

Pay Policy for Schools

September 2014

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

This policy was adopted by Bideford College Governing on 12 November 2014

This policy is subject to copyright and must not be published on any school/academy website that can be accessed by the public.

CONTENTS

Flowchart – Pay Determination and Appeal	
1.0. Introduction	
2.0 Pay Reviews	
3.0 Pay Determinations on Appointment	
3.1 Pay Range for the Principal / Executive Principal / Principal	
3.2 Pay Range for Deputy Principals and Assistant Principals	
3.3 Pay Range for Leading Practitioners	
3.4 Main Pay Range for Teachers	
3.5 Upper Pay Range for Teachers	
4.0 Assimilation to New Reference Points	
5.0 Pay Progression Based on Performance	
5.1 Pay Progression for the Principal / Executive Principal / Principal	
5.2 Pay Progression for Deputy Principals and Assistant Principals	
5.3 Pay Progression for Leading Practitioners	
5.4 Pay Progression for Teachers on the Upper Pay Range	
5.5 Pay Progression for Teachers on the Main Pay Range	
5.6 Pay Progression for Unqualified Teachers	
6.0 Movement on to the Upper Pay Range	
6.1 Applications and Evidence	
6.2 The Assessment	
6.3 Processes and Procedures	
7.0 Allowances and Payments	
7.1 Safeguarded Payments and Allowances	
7.2 Teaching and Learning Responsibility (TLR) Payments	
7.3 Special Educational Needs Allowance	
7.4 Additional Allowances for Unqualified Teachers	
7.5 Safeguarding for Unqualified Teachers	
7.6 Additional Payments	
7.7 Recruitment and Retention Incentives and Benefits	
7.8 Residential Duties	
8.0 Part Time Teachers	
9.0 Short Notice / Supply Teachers	
10.0 Pay Increases Arising from Changes to the Document	
11.0 Pay Policy Relating to Support Staff	
11.1 Job Evaluation	

If this policy has been printed please note that it may not be the most up-to-date version. This version is dated September 2014

© Devon County Council 2014

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recorded or otherwise without prior permission of the copyright owner.

Appendix 1 – Pay Appeals Process	
Appendix 2 – Movement to the Upper Pay Range – Application form	

If this policy has been printed please note that it may not be the most up-to-date version. This version is dated September 2014

© Devon County Council 2014

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recorded or otherwise without prior permission of the copyright owner.

Pay Determination and Appeal Flow Chart

Appraisal Review

The Appraisal Review is held and the Appraiser makes a recommendation for pay in line with the Pay Policy. If the teacher is dissatisfied with the recommendation they may append their comments to the Appraisal Report.



Pay Determination

The Appraiser makes a recommendation to the relevant person/committee including any comments made by the teacher.

The pay determination is made, recorded in the minutes of the meeting and confirmed in writing to the teacher.



Formal Appeal – Stage One

Where a teacher remains dissatisfied with the pay determination they should write to the Clerk to Governors.

The Clerk to Governors will, within 10 working days of receiving the appeal, arrange a meeting between the teacher and the Staffing First committee who made the formal pay determination.

The outcome of the meeting will be confirmed in writing and where appropriate should include the right of appeal.



Formal Appeal – Stage Two

Where a teacher remains dissatisfied with the outcome of the stage one meeting they may appeal by writing to the Clerk to Governors within 10 working days of the written confirmation of the outcome of stage one.

The Clerk to Governors will arrange a hearing to be convened in front of the Staffing Second Committee.

The teacher will attend to present their appeal.

A representative from stage one will attend to present the reasons for the pay determination and to respond to the appeal.

The Staffing Second Committee will adjourn to make a determination. This will be communicated in writing.

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 recognised 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 \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Employment Act 2002 \(Dispute Resolution\) Regulations](#) and [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#).

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

- maximise 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 recognise 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 Bideford College will be made by Staffing First Committee.

2.0 Pay Reviews

The process for making decisions on the pay of teachers within Bideford 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. Written confirmation 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 1 September 2014.

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

Bideford College will apply the principle of pay portability in making pay determinations for all new appointees taking the following into consideration:

- the teacher's existing pay point, though this will not automatically be matched if joining from another school (to include TLRs or other allowances)
- 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 individual School Range (ISR) will be calculated in accordance with paragraphs 7-11 of the 2014 document.

The ISR for the post of Principal has been set and are identified within the records of the Governing Body.

On appointment a Principal will be paid a salary equal to the amount of one of the bottom four points of the ISR.

