

Pay Policy 2020

Crestwood Community School

1. General commitment

The Governing Body will seek to ensure that staff are rewarded in an open and transparent way for the level of responsibility they carry and the individual contributions they make to the work of the school subject only to the constraints of statutory documents, national and local pay structures and budgetary provision.

The aim of this pay policy is to enable the school to recruit and retain sufficient staff of suitable quality and number and thereby secure its school improvement objectives, which for the 2020-21 year are:

Improve the quality of education by:-

- Ensuring the curriculum is ambitious, coherently planned and sequenced towards cumulatively sufficient knowledge and skills and designed to meet the needs of each student
- Reducing teacher workload and focusing directed time on collaboratively planning high quality lessons
- Empowering and distributing leadership to develop staff and to ensure academic rigour and accountability
- Raising whole-school achievement above national average (Progress 8) and the achievement of all student groups above national cohort trends

This policy operates in conjunction with the school's policy on [Managing Performance of Staff in Schools](#).

This pay policy will be reviewed annually by the Governing Body in consultation with staff.

2. Basic principles and Governance

2.1 Terms and Conditions

All teachers at Crestwood Community School are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy can be found in the school office and is online at: <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>. The statutory pay arrangements give discretion over pay progression for classroom teachers and leaders as well as discretion regarding use of Teaching and Learning Responsibility Payments (TLRs) and other allowances. Decisions on the way these discretions are used are the responsibility of the Governing Body, advised by the Headteacher where appropriate, and are set out in this pay policy for the school.

Support staff at Crestwood Community School are paid in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book') and locally agreed conditions of service, as they apply to schools, under 'Employment in Hampshire County Council 2007' ('EHCC2007'). Their pay is set in accordance with Hampshire County Council's pay framework and pay progression is determined through use of Individual Performance Planning (IPP).

All pay-related decisions are made taking full account of the school improvement plan and staff, together with their school union representatives, have been consulted as appropriate on the principles contained in this policy. Such decisions are also taken within the framework of current employment legislation, particularly those focused on equalities.

The Governing Body will actively promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training, and staff development.

The Governing Body and Headteacher will ensure that each member of staff is provided with a job description/list of duties in accordance with the agreed staffing structure. Job descriptions should be reviewed annually by the member of staff's line manager, senior leadership team or in the case of the Headteacher, the Governing Body, in consultation with the individual employee concerned in order to make any reasonable changes. This would naturally form part of the performance management discussions between the employee and their reviewer.

2.2 Pay reviews

The Governing Body will review every teacher's salary with effect from 1 September and no later than 31 October every year (31 December for Headteachers). Within one month of the pay determination, the Governing Body will give them a formal statement saying what their salary is, how it has been arrived at, and showing 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 affect the structure of the teacher's pay. Any pay progression decisions will be based on performance of the teacher.

Likewise, the Governing Body will review the salary of all support staff as a result of the performance of the member of staff.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible, and no later than one month after the date of the determination.

2.3 The Pay Committee

School decisions on pay will be taken by the Pay Committee. The Committee consists of a minimum of three governors, elected annually and is responsible for:

- taking decisions on the Headteacher's pay normally by 31 December;
- considering Headteacher or line manager recommendations for the pay of other staff, including ensuring the Performance Management Policy has been consistently and robustly applied normally by 31 October;
- deciding the school's approach towards the exercising of pay discretions;
- setting fair, proportionate and justified leadership salaries;
- keeping the school's pay policy up-to-date and under review;
- ensuring that pay decisions of each member of staff in the school are communicated to them in writing;
- approving the annual teachers' pay statements.

The Headteacher and Senior Managers will make pay recommendations to the Pay Committee. Where Senior Managers are making pay recommendations, the Headteacher has a right to present a view on any pay inconsistencies that may arise from those recommendations to the Pay Committee. The Headteacher will withdraw during consideration of his/her pay. It may also be appropriate for him/her to withdraw whilst the pay of the Deputy or Assistant Headteacher is discussed if, for example, a pecuniary interest arises from consideration of differentials.

Staff Governors are not members of the Pay Committee as they would need to withdraw from the committee during consideration of pay decisions.

The Full Governing Body retains responsibility for endorsing any proposed changes to the school's pay policy. Any proposed changes should be discussed with and communicated to the staff in writing by the Headteacher, to allow for consultation prior to a decision being taken by the Governing Body.

