



SCHOOL PAY POLICY

This document applies to Community and Voluntary Controlled Schools and is advisory for Foundation and Voluntary Aided Schools

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Spalding Parish Church of England Day School

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Responsibilities

Governors/Head Teachers in Community and Voluntary Aided schools are responsible for:

- determining the duties and the grade/salary/allowance to be attached to posts in school;
- selecting grades from the grading structure adopted by the County Council;
- applying Conditions of Service adopted by the County Council;
- applying the requirements of the School Teachers' Pay and Conditions Document;

The County Council remains responsible for equal pay/value between maintained schools and for ensuring that equal pay/value is achieved by Governors/Head Teachers within their schools. Guidance on this for staff on Green Book Terms and Conditions is contained within the County Council's Pay Policy

Pay Arrangements

As part of the recruitment and selection process Governors/Head Teachers are required to provide the County Council's payroll provider with personal details of successful candidates to enable terms and conditions documentation to be issued and payment to be arranged, where the County Council payroll provider provides the school's payroll service. **NO PAYMENT OF SALARY CAN BE MADE UNTIL THE NECESSARY DOCUMENTATION HAS BEEN PROVIDED AND PROCESSED.**

Similarly, Head Teachers should ensure that any changes to staffing details, which affect contractual and/or payment circumstances are notified to the County Council's payroll provider as quickly as possible.

IF ANY SCHOOL FAILS TO NOTIFY THEIR PAYROLL PROVIDER WITHIN THE APPROPRIATE TIMESCALE THAT A MEMBER OF STAFF INTENDS TO CEASE EMPLOYMENT, PAYMENT OF SALARY WILL CONTINUE AND ANY OVERPAYMENT

WHICH IS NOT RECOVERED WILL BE DEBITED AGAINST THE SCHOOL'S BUDGET SHARE.

The recovery and writing-off of overpayments should be considered in relation to statutory requirements (e.g. Employment Relations Act 1996) and County Council policy. Advice on how to tackle such matters is available from the Council's Payroll provider. Schools are urged to deal with such matters in a reasonable and sympathetic manner.

Grading and Regrading of Posts

It is assumed that "grading" includes all of those (non-discretionary) aspects of the payment to an employee covered by national or local provision as set out in the relevant document, e.g. NJC for Local Government Employees.

Teachers

Governors/Head Teachers must pay the minimum rate and not exceed the maximum rate for teaching posts as prescribed by the School Teachers' Pay and Conditions Document, (as amended from time to time).

Governors/Head Teachers do, however, have discretion to operate within the:

- full range of incentive allowances, subject to certain criteria, (see School Teachers' Pay and Conditions Document)
- equal pay/value requirements.

This and other discretionary aspects of pay are covered in the section on Key Elements of Discretionary Pay below.

Support Staff

If a national prescription or a local collective agreement provides for the grading of a post, for example, for Teaching Assistants, then Head Teachers must apply such a grade.

Where no grading prescription exists, the Council's Human Resource provider has provided job descriptions and evaluated grades for a "menu" of school-based jobs. Head Teachers are advised to apply such grades to posts within their school where the duties and responsibilities reflect those model job descriptions.

The County Council's Human Resources provider provides an evaluation service and grades will be notified to Head Teachers on receipt of a job description. It is important that new grades are not applied before a formal evaluation has taken place. Those schools which use a different Human Resources provider will need to consult with them first but this service must be commissioned from the Council's Human Resource provider.

Key Elements of Discretionary Pay (Teachers)

Allowances for teachers employed in schools are a matter for the Governors/Head Teachers subject to the guidance and requirements issued by the Department for Education, in the School Teachers' Pay and Conditions Document.

The starting point on the main scale for teachers in delegated schools should be determined having regard for:

- the rules set out by the DfE (School Teachers' Pay and Conditions Document);
- any County Council policy/advice issued from time to time;
- the need for consistency in applying the above in light of equal pay/value responsibilities

Teachers receiving an allowance on a permanent basis will enjoy salary safeguarding whilst they remain at the same school within the terms of the School Teachers' Pay and Conditions Document.

If a teacher, displaced by closure or amalgamation and nominated for consideration by another school by the County Council, is appointed, then salary safeguarding applies to the individual concerned. Salary safeguarding does not apply to teachers in schools moving to Academy status.

Teachers who are temporarily assigned to duties beyond those common to the majority of teachers may be paid a temporary or fixed term allowance.

