

Aylesford School

and Sixth Form College



wonder aspiration respect discipline

STAFF PAY POLICY

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'from potential to reality'

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STAFF PAY POLICY

Aims

The governing body of Aylesford School and Sixth Form College recognises the range of powers which it has a duty and the discretion to exercise in respect of the remuneration of staff. This policy sets out the principles on which the governing body will base its decisions and the way in which it will exercise its discretionary powers. It aims to maintain and enhance the quality of education provided for students in the school by having a whole school pay policy which:-

- enables teachers to be the best that they can be
- demonstrates to all staff that the governing body is managing its responsibilities in relation to pay discretion in a fair and responsible way;
- makes a clear link with the school's appraisal policy regarding any recommendations about pay;
- seeks to ensure that all employees are valued and receive proper recognition for their contribution to the life of the school;
- identifies a staffing structure that supports the School Development Plan and Leadership and Management throughout the school;
- is applicable to all staff and provides equality of opportunity;
- supports the safeguarding guidance as made explicit in the school policy on appointments and the procedures adopted to protect young people.

The governing body acknowledges that it must comply with the law, including not only general employment law but also the statutory provision within the School Teachers' Pay and Conditions Document and NJC pay and conditions of service.

The governing body may also consider advice offered by various organisations including the DfE, the EFA and the Local Authority before making any decisions on pay discretion and will be sensitive to the potential impact of its decisions on the school. The governing body may also follow the guidelines on any national and/or local pay and conditions agreements. The governing body will ensure that all staff are made aware of the existence of this policy and have ready access to a copy of it.

Equal Opportunities

The governing body is committed to equal opportunities for all staff and will aim to ensure The following:-

- any promotion opportunities available within the school should be advertised and open to all staff;
- opportunities to undertake additional responsibilities that merit additional remuneration will be made available;
- the principles of equal pay for equal value will be applied; and pay levels, enhancements and promotions will be determined within an equal opportunities context, having regard to all relevant legislation.

In order to ensure an environment of equal pay, the relevant body will:-

- publish the staffing establishment within school;
- take particular care to ensure that part-time and temporary staff have the same level of pay as would be attached to similar responsibilities or work of equal value as full-time permanent staff;
- where responsibilities and salary grading of one particular job are reviewed, the implications for other jobs in the school will be considered to ensure that account is taken of the impact of additional responsibilities on all staff

- ensure that when additional responsibilities on a temporary basis, either for a particular set of tasks or to cover for an absence or vacancy, this will be rewarded by an additional payment in consideration of the relevant pay scales, having regard to the level of additional responsibility to be undertaken. In particular the school will comply with the statutory requirements relating to acting allowances for persons acting as distinct from those temporarily appointed for the position of Head teacher, Deputy Head teacher or Assistant Head teacher.

The Salaries Committee

The governing body has a dedicated Personnel and Curriculum Committee which acts with full delegated powers as the responsible body in carrying out determinations of pay in accordance with the pay policy, the schools appointments procedure and the school's appraisal policy. The governing body, operating through this Committee, will ensure that discretionary pay elements are used in a fair, equitable and consistent manner. They will receive an annual summary of progression decisions and sample anonymised examples of those decisions.

Pay review

The Personnel and Curriculum Committee will review the School Pay Policy in the summer term of each year. The Head teacher will report annually on:-

- the school's staffing establishment and structure
- the number of staff employed
- the number of teaching posts which carry Teaching and Learning Responsibility (TLR) points
- the number of teaching posts occupied by teachers on the upper pay spine (UPS)

In the autumn term the committee will:-

- consider the Head, deputy head and the assistant head teachers' salaries in the light of their appraisals
- consider the framework for pay enhancements
- devolve to the Head teacher the responsibility to provide an annual assessment of each teacher's salary with effect from 1st September and no later than 31st October
- consider the effect of any changes on salary differentials, endeavouring to ensure that differentials are relevant and appropriate
- consider whether the School Pay Policy requires amendment

These decisions will be taken before the governing body considers any displacement of staff that may be necessary as a result of changes to the school budget. Where it is necessary for the governing body to consider reducing the number of staff an agreed redundancy procedure will be implemented.