2.4 Complaints/appeals

Where a member of staff is dissatisfied with a decision of the Governors' Pay Committee, this should be taken up informally with the Headteacher (or the Chair of the Headteacher's Performance Management Committee if it is the Headteacher who is dissatisfied about their own pay progression) and, if unresolved, then pursued via the Governing Body's Appeals Committee. The grounds for any appeal and process for pursuing it are described in Section 7 at the end of this policy document.

2.5 Confidentiality

The elements of the school's pay policy will be shared and discussed openly with the school's staff. Individual pay decisions will be handled confidentially between the Pay Committee, Headteacher and the staff concerned. Where pay

information is requested by the wider governing body or Ofsted it will be anonymised.

3. Basic Salary

3.1 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. The Governing Body will give them a written statement detailing their working time obligations and their pay will be determined by the provisions of the statutory School Teachers' Pay and Conditions Document. The Document requires schools to calculate their part-time teachers' pay fractions with reference to the 'school timetabled teaching week' (STTW).

In this school the total weekly STTW is 27.5 hours. A detailed breakdown is attached as an appendix to this pay policy.

In accordance with the School Teachers' Pay and Conditions Document, the STTW includes the school's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although these remain part of directed time hours.

The resulting pay fraction will be used to calculate the salary of all part-time teachers in the school, as well as the proportion of directed time they should work. The calculation of PPA time is unaffected. Entitlement to PPA time is pro-rata to full-time teachers.

The school will consult on any changes to the STTW. If a part-time teacher suffers a financial loss as a result of these changes however, there is no entitlement to salary safeguarding/protection.

Part-time teachers who are employed on specific days of the week will not be required to work at the school on a day on which they are not normally employed.

3.2 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 who work less than a full day will be paid in proportion to the length of the school day.

3.3 Salary safeguarding/salary protection

There are provisions in the School Teachers' Pay and Conditions document which provide salary safeguarding in some situations where a teacher's salary is reduced as a result of a restructure or redeployment. There are also salary protection arrangements which may apply to support staff, depending on the nature of the restructure/redeployment. If this school determines a need to restructure, such a decision will be subject to consultation and the school will confirm the salary protection arrangements that shall apply in specific situations during that consultation period.

3.4 Pay Ranges

3.4.1 Leadership pay ranges

The Governing Body will set salary ranges for staff on the leadership pay ranges having regard to the content of the relevant School Teachers' Pay and Conditions Document. Progression through these ranges will be dependent on the factors described in section 5 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

Differing arrangements apply to members of the leadership group appointed on or before 31 August 2014, and those appointed after this date;

- Members of the leadership group who were appointed on or after 1 September 2014 are subject to the arrangements in the current School Teachers' Pay and Conditions Document
- Members of the leadership group who were appointed on or before 31 August 2014 (regardless of their start date) are subject to the arrangements in the 2013 School Teachers' Pay and Conditions Document, or earlier, as adjusted for pay awards.

The Governing Body will review the pay of leadership pay range teachers paid under the 2013 School Teachers' Pay and Conditions Document where there is a significant change in responsibilities. Any re-determination of the pay range will be undertaken in accordance with the current School Teachers' Pay and Conditions Document.

Where the Governing Body has made a determination to pay any leadership pay range teachers under the current School Teachers' Pay and Conditions Document, the Governing Body will make a determination to review the pay of all teachers paid on the leadership pay range to maintain consistency between leadership staff.

The Governing Body should be fully consulted on any changes to leadership pay arrangements and all determinations made in relation to setting the pay ranges of members of the leadership group will be formally recorded in minutes, along with the rationale for the determinations made.

Schools must keep in mind they are using public money and must do so in the spirit and to the letter of the law, in the public interest, to high ethical standards and achieving value for money.

3.4.1.1 Leadership pay arrangements for staff under the 2013 Document

The pay of teachers paid in accordance with the 2013 School Teachers' Pay and Conditions Documents will be set in accordance with the 43 point range as detailed in Table 1 overleaf. The values within these tables reflect the values

of the 43 points in the 2013 School Teachers' Pay and Conditions Document as adjusted for subsequent pay awards.