Temporary or fixed term allowances cannot be paid except where a teacher is substituting in the temporary absence of another teacher. This could arise for example, where a teacher in a post attracting a permanent allowance is absent on sick leave or maternity leave.

In some circumstances a TLR3 payment may be paid. There should be clear criteria for the award, level and duration of time-limited TLR3 payments.

Under no circumstances can an honorarium payment be made to a teacher

Key Elements of Discretionary Pay (Support Staff)

The starting point within the grade of newly appointed or promoted support member of staff should be determined by Governors/Head Teachers, having regard for:

- the policy of the County Council to appoint to the minimum point of the grade, except where:
 - the candidate is demonstrably above average in terms of qualification and experience;
 - there is no other suitable candidate who would be prepared to accept a lower salary (i.e. the minimum of the grade);

- the requirement to justify appointments above the lowest spinal point of the grade on grounds not associated with the sex, race etc. of the candidate;
- the need to consider possible implications for existing staff in terms of equal pay/value (refer to Appendix 1).

Staff temporarily working in a post which is normally graded at a higher level may be paid on a higher point on the pay spine for that period.

An honorarium payment may be made for exceptional or special work undertaken on a short-term basis.

Where Governors/Head Teachers have objective reasons to consider that the substantive grade of a vacant post falls short of the "market rate" (e.g. where two external advertisements have failed to attract suitable candidates) or that a retention problem has been identified with an existing employee (e.g. where he/she has other job interviews/offers), then a salary supplement can be attached to the post as a recruitment/retention incentive. Such action should only be taken subject to the advice through the school's Human Resource provider and the Council policy on Retention and Market Force Supplements

Where an employee is redeployed within a school, the existing grade and conditions of service should be protected, in accordance with the "protection" rules in the County Council's Local Scheme of Conditions of Service. See the Redeployment Policy for school based staff.

Protection of grade arising from redeployment between schools is recommended but is discretionary, the decision to be made by the receiving Governors/Head Teacher. This discretion must be operated within the constraints of local conditions.

Dealing with Grading Appeals

Teachers

Appeals against pay determinations and pay gradings should be made through the pay appeal mechanism adopted by the school in their Pay Policy.

Support Staff

Governors are responsible for the hearing of grading appeals. In doing so, Governors must have regard for equal pay/value issues. The Council's Human Resources provider has valuable experience of handling and hearing such appeals and can offer general and specific advice on the determination of grading evaluation, the operation of grading procedures, including the hearing of appeals and criteria to follow in assessing individual cases.

A Whole School Pay Policy

If Governors are to be consistent and responsible over pay they must have a clear, whole School Pay Policy to guide them. Every school is different and sets its own aims in its development plan, which should be reflected in the Staffing Structure and the Pay Policy. The Governors carry considerable responsibility for the welfare and development of staff and must, therefore, be seen to act fairly at all times. They are likely to achieve this only if they operate within the framework of an open and agreed policy.

An illustration of a Pay Policy is attached as Appendix 1.

Governing Bodies must establish pay and performance management/appraisal policies which

- Set out the basis on which teachers pay will be determined;
- Describe how the performance management arrangements will work;
- State the procedures for determining appeals.

How people work together to produce and agree their school's Pay Policy is equally as important as the Policy itself. If the process is handled sensitively and carefully planned it can have a beneficial affect on staff morale. The need for open consultation at every stage cannot be over-emphasised.

It is good practice for Governors to review regularly the operation and effectiveness of their Pay Policy and agree changes as circumstances dictate.

LINKS

Teacher Appraisal Policy
Support Staff Appraisal Policy

PAY AND RELATED MATTERS

A model Pay Policy

This illustration is provided to give guidance on the scope, form and content of a Pay Policy. It is not presented as a tailor made model for adoption by any school. Individual school policies need to reflect local circumstances, school size and school development plans.

1 GENERAL STATEMENT

The Governors aim to relate their Pay Policy:

- (i) to the educational needs of all children in their care;
- (ii) to the performance of teaching staff in line with the schools Teacher Appraisal Policy, the Teacher Standards and any other standards that are applicable to a teacher's role;
- (ii) to the professional development of all teaching and support staff;
- (iii) to recognise the individual contribution staff make to the work of the school.

All matters relating to this policy will be dealt with by a Committee. The terms of reference of the Committee can be found under paragraph 13.

2 AIMS OF THE POLICY

To show all staff that the Governing Body is managing its Pay Policy in a fair and responsible way.

