pay on Appointment

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

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

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

- The nature and responsibilities of the post
- The qualifications, skills and experience required
- The market conditions
- The wider School context.

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

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

11.1 Post Threshold Teachers

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

11.2 Newly Qualified Teachers

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

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

11.3 Leading Practitioners

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

11.4 Unqualified Teachers

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

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

11.5 Pay on appointment in particular circumstances

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

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

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

12 Discretionary Allowances and Payments for Teachers

Allowances and additional payments will be determined in accordance with the provisions of the STPCD. The Pay Committee/Headteacher may determine on appointment or at any point during employment whether any allowance or additional payment is to be made to a Teacher.

12.1 Teaching Learning and Responsibility Payments (TLR)

TLR payments may be awarded to identified posts which require a Teacher to undertake a sustained additional responsibility for which they are accountable.

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

TLR1 and TLR2 will be awarded for additional responsibilities undertaken on a permanent basis. A TLR3 payment may be awarded on a temporary basis for clearly time-limited School improvement projects or externally driven responsibilities. No safeguarding will be paid when a TLR3 payment ends.

The current values of TLR payments in this School are specified in Appendix 1.

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

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

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

12.2 Recruitment and Retention Payments

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

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

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

Members of the Leadership Group and Unqualified Teachers may not receive a recruitment and retention payment with the exception of reasonable housing or relocation expenses incurred by the Leadership Group. See also paragraph 21.4.

12.3 Special Educational Needs Payment (SEN)

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

The current value of SEN Payments in this School is specified in Appendix 1.

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

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

12.4 Additional Payments

The School may make, at its discretion, additional payments to a Teacher in respect of the following activities:

- Continuing professional development undertaken outside of the School day
- Participation in out of School learning activities
- Additional responsibilities and activities related to the provision of services to raise the educational standards in other Schools
- Activities relating to the provision of initial Teacher training.

12.5 Additional Payments to Unqualified Teachers

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

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

13 Pay Progression for Classroom Teachers

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

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

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

The Schools criteria for pay progression for each of the pay ranges is at Appendix 2.

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

In the case of Teachers paid on the upper pay range pay progression will usually be awarded every two years subject to meeting and sustaining the performance expectations for pay progression.

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

The amount awarded in pay progression will be determined annually with reference to any pay uplift stated in the STPCD. The School's pay progression arrangements are at Appendix 1.

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

14 Upper Pay Range Applications

All qualified Teachers may apply to be paid on the Upper Pay Range.

It is the responsibility of the Teacher to decide whether they wish to apply to be considered for progression to the upper pay range. All applications must be submitted to the Headteacher using the School's Upper Pay Range Application Form (Appendix 3). All threshold applications will be assessed by the Headteacher.

A Teacher may only submit one application in each academic year for progression to the Upper Pay Range. In this School the deadline for submitting an application is the last day of Term 6.

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

Where a Teacher is simultaneously employed at another school(s), they are required to submit separate applications for each employment. The School will not be bound by any threshold progression decision made by another school.

14.1 Criteria for Progression to the Upper Pay Range

To progress to the Upper Pay Range a Teacher will be required to demonstrate that they have consistently made good progress towards their appraisal objectives over the two most recent appraisal cycles.

In addition they will need to demonstrate that they are:

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

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

14.2 Procedure for assessing Upper Pay Range Applications

The Headteacher will assess the Teacher's application against the School's criteria and advise them in writing within 20 working days whether the application has been successful.

Where the application is successful the Teacher will progress to the minimum value of the Upper Pay Range from the following 1st September.

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

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

15 Absence during the pay review cycle

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

The length and impact of the absence on the Teacher's ability to achieve their objectives will be taken into consideration when making pay recommendations and determinations.

The end of year review meeting may be brought forward to enable performance to be reviewed prior to a planned period of absence. Any pay recommendation would still be considered in line with the School's usual timescales and pay progression awarded from 1st September.

Where a Teacher is not in work at the end of the appraisal cycle or has been absent from some or all of the assessment period, an assessment may be based on performance during periods of attendance and/or prior performance. Evidence from the two appraisal cycles immediately prior to the period of absence may also be considered.

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

16 Other Pay Considerations for Teachers

16.1 Salary Safeguarding

Where a TLR1/TLR2 or other allowance is withdrawn as a result of organisational change, salary safeguarding will be paid for up to three years in accordance with the provisions of the STPCD.

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

Part D – Pay for Leadership Teachers

17 Leadership Pay Range

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

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

18 Pay on Appointment

18.1 Headteacher

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

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

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

In determining the pay range consideration will be given to:

- The specific requirements of the post
- The School context and challenge
- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking.