3.2 Pay Range for Deputy Principals and Assistant Principals

Deputy Principal and Assistant Principal pay ranges will be calculated in line with paragraph 9 of the 2014 Document.

The pay range for the Vice Principal has been set and are identified within the records of the Governing Body.

The pay range for the Assistant Principal(s) has been set and are identified within the records of the Governing Body.

3.3 Main Pay Range for Teachers

For information - since 1 September 2013, each relevant body has been free to determine its own pay range so long as the prescribed minimum and maximum rates are adhered to. Each relevant body should determine and detail the agreed pay

structure for main pay range teachers in their establishment(s).

The main pay range within this College is:

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

Reference Points	Annual Salary
1	£22,023
2	£23,764
3	£25,675
4	£27,650
5	£29,829
6	£32,187

3.4 Upper Pay Range for Teachers

For information - since 1 September 2013, each relevant body has been free to determine its own pay range so long as the prescribed minimum and maximum rates are adhered to. Each relevant body should determine and detail the agreed pay structure for upper pay range teachers in their establishment(s).

The upper pay range within this College is:

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

Reference Points	Annual Salary
1	£34,869
2	£36,161
3	£37,496

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 under the 2013 or earlier Document 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 under the 2013 document, that application was successful, and the teacher is still employed at this College with no break in their continuity of employment; or
- c) were a member of the leadership group in this College under the 2013 or earlier Document and continue to be employed without a break in their continuity of employment; or
- d) apply 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 pay range for Leading Practitioners within this college consists of:
A five point range with reference points as detailed on the following table

Reference Points	Annual Salary
4	41,151
5	42,175
6	43,232
7	44,397
8	45,421

3.6 Pay Range for Unqualified Teachers

For information - with effect from 1 September 2013, each relevant body is free to determine its own pay range so long as the prescribed minimum and maximum rates are adhered to. Each relevant body should determine and detail the agreed pay structure for unqualified teachers in their establishment(s).

The pay range for Unqualified Teachers 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	£16,136
2	£18,013
3	£19,889
4	£21,766
5	£23,644
6	£25,520

4.0 Assimilation to the New Pay Ranges

At this stage assimilation to the New Pay Range is not required as Option 1 pay range within the County Model Policy has been adopted.

5.0 Pay Progression Based on Performance

The following arrangements will be applicable to any pay determinations relating to progression effective on or after 1 September 2014.

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

The Governing Body recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and 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's 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's 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 Staffing First Committee having regard to the appraisal report and taking into account advice from the Principal and/or Leadership Group. The Governing Body 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 College leadership and management and student 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 Governing Body 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 Governing Body 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 Principal/Assistant Principals must demonstrate sustained high quality of performance in respect of College leadership and management and student 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 Governing Body 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 Governing Body 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

See 3.5

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 Staffing First 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 the relevant Teacher Standards
- Demonstration, via the appraisal process, of a sustained level of performance that meets the College's expectations for that level of post.

Annual pay progression within the pay range for these posts is not automatic. The Staffing First Committee may decide to award progression of one reference point for sustained, high quality performance in line with the College's expectations where the above conditions have been satisfied. Alternatively the Staffing First 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.

5.6 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 Staffing First 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 Staffing First 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.

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.

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 College will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, 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 in the form of completed appraisals.

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.

Bideford College will provide a standard form – Appendix 2

6.2 The Assessment

An application from a qualified teacher will be successful where the Principal 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 appropriate advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the College, in order to help them meet the relevant standards and develop their teaching practice;
- 'substantial' means of real importance, validity or value to the College; plays a critical role in the life of the College and its stakeholders; able to be a role model for teaching and learning; make a distinctive contribution to the raising of student standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' 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 Staffing First Committee

6.3 Processes and Procedures

From the point of 31 October, 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 15 days of the assessment. Written feedback will be provided by the Principal within 20 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 whenever a teacher faces a reduction in salary through no fault of their own in line with Part 5 of the 2014 Document.

Where a teacher has lost their post as a result of the closure or reorganisation of an establishment, safeguarding may be awarded in line with Part 5 of the 2014 Document.

7.2 Teaching and Learning Responsibility Payments (TLRs)

TLRs are awarded to the holders in line with the paragraph 20 of the 2014 document.

Within this College the values of the TLRs to be awarded are set out below: TLR2s will be awarded to the following values:

£2535 to the holder of a TLR2A

£4223 to the holder of a TLR2B

£5911 to the holder of a TLR2C

TLR1s will be awarded to the following value:

£7323 to the holder of a TLR1A

£9008 to the holder of a TLR1B

£10695 to the holder of a TLR1C

The College may award a TLR3 of between £511 to £2551 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The College 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 instalments. 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 £2,043 and no more than £4,034.