To maintain and improve the quality of education provided for pupils in the school by having a whole school Pay Policy which supports the school's determined philosophies and future developments as outlined in the school development plan.

3 REVISION OF POLICY

The school's Pay Policy will normally be revised when the Committee so advises the Governing Body, or when the school development plan is being revised, or when changes to relevant terms and conditions determine a revision is required. Whenever a revision is undertaken, an open consultative approach will be adopted by the Governing Body.

4 EQUALITIES

The Governing Body seeks to provide equal opportunities for all staff regardless of matters relating to age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual

orientation.

5 VACANT POSTS AND ALLOWANCES

All staff will be informed of vacant posts, including temporary and acting posts within the school. Vacancies will be advertised as appropriate.

6 JOB DESCRIPTIONS

Job descriptions will be provided for all staff. Consultation over content will take place when they are drawn up and at the time of any proposed review with a view to reaching agreement with individual post holders.

7 PERFORMANCE MANAGEMENT

Performance management is a shared commitment to high performance. It helps to focus attention on more effective coaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

Certain aspects of pay progression are subject to provisions within the school's appraisal policy i.e. annual pay progression, teachers on the leadership spine, any Lead Practitioners and any teachers applying to move from the Main Pay Range to the Upper Pay Range.

8 STAFFING STRUCTURE

The Governing Body will calculate the unit total for the school annually and assign the school to a group in accordance with the School Teachers' Pay and Conditions Document from the beginning of the financial year. The teaching and support staff complement, the number of teachers to be paid on the leadership spine and the number of teaching posts attracting additional allowances will be reviewed annually having regard to the number of pupils on roll, the curricular requirements of the pupils, any constraints imposed by the School Teachers' Pay and Conditions Document and the budgetary position of the school. **A copy of the current approved staffing structure is attached as an appendix to this policy.**

9 DISCRETIONS APPLICABLE TO TEACHERS

The Governing Body will ensure that the discretionary elements of pay are dealt with in a fair and equitable manner and in accordance with the requirements and guidance of the School Teachers' Pay and Conditions Document. The following will apply:

(i) Leadership Group

Head Teacher

The Head Teacher will be set an Individual Salary Range (ISR) consisting of 7 consecutive spine points on the Leadership Pay Spine. The Governing Body may change the pay range at any time in order to attract or retain the Head Teacher.

The Head Teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against previously agreed objectives before any performance points will be awarded. Progression within the ISR cannot be by more than two points within the course of the academic year.

Deputy Head Teacher and Assistant Head Teacher

Where appointed, provisions will be as for the Head teacher but the pay range will consist of 5 consecutive spine points on the Leadership Pay Spine.

Deputy Head Teachers and Assistant Head Teachers must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against previously agreed objectives before any performance points will be awarded.

When determining their level of pay, the Governing Body will normally seek the professional advice of the Head Teacher. Any progression will normally be by one point but the Governing Body may consider movement by two points in exceptional circumstances.

Consideration should be given to the scale of differential between the various members of the Leadership Group; and between those members and other staff within the school.

(ii) Teaching Staff

The salaries of qualified teachers, other than those in the Leadership Group and Lead Practitioners, are determined by:

- the point on the main or upper pay range determined through appointment or annual appraisal
- plus
- any Teaching and Learning Responsibility payments
- and/or
- any additional allowances held for recruitment and retention
 - any additional allowances held for teaching children with special educational needs
- or
- if the individual is entitled to a higher salary because of safeguarding.

A salary review will be undertaken in respect of every teacher as at 1 September each year and a salary statement issued by 31 October. A review may be undertaken at any other time during the year but only if there is a need to do so.

The school will not restrict the pay available for appointees to vacant classroom teacher posts, other than the lower limit of the Main Pay Range and the upper limit of the Upper Pay Range.

The salary assessment will be made under the following headings:

1 Teachers on Main Pay Range

Teachers on the Main Pay Range will be paid on the six-point scale on the Main Pay Range attached as an appendix.

Experience (main pay range only) – pay progression will be awarded following a successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school.

To complete a year's service a teacher must be employed for a minimum of 26 weeks on a full or part-time basis during the academic year.

Additional pay progression may be awarded to a teacher on the main pay range on 1st September where the individual has demonstrated excellent performance over the previous academic year having regard to all aspects of the individual's professional duties but in particular to classroom teaching.