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

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

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

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

18.2 Deputy and Assistant Headteachers

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

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

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

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

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

19 Pay Progression for Leadership Teachers

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

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

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

The School's criteria for pay progression are at Appendix 5.

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

The School's pay progression arrangements for the Leadership Pay Range are at Appendix 1.

20 Absence during the pay review cycle

Please refer to paragraph 15 above.

21 Other considerations regarding the pay of Leadership Teachers

21.1 Redetermination of Leadership Ranges

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

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

21.2 Temporary Payments to a Headteacher

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

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

21.3 Acting Allowances

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

Payment of an acting allowance will be at the discretion of the Governing Body. Consideration as to whether to pay an acting allowance will be made within four weeks of the start of the additional duties.

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

21.4 Discretionary Allowances for Leadership Teachers

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

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

21.5 Salary Safeguarding

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

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

Part E – Pay for Support Staff

22 Support Staff Pay Range

Support staff will be appointed in accordance with the Kent Range Grade Framework.

The Kent Range Grade Framework is attached at Appendix 6.

23 Pay On Appointment

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

In determining the grade for the post consideration will be given to the scope and accountabilities of the role.

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

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

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

24 Pay Progression for Support Staff

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

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

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

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

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

Performance will be assessed against one of four contribution levels:

- Improvement required – performance does not meet expectations all of the time
- Good performance – performance meets expectations all of the time
- Above expectations – performance exceeds expectations some of the time
- Outstanding performance – performance exceeds expectations most of the time

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

25 Annual Pay Determination

The performance related TCP increase to be applied to the Employee's current salary will be determined annually in accordance with their assessed contribution level.

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

This School will award pay progression in accordance with the percentage increase and any minimum guaranteed payment determined annually by KCC.

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

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

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

26 Absence during the pay cycle

Employees who have been absent for a period of time will be considered for salary progression.

A 'good' rating will be given to any employee who is on maternity leave or who has been on maternity* leave during the period being reviewed unless there is evidence from before or after their period of absence which suggest an alternative rating might be more appropriate.

(*also includes employees on adoption / shared parental leave)

A 'good' rating will be given to any employee who is on extended sick leave at the time the assessment is due/who has had several periods of sickness absence unless there is evidence which indicates a different rating is more appropriate.

In instances where performance before or after a period of absence has not met the expectations of the school pay progression may be withheld.

27 New employees and staff changing roles during the pay cycle

New starters or those who changed roles during the pay cycle due to secondment or promotion will normally have a Total Contribution Assessment at the time the assessment is due.

The assessment may be deferred where there is insufficient evidence to make a judgement about an employee's performance. If an assessment is deferred the School will ensure that an assessment is carried out at such time they judge there to be evidence available. This will usually be within 6 months from the date of the deferral. Any increase in pay will be backdated to 1st September.

28 Discretionary Allowances and Additional Payments for Support Staff

28.1 Allowances

The following allowances may be paid to eligible staff:

- First Aid Allowance – payable to Employees undertaking first aid duties who have an appropriate recognised first aid at work qualification
- SEN Allowance – payable to Teaching Assistants working in Special School and Special Units only

28.2 Overtime

Overtime for Employees graded KR8 or less who work in excess of 37 hours in any week will be paid at the following rates:

Monday to Friday	Saturday / Sunday	Public Holidays
x 1.33	X 1.33	X2

Overtime should only be worked with the prior approval of the Headteacher and all claims must be appropriately authorised.

Extra time of less than half and hour each day will not constitute overtime. Overtime is aggregated for each calendar month and paid in complete half hours. Where less than half an hour overtime is worked in a month this will be paid at plain time.

Overtime will not be paid to staff graded KR9 or above. Time off in lieu may be granted with the prior agreement of the Headteacher.

28.3 Cash Awards

The Governing Body/Headteacher may at its discretion make a cash award to recognise members of support staff who have undertaken a specific task or project. In this School cash awards to an individual will not exceed £500 in any one year.

29 Other Pay Considerations for Support Staff

29.1 Acting up arrangements

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

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

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

29.2 Redetermination of Grade

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

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

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

Salary changes as a result of a regrading will take effect from the beginning of the month in which the assessment took place. Where an individual is upgraded they will normally be placed at the bottom of the new grade.

29.3 Salary Protection

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

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

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

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by Headteacher _____

Signed by Chair of Governors _____

Appendix 1: Pay Framework for Teachers and Leadership Teachers

This school has adopted a reference point approach to teachers' pay.