In making determinations on pay ranges, the Governing Body will already have ensured that:

- a. the schools' Group Size is calculated in accordance with the statutory School Teachers' Pay and Conditions Document 2013 or earlier;
- b. the seven point headteacher pay range for the headteacher (where determined on or after 1 September 2011) falls within the headteacher group;
- c. the five point ranges for Deputy and/or Assistant Headteachers are set in accordance with the provisions of section 3.4.1.3 on pay differentials.

L1	£42,195	L12	£55,341	L23	£72,498	L34	£94,917
L2	£43,251	L13	£56,722	L24	£74,295	L35	£97,275
L3	£44,333	L14	£58,136	L25	£76,141	L36	£99,682
L4	£45,437	L15	£59,585	L26	£78,025	L37	£102,164
L5	£46,568	L16	£61,170	L27	£79,961	L38	£104,688
L6	£47,736	L17	£62,572	L28	£81,943	L39	£107,241
L7	£49,021	L18	£64,144	L29	£83,971	L40	£109,916
L8	£50,153	L19	£65,738	L30	£86,061	L41	£112,663
L9	£51,404	L20	£67,365	L31	£88,188	L42	£115,483
L10	£52,724	L21	£69,033	L32	£90,382	L43	£117,197
L11	£54,092	L22	£70,747	L33	£92,627		

Table 1: The 43 point Leadership Pay Range

However, if the following conditions are met, the Headteacher will **not** be paid on the values indicated in Table 1:

Where a Headteacher on 31 August 2015 was:

- a) on a pay range that was set at the top of the School Group Size and
- b) paid at the top of their range

they were not entitled to receive a cost of living award with effect from 1 September 2015. However, they were entitled to the cost of living award for 2016 onwards and are again entitled to the cost of living award for 2020. Headteachers in this situation will be paid on the relevant values in Appendix 4.

For Headteachers who were paid on a range that was set above the group size maximum for the school at 1 September 2015, the governing body had discretion as to whether to apply the cost of living award. For 2020, governing bodies will again have the discretion as to whether to apply the cost of living award. If the decision is to apply the award, governing bodies will need to add 2.75% to the 2019 salary to calculate the 2020 salary.

3.4.1.2 Leadership pay arrangements for staff under the 2014 or later Document

The pay of teachers paid in accordance with the current School Teachers' Pay and Conditions Document will be set in accordance with the 85 point range as detailed in Table 2 below.

The Governing Body will ensure that:

- a) The school's headteacher group is calculated in accordance with the current statutory School Teachers' Pay and Conditions Document.
- b) The thirteen point pay range for the headteacher will be calculated in accordance with the [Guidance on Setting the Headteacher Pay Range](#).
- c) The requirements of the current School Teachers' Pay and Conditions Document are followed when determining the Headteacher range and temporary allowances. This will include ensuring the minuting of the rationale for decisions regarding the salary range and allowances. The Governing Body will also ensure the commissioning of external independent advice should the Full Governing Body be considering setting the range beyond 25% above the group size maximum, or be seeking to pay allowances beyond 25% of the Headteacher's current basic salary.
- d) The nine point pay range for Deputy and/or Assistant Headteachers will be set in accordance with the provisions of the paragraph on pay differentials overleaf.

LDR1	£42,195	LDR30	£60,374	LDR59	£86,061
LDR2	£42,724	LDR31	£61,170	LDR60	£87,124
LDR3	£43,251	LDR32	£61,869	LDR61	£88,188
LDR4	£43,791	LDR33	£62,572	LDR62	£89,282
LDR5	£44,333	LDR34	£63,358	LDR63	£90,382
LDR6	£44,885	LDR35	£64,144	LDR64	£91,505
LDR7	£45,437	LDR36	£64,940	LDR65	£92,627
LDR8	£46,004	LDR37	£65,738	LDR66	£93,770
LDR9	£46,568	LDR38	£66,549	LDR67	£94,917
LDR10	£47,150	LDR39	£67,365	LDR68	£96,097
LDR11	£47,736	LDR40	£68,198	LDR69	£97,275
LDR12	£48,377	LDR41	£69,033	LDR70	£98,480
LDR13	£49,022	LDR42	£69,890	LDR71	£99,682
LDR14	£49,589	LDR43	£70,747	LDR72	£100,925
LDR15	£50,153	LDR44	£71,622	LDR73	£102,164
LDR16	£50,779	LDR45	£72,498	LDR74	£103,425
LDR17	£51,404	LDR46	£73,398	LDR75	£104,688
LDR18	£52,064	LDR47	£74,295	LDR76	£105,965
LDR19	£52,724	LDR48	£75,220	LDR77	£107,241
LDR20	£53,408	LDR49	£76,141	LDR78	£108,578
LDR21	£54,092	LDR50	£77,088	LDR79	£109,916
LDR22	£54,715	LDR51	£78,025	LDR80	£111,291
LDR23	£55,341	LDR52	£78,993	LDR81	£112,663
LDR24	£56,031	LDR53	£79,961	LDR82	£114,075
LDR25	£56,722	LDR54	£80,950	LDR83	£115,483
LDR26	£57,427	LDR55	£81,943	LDR84	£116,929
LDR27	£58,136	LDR56	£82,957	LDR85	£117,197
LDR28	£58,861	LDR57	£83,972		
LDR29	£59,585	LDR58	£85,019		