Governors may withhold pay progression where performance during the previous academic year is deemed to have been unsatisfactory. In such cases the teacher will be notified in writing before the end of the academic year that the Governors are considering such action before they make a final determination. The Governors may at a later date decide to reinstate the pay progression where they consider it appropriate to do so.

The Governors will normally regard teaching experience outside the maintained sector or outside England and Wales as directly relevant for the purposes of appointing to the appropriate point in the pay range. Where a teacher has non-teaching experience, the Governors will consider its value to the post held and decide on an individual basis whether or not to grant points for that experience.

2 Moving from the Main Pay Range to the Upper Pay Range

Teachers on the Upper Pay Range will be paid on the three-point scale on the Upper Pay Range attached as an appendix.

Applications for movement through the threshold to have effect from 1st September should be lodged with the head Teacher on or before 31st October each year.

The Governing Body will move onto the upper pay range any eligible teachers who have been successful in the threshold assessment. The assessment will have regard to the two most recent performance management/appraisal reviews and will be successful where:

- The teacher is **highly competent** in all the elements of the Teacher Standards
- The teacher's achievements and contributions to the service are **substantial and sustained** (for example – 2 years minimum)

Progression up the range will be based on two consecutive, successful performance reviews although meeting performance objectives will not lead to automatic movement up the pay range. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

The Governing Body will award any such points from 1 September and these will normally be awarded on a biannual basis, other than in exceptional circumstances. Points will not be awarded by more than one at a time in the course of a single annual salary determination.

3 Leading Practitioners

Leading Practitioners will be paid on a pay range to be determined by the school. When determining the pay range, the school will take into account the challenge and demands of the individual post and be mindful of any internal pay relativities. Where there is more than one Leading Practitioner post within the School, the pay ranges will be determined separately for each post.

Where the School determines that the staffing structure includes Leading Practitioners and that any existing Advanced Skills Teachers and Excellent Teachers have the necessary skills and experience for the Leading Practitioner post, the School may assimilate those individuals to the Leading Practitioner Pay Range at a pay point or individual pay range which maintains as a minimum their existing pay entitlements. Where there are less Leading Practitioner posts than existing AST and Excellent Teachers, the School will need to consider the case for a restructure in line with the Managing Change Policy.

Progression up the range will be based on two consecutive, successful performance reviews although meeting performance objectives will not lead to automatic movement up the pay range. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

4 Teaching and Learning Responsibility Payments

Assignment of TLR payments will be in line with the agreed school structure which will include an assessment of the leadership and management duties within the school in light of the criterion and factors below.

The Governing Body may award a TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of their staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable.

The Governing Body may award a fixed-term TLR3 to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. Clear criteria for the award, level and duration will be set out and agreed.

In determining the value of TLR payments, the governing body will have considered job weight; posts of equal weight in the context of the school should be allocated equal value. Any changes to these arrangements will be subject to staff consultation.

Criterion and Factors for the Award of Teaching and Learning Responsibility Payments and Values

Criterion

A Teaching and Learning Responsibility 1, 2 or 3 payment (“TLR”) may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school’s staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which he is made accountable.

Factors

Before awarding a TLR1, TLR2 or TLR3, the relevant body must be satisfied that the teacher’s duties include a significant responsibility that is not required of all classroom teachers, and that it -

- is focused on teaching and learning;
- requires the exercise of a teacher’s professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum (not applicable to TLR3);
- has an impact on the educational progress of pupils other than the teacher’s assigned classes or groups of pupils; and

- involves leading, developing and enhancing the teaching practice of other staff (not applicable to TLR3).

In addition, before awarding a TLR 1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

TLR values

The school will also apply the following criteria to ensure that jobs of equal weight are allocated equal values:

TLR 3	Value £ range	Responsibility
TLR 3 (a)	£1200	Development of specific new project / area of development. The project will have a direct link to improvement of standards. Such allowances will be included in the School Improvement Plan and will be advertised internally to school.
TLR 3 (b)	£	
TLR 3 (c)	£	

TLR 2	Value £ range	Responsibility
TLR 2 (a)	£2535 - £6197	The role of Phase Leader
TLR 2 (b)	£	
TLR 2 (c)	£	

TLR 1	Value £ range	Responsibility
TLR 1 (a)	£	None within the school structure
TLR 1 (b)	£	
TLR 1 (c)	£	
TLR 1 (d)	£	

If the relevant body awards TLRs of different values for two or more teachers, the minimum difference in value between each award of a TLR 1 is £1,500; and between each award of a TLR 2 is £1,500.