From 1st September 2019 Teachers and Leadership Teachers will be paid in accordance with the following framework:

Main Pay Range

There are 6 reference points in the Main Pay Range:

Reference point 1	£24,373
Reference point 2	£26,298
Reference point 3	£28,413
Reference point 4	£30,599
Reference point 5	£33,010
Reference point 6	£35,971

Upper Pay Range

There are 3 reference points in the Upper Pay Range:

Reference point 1	£37,654
Reference point 2	£39,050
Reference point 3	£40,490

Unqualified Pay Range

There are 6 reference points in the Unqualified Pay Range:

Reference point 1	£17,682
Reference point 2	£19,739
Reference point 3	£21,794
Reference point 4	£23,851
Reference point 5	£25,909
Reference point 6	£27,965

Leadership Teachers

The Headteacher is appointed within the range of a group 4 school.

The Headteacher will be paid within a 7 point range from Leadership point 21 to Leadership point 27:

Reference point 1	£67,183
Reference point 2	£68,851
Reference point 3	£70,556
Reference point 4	£72,306
Reference point 5	£74,103
Reference point 6	£75,936
Reference point 7	£77,818

Deputy Headteachers will be paid within a 5 point range from Leadership point 14 to Leadership point 18:

Reference point 1	£56,579
Reference point 2	£57,986
Reference point 3	£59,528
Reference point 4	£60,895
Reference point 5	£62,426

Assistant Headteachers will be paid within a 5 point range from Leadership point 6 to Leadership point 10:

Reference point 1	£46,457
Reference point 2	£47,707
Reference point 3	£48,808
Reference point 4	£50,026
Reference point 5	£51,311

Allowances

TLRs

	Minimum	Maximum
TLR1 Range	£8,069	£13,654
TLR2 Range	£2,796	£6,829
TLR3 Range	£555	£2,757

SEN Allowance

	Minimum	Maximum
Range	£2,209	£4,359

Pay Progression

The school will review the value of the reference points in the framework with effect from 1st September annually to reflect the provisions of the STPCD.

The school will increase the minimum and maximum pay values of each pay range in line with any uplift of the values stated in the STPCD.

The school will consider annually the increase to be applied to the other reference points in the range. Any increase will be consistent with the percentage increase applied to the minimum/maximum of the pay ranges as set out in the STPCD.

Any teacher paid the minimum of the pay range will progress to the new minimum value. Any teacher paid the maximum of the pay range may progress to the new maximum subject to meeting the school's criteria for pay progression.

Where the teacher is eligible for a pay review and evidence of performance meets the school's criteria for pay progression as set out in this policy, the Employee will progress by 1 reference point on their respective pay range.

The school may award accelerated progression of more than 1 reference point for exceptional performance. Any increase will be consistent with the percentage increase applied to the minimum/maximum of the pay ranges as set out in the STPCD.

Partial incremental progression may be awarded where the teacher has made some progress but performance does not fully meet the criteria for an award of a full reference point.

TLR/SEN Allowances – the school will consider annually the increase to be applied to any allowances in payment. Any increase will be consistent with the percentage increase applied to the minimum/maximum of the pay ranges as set out in the STPCD.

Appendix 2: Pay Progression Criteria for Teachers

Main Pay Range

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

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

Upper Pay Range

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

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

Leading Practitioner Pay Range

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

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

Unqualified Pay Range

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

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

Sources of Evidence

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

Appendix 3: Upper Pay Range Application Form

Upper Pay Range Application Form

Name Post

**Evidence of Upper Pay Range Progression Criteria:
(Guidance attached)**

(1) Professional attributes



(2) Professional knowledge and understanding

(3) Professional skills

PM/Appraisal Details:

Empty box for PM/Appraisal Details.

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.

Applicant's signature

Date

UPPER PAY RANGE PROGRESSION CRITERIA

(1) Professional attributes

1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

2.2 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.

2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

3.1 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.

3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3 Promote collaboration and work effectively as a team member.

3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Appendix 4: Criteria for Progression to, and within, the Upper Pay Range

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

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

In this School, this is interpreted as follows:

Highly Competent

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

Substantial

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

Sustained

- The Teacher's performance levels should be sustained over a two year period as evidenced in the two previous appraisal reports
- The Teacher works consistently to promote the school in a positive light with all stakeholders.

Progression within the Upper Pay Range

In addition to the above the following criteria may be considered as examples of the requirements of a teacher working towards, and at, UPR2:

- The Teacher contributes to the professional development of a range of colleagues through regular and targeted coaching/mentoring
- The Teacher has supported a colleague/colleagues to improve the outcomes of pupils within the supported class
- The Teacher is a 'Leader of Learning' within their classroom, disseminating outstanding practice to all colleagues within and outside the school
- The Teacher has successfully led whole school initiative(s) which had a positive and sustained impact
- The Teacher has successfully led a small team within the school with evidence of positive outcomes for all stakeholders
- The Teacher demonstrates a comprehensive understanding of data and its use to support school improvement.