Further reviews may be necessary at other times of the year, subject to changes in the Teachers' Pay and Conditions Document as well as national and local salary agreements for Support Staff

Basic pay determinations and the use of discretions

Leadership group pay (Head, Deputy and Assistant Head teachers)

The governing body will decide on the size of the leadership group and all members should have substantial strategic responsibilities for school leadership.

Head teacher

An Individual Salary Range (ISR) of seven points within the school group should be set. It must not overlap with any other leadership pay range. A framework to establish and review

targets and performance objectives on an annual basis must be set up as part of the performance management process. The salary for the Head teacher will be reviewed annually on or after 1st September, taking into account the performance objectives previously agreed. One or two points a year may be awarded with effect from 1st September for sustained high quality performance. This will be assessed by the governors undertaking the Head teacher's performance Management Review and a recommendation made to the Personnel and Curriculum Committee on that basis.

Deputy and Assistant Head teachers

Five point ranges should be set for the deputy Head teacher and, if appropriate, the Assistant Head teachers on appointment that reflect job weight and challenge, circumstances at school and possible recruitment and retention difficulties. The ranges may be reviewed at 1st September, or at any time to retain existing Deputy and Assistant Head Teachers. The salary range of any Deputy must start at least one point beyond the highest existing Assistant Head point and Assistant Heads must start at a point above the most senior teacher on any other point scale.

Salaries will be reviewed annually on or after 1st September, taking account of the agreed performance objectives and one or two points a year may then be awarded for sustained high quality of performance.

Appointing teachers

The governing body believes that in order to attract and retain teachers of the right calibre, the starting salary for new teaching appointments at Aylesford School and Sixth Form College needs to reflect previous teaching experience. The governing body will adopt this procedure and will apply it to all teachers appointed to work in the school. Teachers new to the profession will normally start at point M1 and teachers with previous experience will be offered a starting point on the scale up to the point that reflects previous achievements and experiences.

Unqualified teachers

These teachers will only be appointed where it is not possible to recruit a qualified teacher. Such appointments shall only be made on a temporary basis pending the appointment of a qualified teacher or their overall performance merits conversion to a permanent position. Pay assessments for unqualified teachers will be as per the scale and guidelines in current School Teachers' Pay and Conditions Document.

Supply teachers

Such teachers are sourced through direct contact or teaching agencies; they work on a day-to-day or short notice basis and have their pay determined in agreement and negotiation with the school. The starting point for negotiation is usually the School Teachers pay and conditions document.

Part-time teachers

Teachers employed on an on-going basis at the school but who work less than a full working day or week are deemed to be part-time. All teachers in regular part-time service in the school are eligible for main pay scale points and allowances on the same basis as full-time teachers. They will be paid on a pro rata basis.

The annual review of salaries, including discretionary allowances

The salaries of all staff will be reviewed annually, no later than 31st October (and at other times where appropriate, e.g. on appointment or promotion). Teaching staff will be provided with a formal written statement, setting out the number of points and allowances awarded together with the corresponding salary. It will say whether any points are protected or the teacher's salary is cash safeguarded. Any increases will normally be effective from 1st September each year. The governing body, in exercising its discretionary powers in relation to teachers' pay, will observe the following principles:-

Teaching and Learning Responsibility (TLR) points

TLR points will be assigned to specific posts within the school's agreed structure.

The monetary value of these points will be reviewed annually by the governing body.

The TLR 3 is available for teachers on a temporary basis for short scale projects that research teaching pedagogy, enhance provision and/or improve the training and capability of staff. Aylesford School and Sixth Form College will use this allowance to support teachers in school development work in appropriate and approved circumstances.

Before awarding a TLR 2, the governing body must be satisfied that the teacher's duties include a significant responsibility for which he/she is accountable, not required of all classroom teachers and that:-

- a) it is focused on teaching and learning;
- b) it requires the exercise of a teacher's professional skills and judgement;
- c) it requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum;
- d) it has an impact on the educational progress of students other than the teacher's assigned classes or groups of students
- e) it involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR1, the relevant body must in addition, be satisfied that the significant responsibility referred to in the previous paragraph includes line management responsibility for five or more people.