Table 2: The 85 point Leadership Pay Range

However, if the following conditions are met, the Headteacher will **not** be paid on the values indicated in Table 2:

Where a Headteacher, on 31 August 2015 was:

- a) on a pay range that was set at the top of the school's headteacher group, and
- b) paid at the top of their range

they were not entitled to receive a cost of living wage award with effect from 1 September 2015. However, they were entitled to the cost of living award for 2016 onwards and are again entitled to the cost of living award for 2020.

Headteachers in this situation will be paid on the relevant values in Appendix 6.

For Headteachers who were paid on a range that was set above the group size maximum for the school at 1 September 2015, the governing body had discretion as to whether to apply the cost of living award. For 2020, governing bodies will again have the discretion as to whether to apply the cost of living award. If the decision is to apply the award, governing bodies will need to add 2.75% to the 2019 salary to calculate the 2020 salary.

3.4.1.3 Leadership Pay Differentials

All teachers employed on the leadership pay ranges within this school are employed on the pay arrangements as defined in the current School Teachers' Pay and Conditions Document. The Governing Body will therefore ensure:

- a. the ranges of the Deputy and/or Assistant Headteachers will not overlap the range of the Headteacher;
- b. in setting the range for those on the leadership pay ranges, the bottom of the relevant ranges shall always be above the salary of the notionally highest paid teacher as defined by the current School Teachers' Pay and Conditions Document.

3.4.1.4 Group Size and Leadership Pay Ranges within this school

The School Group Size/Headteacher Pay Group is 8.

Within this school the leadership pay ranges are:

- Headteacher – L73 to L85, based on the current School Teachers' Pay and Conditions Document.
- Head of School range - L35 to L43 based on the current School Teachers' Pay and Conditions Document
- Deputy Headteacher – L31 to L39, based on the current School Teachers' Pay and Conditions Document.
- Assistant Headteacher – L20 to L28, based on the current School Teachers' Pay and Conditions Document.

Progression along these ranges is dependent on performance, as defined in section 5 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

3.4.2 Leading Practitioner

The Governing Body has determined, in consultation with staff, that the post of Leading Practitioner will support the school in realising its aim to reduce the disadvantaged gap. Teachers who occupy this post in the school structure will model outstanding teaching and lead the improvement of teaching skills in this school. The Governing Body has determined that in this school, the Leading

Practitioner pay range will consist of 35 points. Table 1 overleaf provides the salaries at each point.

LP 1	£42,402	LP 13	£49,160	LP 25	£56,990
LP 2	£42,930	LP 14	£49,771	LP 26	£57,699
LP 3	£43,461	LP 15	£50,387	LP 27	£58,414
LP 4	£44,000	LP 16	£51,013	LP 28	£59,135
LP 5	£44,546	LP 17	£51,645	LP 29	£59,869
LP 6	£45,097	LP 18	£52,283	LP 30	£60,612
LP 7	£45,658	LP 19	£52,933	LP 31	£61,364
LP 8	£46,223	LP 20	£53,587	LP 32	£62,122
LP 9	£46,796	LP 21	£54,253	LP 33	£62,893
LP 10	£47,379	LP 22	£54,921	LP 34	£63,673
LP 11	£47,964	LP 23	£55,606	LP 35	£64,461
LP 12	£48,559	LP 24	£56,293		

Table 3: Salaries paid at each point of the Leading Practitioner Range

In this school, the following Leading Practitioner Posts will have a 9 point pay range set within this 35 point range as follows:

- LP16 £51,013 to LP24 £56,293 for Achievement Leaders

Progression along this range is dependent on performance, as defined in section 5 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

3.4.3 Upper Pay Range

In this school, the upper pay range will consist of 3 points (made up of 5 half points), as set out in Table 4.