Leading Practitioners and Leadership Group are not eligible for TLR payments.

A copy of the staffing structure implementation plan is attached as an appendix.

5 Unqualified Teachers

Where a school is unable to recruit a qualified teacher, it may recruit an unqualified teacher.

Unqualified Teachers on the Unqualified Pay Range will be paid on the six-point scale on the Unqualified Pay Range attached as an appendix.

Pay progression will be awarded following a successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school.

To complete a year's service an unqualified teacher must be employed for a minimum of 26 weeks on a full or part-time basis during the academic year.

Governors may withhold pay progression where performance during the previous academic year is deemed to have been unsatisfactory. In such cases the unqualified teacher will be notified in writing before the end of the academic year that the Governors are considering such action before they make a final determination. The Governors may at a later date decide to reinstate the pay progression where they consider it appropriate to do so.

6 Recruitment and Retention allowances

Where it deems that there is a strong case to do so, the Governing Body will pay recruitment awards and retention awards to teachers for a maximum of three years. Retention awards may be extended in "exceptional circumstances". The value of any award will be determined on an ad hoc basis.

[insert details of other benefits payable, such as support for travel costs, care of dependants etc, amount and circumstances]

The Governing Body will review the level of payment annually.

The Governing Body may enter into a "golden handcuffs" arrangement with

an individual where allowances may be accumulated for up to three years and then paid as a lump sum at the end of the defined period, provided that the teacher concerned remains in post.

7 Special Educational Needs Allowances

An SEN allowance of no less than £2001 and no more than £3954 per annum is payable to a classroom teacher in accordance with this paragraph.

The relevant body must award an SEN allowance to a classroom teacher :-

- (a) in any SEN post that requires a mandatory SEN qualification
- (b) in a special school
- (c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service
- (d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post –
 - involves a substantial element of working directly with children with special educational needs
 - requires the exercise of a teacher’s professional skills and judgement in the teaching of children with special educational needs, and
 - has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service

Where an SEN allowance is to be paid, the relevant body must determine the spot value of the allowance, taking into account the structure of the school’s SEN provision and the following factors:-

- whether any mandatory qualifications are required for the post,
- the qualifications or expertise of then teacher relevant to the post and
- the relative demands of the post

8 Other Payments

The relevant body may make such payments as they see fit to a teacher, including a head teacher, in respect of-

- (a) continuing professional development undertaken outside the school day;
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;

Activities that will attract payment include:

*Weekend or holiday CPD courses / conferences

- (c) participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body;

Activities that will attract payment include:

*Taking additional teaching e.g. holiday or weekend booster classes

*

- (d) additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools. This does not apply to the provision of services by a head teacher to a school in relation to which such head teacher has been appointed either on a permanent or on a temporary basis.

Schools may wish to (but are not required to) determine an hourly rate for work undertaken of this nature. This may be an hourly rate as per short notice/supply teachers or a flat rate payment in line with the teacher's level of responsibility and the size of the commitment.

9 Other Teaching Staff

Part-time teachers

Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements – *insert mechanism used by school*.

NB: The contractual change from September 2005 gives part time teachers entitlement to PPA time pro-rata for full time teachers.

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 paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated from an annual amount (which will then be divided by 195 then divided again by *insert a factor* to arrive at the hourly rate) or (which will then be divided by 1265 to achieve the hourly rate.)

Unqualified teachers

NB. The points in this section are suggestions only. Governors have complete discretion as to how points are awarded to UQ teachers.

The governing body, will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:

Qualifications:

- Two points for a recognised overseas teaching qualification.
- Two points for a recognised post-16 teaching qualification.
- Two points for a recognised qualification relevant to their subject area.

The Governing Body may pay an allowance to unqualified teachers whose basic salary is not considered adequate having regard to their responsibilities, qualifications and experience. The value of allowance will normally be determined by the difference between point 1 of the qualified scale and the assessed point on the unqualified scale (should this be lower).

The Governing Body will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teacher pay scale, other than in exceptional circumstances.

Additional points

- One point on the main scale for each year of service as an overseas-trained teacher
- One point on the main scale for each year of service teaching in further education, including sixth form colleges.
- One point on the main scale for each year of service teaching in higher education

With regard to non-teaching experience, the Governors will consider its value to the post held and decide on an individual basis whether or not to grant points for that experience.