The leading practitioner

The Governors of Aylesford School and Sixth Form College reserve the right to consider the appointment of a teacher as lead practitioner in appropriate circumstances. However, the school believes that all teachers should seek to become lead practitioners in their own right and that the incentive and reward comes through progress up the main and upper pay scale. This policy will be kept under review in the light of school needs at any particular time.

Recruitment and retention incentives

The school retains the option, in certain circumstances, of using the following criteria when considering the application of recruitment and retention incentives where:-

- a shortage in a subject area occurs; and
- vacancies have been advertised unsuccessfully on at least two occasions.
- teachers who give outstanding value to the school through their performance are seeking to move to further their career and retention, in the view of the governors, is in the best interests of the school

There is no time scale or fixed period required to any application of this part of the policy although governors reserve the right to apply one according to circumstances.

Additional payments

The relevant body can make payments to any teachers, including members of the leadership group, who undertake:-

- continuing professional development activities outside the school day;
- initial teacher training activities as part of the ordinary conduct of the school; and
- extra-ordinary out-of-hours learning activities, as agreed with the Head teacher/Chair of Governors.

Temporary additional responsibility

Consideration will be given to a lump sum payment [honorary] where extra responsibilities are undertaken for a specified time or for successful completion of a specific task in support of improving school performance.

Pensions

All staff are enrolled on either the Teacher Pension Scheme or the Local Government Pensions Scheme unless they chose to opt out.

Before/After School Child Care

Staff members are eligible to a 25% reduction in child care costs for before and after school 'Griffin' Club.

Appraisal and pay progression for teachers

Head teacher

The Head teacher must demonstrate a sustained high quality of performance, with particular regard to leadership, management and student progress at the school and will be subject to an annual review of performance against challenging objectives by the externally advised governors' panel before any pay enhancements are considered.

Deputies and Assistant Heads

Deputies and assistant heads must demonstrate sustained high quality of performance in respect of school leadership and management and student progress and will be subject to a review of performance against their performance objectives before any performance points are considered.

All other teachers

The governing body of Aylesford School will ensure that the Appraisal Policy of Aylesford School and Sixth Form College is reviewed annually and that it is appropriately linked to the Pay Policy. The governing body annually agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The governing body supports the view that recommendations for pay progression for both teachers and Head teachers should be determined on the evidence of achievements against clear criteria and dealt with separately from other budgetary constraints. The governing body will receive regular financial projections of the implications of performance management on overall staffing costs, and consider these when supporting the Head teacher in maintaining and developing an appropriate staffing structure for the school. The governing body will work with the Head teacher to ensure that the recommendations on pay progression are based on a fair and transparent process.

The governors of Aylesford School are keen to support teachers as they develop in expertise and the rationale for progression is based on the expectation that they will be successfully managed and appraised up the pay spine so that teachers at Aylesford School aspire to reach M6 after 6 years of service using the existing pay scale and differentials. The governors will review this scale on an annual basis. The application of the appraisal policy is absolute in that teachers meeting or exceeding their targets progress up the scale by one point per year. In exceptional circumstances the head teacher, in consideration of the evidence, may decide to award two points.

Annual progress on the main scale will be determined by successful annual assessment and review against the criteria contained in the National Teacher standards and the school Appraisal policy. These are:-

- The contribution teachers make in their planning, preparation, marking, assessments and evaluation of lessons as evidenced in their personal record keeping and student progress records. [Teacher Standards Ref. *accurate and productive use of assessment*]
How: Observation/Work scrutiny

- The contribution teachers make in the progress of the students in their groups as evidenced by examination results/student progress appraisal objectives which are, on the whole, at least in line with student capabilities [Teacher Standards Ref. *High expectations/pupil progress/responding to the needs of all pupils*]
How: Analysis of assessment and examination results
- The contribution teachers make in delivering lessons that ensure students make progress in their studies as a result of interesting and stimulating activities and thoughtful classroom management [Teacher Standards Ref. *good subject knowledge/planning and teaching/manage behaviour effectively*]
How: Teaching Observations
- The contribution that teachers make to the wider life of the child and school evidenced by the support they provide in the role of form tutor and/or their involvement in a wide scope of enrichment activities that impact on the social, moral, cultural and spiritual development of students that takes place out of 'school hours' [Teacher Standards Ref *wider professional responsibilities*]
How: Tutor observations and/or evidence of leading enrichment activities that involve children over the year

The appraisal judgement of overall effectiveness should be made holistically against the criteria and appraisers should use evidence from available student progress data, observation records and the teachers own records. The notes of the meeting will be clearly documented and record the objectives met or not met. This will lead to a formal recommendation regarding pay progression.