UPR 1	£38,690
UPR 1.5	£39,407
UPR 2	£40,124
UPR 2.5	£40,864
UPR 3	£41,604

Table 4: Salaries paid at each point of the Upper Pay Range

Progression along this range is dependent on performance, as defined in sections 5.3 and 5.7 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

a) Post-Threshold Teachers

A qualified teacher who crossed the threshold on or before 1 September 2012 in a maintained school in England or Wales is deemed to be a “post-threshold teacher”. The statutory document requires that a Governing Body pay them on the Upper Pay Range if they have been employed in their school at any time as a post-threshold teacher. Therefore, in this school, the Governing Body will

only automatically pay teachers who have already been employed by the school on the Upper Pay Range.

Where post-threshold teachers have not previously been employed in this school as a post-threshold teacher, consideration will be given as to whether the teacher may be employed on the Upper Pay Range upon appointment. In all other cases, an assessment will be made which may require the individual to apply to be paid on the Upper Pay Range against this school's criteria.

The entitlement to be paid on the Upper Pay Range for post-threshold teachers is valid only for salary within this school.

b) Upper Pay Range application process

Any qualified teacher who wishes to be assessed against the Upper Pay Range in this school must complete an application form and submit this no later than 31 October in the year in which they wish to progress. If the teacher is successful, the teacher will be moved to the bottom of the Upper Pay Range, backdated to 1 September of that same year. Full details of the application process and the application form can be found from the Headteacher's PA and in appendix 10.

A qualified teacher will be successful in moving to the Upper Pay Range where the Governing Body 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.

The relevant definitions for the purposes of this pay policy are:

- i. highly competent - meaning performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
- ii. substantial - meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning.
- iii. sustained - meaning continuously maintained over a period of 2 school years.

Determinations that a teacher meets these Upper Pay Range criteria are only valid for salary within this school.

3.4.4 Qualified Classroom Teacher

The Governing Body has determined that in this school, the Main Pay Range will consist of 6 points (made up of 11 half points) as set out in Table 5 overleaf.

MPR 1	£25,714
MPR 1.5	£26,657
MPR 2	£27,600
MPR 2.5	£28,632
MPR 3	£29,664
MPR 3.5	£30,721
MPR 4	£31,778
MPR 4.5	£32,939
MPR 5	£34,100
MPR 5.5	£35,531
MPR 6	£36,961

Table 5: Salaries paid at each point of the Main Pay Range

Progression along this range is dependent upon performance as defined in section 5.6 and 5.7 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this school.

3.4.5 Unqualified Teacher

The Governing Body will decide, on a case-by-case basis, whether to pay an unqualified teacher on one of the employment based routes into teaching (e.g. Schools Direct Salaried Programme), on the unqualified or qualified teacher pay range.

The Governing Body has determined that in this school, the Unqualified Teacher pay range will consist of 6 points (made up of 11 half points) as set out in Table 6 below.

UQ 1	£18,169
UQ 1.5	£19,026
UQ 2	£19,917
UQ 2.5	£20,851
UQ 3	£21,828
UQ 3.5	£22,851
UQ 4	£23,924
UQ 4.5	£25,046
UQ 5	£26,217
UQ 5.5	£27,447
UQ 6	£28,735

Table 6: Salaries paid at each point of the Unqualified Teacher Range

Progression along this range is dependent upon performance as defined in section 5 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this school.

3.4.6 Support Staff

The Governing Body will apply the provisions of the Manual of Personnel Practice, and national and local conditions of service, in relation to support staff pay. Support staff grading is determined by matching the role to the appropriate standard Hampshire County Council role profile; each role profile has been subject to job evaluation and is therefore linked with one of the grades A to K in the Hampshire County Council pay structure. Table 7 provides the salaries at each point.

EHCC Salary ranges: April 2020

From 1 April 2020 the new EHCC pay scales have been agreed as set out below.