10 SUPPORT STAFF

For matters relating to pay and conditions of service for support staff, the Governing Body will follow the nationally agreed guidance contained in the National Agreement on Pay and Conditions of Service for Local Government Services and in the Local Conditions of Service adopted by the County Council.

The Governors will apply the salary provisions and any discretionary supplements for support staff in a fair and equitable manner at all times.

(a) Incremental Enhancement

The Governing Body may award additional increments (up to the maximum of the scale) for special merit or ability.

(b) **Working at a Higher Level**

Where an employee is temporarily working in a job, which is graded at a higher level the Governing Body may pay the individual on a higher point on the pay spine for that period.

(c) **Honoraria**

The Governing Body may make a lump sum payment to recognise exceptional or special work that is undertaken on a short-term basis.

(d) **Grading**

The Governors will apply national grades or grades determined by the County Council's job evaluation scheme.

A member of the support staff may appeal to the Governors if he/she is dissatisfied with the grading of their post. The Governors will consider whether there has been a substantial change in the duties and responsibilities of the job above the normal variations of duties, which are to be expected.

Whatever job descriptions are agreed for support staff, the Governing Body may seek advice and guidance as to the title and salary grade of the post.

11 JOB RELATIVITY

The Governing Body will seek to ensure that there is proper pay relativity between jobs within the school and will have full regard to the requirements relating to equal pay/value.

12 SALARY SACRIFICE

Lincolnshire County Council childcare voucher scheme is intended to provide employees (including all school staff) with the opportunity to have a proportion of their salary paid in childcare vouchers. Further information about the scheme can be found on NETLinc or by calling the Customer Service Centre.

13 THE COMMITTEE

The role of the Committee is to implement the School's Pay and Performance Policy. The Committee has fully delegated powers and consists of three members of the Governing Body but will not include the Chairman of Governors.

The Head has the right to attend the Committee. The Committee will seek advice from the Head and/or if relevant from the Director of Children's Services (through Human Resources)/or Staff Governors.

The terms of reference of the Committee might be as follows:

- to achieve the aims of the whole school Pay and Performance Policy in a fair and equal manner;
- to apply the criteria set by the whole school Pay and Performance policy;
- to observe all statutory and contractual obligations;
- to minute clearly the reasons for all decisions;
- to have regard for the school's budget;
- to keep abreast of relevant developments and to advise the Governing Body when the school's Pay and Performance Policy needs to be revised.

Decisions of the Committee will be taken in private, confidentially minuted and reported without comment or discussion to the next meeting of the Governing Body as a confidential item. The individual concerned, the Head and Human Resources will be notified in writing immediately following the Committee's decision. In the case of pay decisions for teachers, this will be done in accordance with Paragraph 4 of 'the Document.'

14 APPEALS PROCEDURE

The arrangements for considering appeals are as follows:

A member of staff may appeal against any determination in relation to his pay or any other decision taken by the Governing Body that affects his pay.

The grounds for appeal are that the Head Teacher or the committee which made the decision—

- a) incorrectly applied any provision of the relevant national or local conditions of service;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the member of staff.

The order of proceedings is as follows:

1. The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the member of staff is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head Teacher within ten working days of the decision.

3. Where this is not possible or where the member of staff continues to be dissatisfied, he/she may follow a formal process

4. The member of staff should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the decision-making committee within ten working days of the notification of the decision being challenged or of the outcome of the discussion referred to above.

5. The decision making committee will provide a hearing within ten working days to allow the member of staff to make representations against the decision in person. Its decision and a subsequent right of appeal (if applicable) will be communicated in writing to the member of staff.

6. Any appeal will be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written notification of appeal. The member of staff will be given the opportunity to make representations in person and be accompanied by a trade union representative or 'friend' if they so wish. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. This decision is final and, as this appeals process functions as the staff grievance procedure with regard to pay matters, there is no further recourse to that general procedure.

Procedure for appeals hearings

- Chair of Panel introduces all parties and outlines the procedure
- Appellant and/or representative state their case
- Panel question appellant and/or representative
- Head Teacher questions appellant and/or representative
- Head Teacher outlines the reasons for his decision
- Panel question Head Teacher
- Appellant and/or representative question Head Teacher
- Head Teacher, appellant and/or representative leave the room
- Panel considers all representations and makes a binding decision.

NB. For pay appeals by Head Teachers, substitute references to 'the Head Teacher' with 'the Chair of the Pay Committee'

Appendix 2 – Pay Range Scales

To be confirmed