Disputes/grievances will seek to be resolved informally in the first instance through discussion with the appraiser. Informal process can be continued through the Deputy Head teacher. Continued dispute will be heard by the Head teacher who will seek to resolve the grievance. Any subsequent formal appeal will be heard by the school governors. Please see Appendix 1 for further details regarding procedure in this respect.

The governing body will ensure that proper pay relativities exist between jobs. These will be related to workloads and responsibilities.

Teachers judged to require improvement in their performance would not be recommended for pay progression.

Inadequate performance does not fall within the remit of this policy and action follows the schools incapability process.

Threshold and Upper Pay Spine (UPS)

Applications for progress onto the Upper Pay Spine are assessed against the 10 defined exacting standards. Teachers should apply to the Headteacher following two years of successful review that reflect high performance in all of 10 of the standards. These need to be met before UPS is granted over the previous two years normally in year 5 and 6. Teachers should apply to the Head teacher for consideration against these standards by the end of the autumn term in the year of application. It is the view of the governing body that teachers need time to develop and grow their skills and that it is rare that teachers are ready for UPS before they have completed induction and gone through a period of development. The Head teacher will only assess teachers who have reached and completed a year on M6 who apply to go through the performance threshold to gain access to the upper pay scale, against national standards set by the Secretary of State. Any eligible teacher who has been successful in this assessment shall move onto the upper pay scale with effect from 1st September, in the year of application. Transfer onto the Upper Pay Spine requires a substantial and sustained performance as measured against the post threshold standards. High performance measures need to be met against all aspects of the criteria. If successfully assessed pay will be backdated to September of the year of application.

Post-threshold teachers

Progression through the upper pay spine is not automatic and two years should normally elapse before the teacher becomes eligible to progress to the next point. To achieve progression, post-threshold teachers should continue to make a substantial and sustained contribution to the school properly rooted in evidence and there must have been a successful review of overall performance before progress on this pay spine can be granted.

Eligibility and review of evidence

After a successful threshold application, teachers can be considered for UPS 2 and 3 by the Head teacher at the appropriate time after a minimum interval of two years. Teachers will be asked however, to provide evidence, particularly relevant to their overall performance and contribution to the school, through the performance management system. The Head teacher may use other verifiable evidence in formulating a judgement. Teachers will be asked to submit evidence from their on-going record of professional development and appraisal records. Progression on UPS will be based on performance management reviews that reflect substantial and sustained performance demonstrating:

- a maintenance of all the threshold standards;
- that pupil performance in examinations/assessments are at least in line with expectations
- professional growth and development in teaching expertise post-threshold, having addressed any areas for further development identified either during threshold assessment or in any subsequent performance review
- the successful achievement of the targets agreed or set under the appraisal policy.

The Head teacher will recommend to the governing body that one point be awarded to a teacher on the upper pay spine who, throughout the relevant period, has met the criteria.

Support Staff Grading

A salary grade will be allocated to all new posts at the school. Due regard shall be taken of any advice either general or specifically requested, which takes account of the grading of similar posts elsewhere before a decision is reached. A job description and person specification shall be prepared for each post. Before filling vacancies of existing posts, where duties and responsibilities have altered, the grade of that post shall be reviewed in-line with the revised job description. Existing posts will be reviewed where there is a significant increase in the duties and responsibilities attached to that post or where a serious grading anomaly with a substantially similar post is alleged to exist. Responsibility for the grading of support staff posts is delegated to the Head teacher.

Starting salary for new appointments

Appointments will be made at the first point of the appropriate scale. There is no requirement at the present time for support staff to be performance managed up the appropriate scale range to which they are appointed.

Temporary additional duties

The governing body will consider the recommendations of the Head teacher with respect to the allocation of higher salary payments where the duties of a more highly graded post are undertaken in whole or in part as a result of staff absence, a recruitment gap or a short-term project.