The relevant body may award an SEN Allowance to a classroom teacher in line with paragraph 21 of the 2014 Document except where a TLR is awarded for a clearly defined responsibility for the oversight of teaching and learning of SEN Students.

7.4 Additional Allowances for Unqualified Teachers

The **Personnel Committee** 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 is:- (i) focused on teaching and learning; and (ii) requires the exercise of a teacher's professional skills and judgement
- b) qualifications or experience which bring added value to the role he/she is undertaking.

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 2014.

7.6 Additional Payments

The **Personnel Governors** 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 College day will be dealt with under the approved leave system
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the College
- 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 by the Principal relating to the raising of educational standards to one or more additional schools.

7.7 Recruitment and Retention Incentives and Benefits

The Personnel Committee may 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 Personnel 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

There are no residential responsibilities required at Bideford College.

8.0 Part Time Teachers

Teachers employed on an on-going basis but who work less than a full working day or week are deemed to be part time. The standard mechanism used to determine their pay will be based on the pro-rata comparison with the College'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. Teachers will be hourly paid and will have their salary calculated by dividing the annual salary by 1265 to arrive at the hourly rate.

Teachers should be paid for all the hours they are required to be on the premises. Allowance should be made for non-contact time. Before any supply teacher undertakes work, the number of hours for which they are to be paid will be agreed with the teacher.

When a supply teacher is employed to cover the same post for a continuous period of 4 weeks or more, he or she will be paid on the basis of 6.5 hours per day and may be expected to undertake the full range of duties of the teacher who is being replaced.

The College will confirm with the supply teacher the hours to be worked and the teacher asked to sign to confirm for how many hours he or she will be paid and a written record maintained in case of a future query.

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/ppgapjeevaluationofposts.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/crtainfoguidance.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>

If this policy has been printed please note that it may not be the most up-to-date version. This version is dated September 2014

© Devon County Council 2014

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recorded or otherwise without prior permission of the copyright owner.

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 recognised 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 recognised Trade Unions – 1 September 2014	HR ONE	August 2014 for September 2014 implementation	

If this policy has been printed please note that it may not be the most up-to-date version. This version is dated September 2014

© Devon County Council 2014

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recorded or otherwise without prior permission of the copyright owner.

Appendix 1 - 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 recognised 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 Clerk to Governors, in writing, within 10 working days of the written decision.

The appeal should be heard by the Staffing Second Committee, who has not been involved in the original determination, normally within 20 working days of the receipt of the written appeal. If there are not three Governors available, two Governors may conduct the appeal hearing.

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 recognised 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.



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 School Teachers Pay Conditions Document.
- In this form the term 'school' should be taken to mean Bideford College.
- 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 Mel Wainwright, HR Manager marked for the attention of the Principal by **31 October 2014**.

If this policy has been printed please note that it may not be the most up-to-date version. This version is dated September 2014

© Devon County Council 2014

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recorded or otherwise without prior permission of the copyright owner.

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
Bideford College Abbotsham Road Bideford Devon EX39 3AR		Andrew Kilpatrick OBE

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 Principal

Check that the teacher is eligible to be assessed.

- Before assessing whether the teacher can be assessed for Upper Pay Range the Principal 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 Principal 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 Principal'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 Principal

Name of teacher

School/Academy/LA service

BIDEFORD COLLEGE

Please record your overall judgements below.

Teachers' Standards

To be successful, the Principal 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.

Teachers' Standards

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge Students

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

2 Promote good progress and outcomes by Students

- be accountable for Students' attainment, progress and outcomes
- be aware of Students' capabilities and their prior knowledge, and plan teaching to build on these
- guide Students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how Students learn and how this impacts on teaching
- encourage Students 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 Students' 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 Students 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 Students

- know when and how to differentiate appropriately, using approaches which enable Students to be taught effectively
- have a secure understanding of how a range of factors can inhibit Students' 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 Students' education at different stages of development
- have a clear understanding of the needs of all Students, 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

- 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 Students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give Students regular feedback, both orally and through accurate marking, and encourage Students 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 Students' needs in order to involve and motivate them
- maintain good relationships with Students, exercise appropriate authority, and act decisively when necessary.

8 Fulfil 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 Students' 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 behaviour 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 behaviour, within and outside school, by:
 - treating Students 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 Students' 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 Students' 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.