In addition to the above the following criteria may be considered as examples of the requirements of a teacher working towards, and at, UPR3:

- The Teacher will successfully lead whole school initiatives which have a positive and sustained impact on statutory measuring points, such as end of Key Stage data
- The Teacher may have participated in school improvement initiatives within, or outside of, our collaboration
- The Teacher will successfully lead a large team within the school with evidence of positive outcomes for all stakeholders
- The Teacher may have developed leadership skills through nationally recognised leadership qualifications
- The Teacher will contribute to the writing of the School Improvement Plan.

Sources of Evidence

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

Appendix 5: Pay Progression Criteria for Leadership Teachers

Headteacher

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

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

Leadership Teachers

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

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

Sources of Evidence

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

Appendix 6: Pay Framework for Support Staff

From 1st September 2019 Support Staff will be paid in accordance with the following framework:

Pay Range		
Kent Range 2	£17,364	
	Minimum	Maximum
Kent Range 3	£17,365	£17,411
Kent Range 4	£17,498	£18,611
Kent Range 5	£18,704	£20,121
Kent Range 6	£20,222	£22,072
Kent Range 7	£22,182	£25,112
Kent Range 8	£25,238	£28,781
Kent Range 9	£28,925	£32,917
Kent Range 10	£33,082	£38,913
Kent Range 11	£39,108	£44,783
Kent Range 12	£45,007	£52,451
Kent Range 13	£52,713	£58,774
Kent Range 14	£59,068	£66,537
Kent Range 15	£66,870	£75,647

Where a member of support staff is eligible for a pay review and evidence of performance meets the school's criteria for pay progression as set out in this policy, the Employee will progress in line with the percentage increases determined by KCC as follows:

TCP Contribution Level	% Pay Increase
Improvement Required	0%
Good performance	2.4%
Above expectations	3.3%
Outstanding Performance	4.6%

Appendix 7: Pay progression Criteria for Support Staff

Contribution Level	Summary of Definition
Not assessed	<p>Assessment was not made because of</p> <ul style="list-style-type: none"> • long term absence, such as sickness or maternity leave, to an aggregate level of 9 months or more during the assessment year or • the employee's performance is being monitored and reviewed within the school's formal capability procedure or • the employee does not have the required service by the date of the TCP award
Improvement required	<p>Employee did not achieve the standards expected in the job. This may be due to one or a combination of:</p> <ul style="list-style-type: none"> • one or more performance management objectives not being met without adequate explanation • evidence of behaviour or conduct contrary to that expected in the role • a less than satisfactory attendance or punctuality record compared to the normal standards across the school • overall standards of performance in the job are less than expected
Good performance	<p>The Employee has achieved all the performance objectives or if this is not the case there is an understandable and acceptable reason for this.</p> <p>Additionally performance generally is consistently sound across all key areas of the role and the behaviours demonstrated by the Employee are consistently positive.</p> <p>In common terms an Employee with this assessment would be regarded as sound, positive, reliable and doing a 'good job' all round and there will be a range of evidence to substantiate this.</p>
Above expectations	<p>Employees at this level will be those whose performance clearly stands out as above the norm. Their work will be seen to be consistently of a high calibre with a sense of pride in the quality of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.</p>

	<p><i>There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues.</i></p> <p><i>Typically attendance would be expected to be very high.</i></p> <p><i>The Employee will also consistently demonstrate very positive behaviours towards their work, children and colleagues with clear evidence of effective outcomes.</i></p>
<p>Outstanding performance</p>	<p><i>Performance objectives will be delivered to an exceptionally high standard. The quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.</i></p> <p><i>Employees at this level will be regarded by others as ‘exceptional’ in their role and they demonstrate exceptionally positive behaviours towards children, parents (if appropriate to role) and colleagues.</i></p> <p><i>There will be clear evidence of often going the ‘extra mile’, of doing things over and above expectation on a regular basis and constantly demonstrating behaviours consistent with the values, principles and ethos of this school.</i></p>

Sources of Evidence

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

Appendix 8: Pay Appeals

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

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

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

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

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

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

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

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

The outcome may be to:

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

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

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

Procedure for an Appeal Meeting

- The chair of the appeal panel will introduce those present and their roles, explain the case to be considered, the procedure to be followed and the format of the meeting.
- The Employee or their representative shall put the case in support of the grounds for appeal. This may include referring to written submissions and evidence. The School's representative and panel and their respective advisors may ask questions of the Employee and their representative.

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