	GRADE					
STEP	A	B	C	D	E	F
5			19,941	24,055	29,583	37,876
4			19,699	23,358	28,724	36,777
3	18,198	18,877	19,314	22,771	27,887	35,705
2	17,962	18,562*	19,129	22,003	27,300	34,663
1	17,842	18,562*	18,933	21,403	26,544	33,653

	GRADE				
STEP	G	H	I	J	K
5	46,776	54,525	64,204	80,758	93,491
4	45,416	52,940	62,331	78,404	90,768
3	44,092	51,397	60,515	76,121	88,124
2	42,805	49,900	58,752	73,901	85,555
1	41,562	48,447	57,042	71,750	83,064

Table 7: Support staff grades and salaries with effect from 1 April 2020

Please note:

1. The salaries for steps 1 and 2 of Grade B are the same. Staff paid on either step 1 or 2 of Grade B will progress to step 3 from April 2021, as appropriate.
2. There may be some small variances between some of the published annual salaries and employees' actual salaries because of rounding, following the application of the pay award.

4. Pay on appointment including promotional posts

For all new appointments, the Governing Body will determine, within the ranges set, an appropriate pay range for the post and the salary to be offered to the person offered the position. In determining the range and salary, the Governing Body may take account of the factors listed below. This list is not exhaustive and may not apply to all appointments:

- (a) the nature of the post
- (b) the level of skills, qualifications and experience required

- (c) market conditions
- (d) the wider school context
- (e) their existing salary
- (f) the stage of their performance review cycle

The Governing Body will pay a Recruitment Allowance to those paid under the statutory School Teachers' Pay and Conditions Document (excluding Headteachers, Heads of School, Deputy Headteachers and Assistant Headteachers paid under the current arrangements), when the Governing Body consider their basic salary is not adequate having regard to the factors outlined above. The criteria for the award of a Recruitment Allowance are detailed in section 6.3.1.

In addition, the Governing Body will take account of specific requirements of the statutory School Teachers' Pay and Conditions Document, as identified below:

4.1 Headteacher

The Governing Body will advertise the minimum and maximum of the indicative range for the post. Once a preferred candidate has been selected, the Governing Body may, in exceptional circumstances, review the indicative range to ensure it is still appropriate before making a final determination on the salary range for the post. The Governing Body will allow appropriate room for progression within the Headteacher Pay Range when offering a starting salary.

The Headteacher Pay Range will be set in accordance with section 3.4.1 and the [Guidance on setting the pay range for the headteacher](#).

4.2 Deputy Headteacher, Assistant Headteacher and Head of School

The Governing Body will advertise the minimum and maximum of the range for the post. The Governing Body will allow appropriate room for progression within the Range when offering a starting salary.

The pay range(s) will be set in accordance with section 3.4.1 and the [Guidance on setting the deputy/assistant headteacher pay range](#).

4.3 Leading Practitioner

The Governing Body will advertise the 9 point range of salary for this role, as determined in section 3.4.2 of this pay policy. An appropriate level of salary within this range will be determined when the job is offered.

4.4. Appointments to the Upper Pay Range

The Governing Body will advertise the level of salary appropriate for the role being offered during the advertisement process and an appropriate starting salary will be determined when the job is being offered.

The circumstances in which payment on the Upper Pay Range will or may be considered are below:

- If the teacher was previously employed as a post-threshold teacher in this school without a break in the continuity of their employment, the Governing Body will pay the individual as an Upper Pay Range teacher.
- If the teacher was previously employed as a post-threshold teacher in another school, then this school will consider whether the individual should be offered employment on the Upper Pay Range.
- If the teacher was employed as a member of the leadership group in this school on or after 1 September 2000 for an aggregate period of one year or more, then this school will pay the individual as an Upper Pay Range teacher.
- If the teacher was previously employed as a Leading Practitioner in this school or any other school, this school will consider whether the individual should be offered employment on the Upper Pay Range.
- If the teacher was previously employed on the Upper Pay Range under the revised criteria in place from 1 September 2013, then this school will consider whether the individual should be offered employment on the Upper Pay Range.

If the teacher meets none of the above criteria or the school determines to appoint the teacher on the Main Pay Range, then the teacher must apply to access the Upper Pay Range in this school. Appointments to the Upper Pay Range will not normally be considered if the advertisement did not state that this level of salary was available.

4.5 Qualified Classroom Teachers

The Governing Body will advertise the level of salary appropriate for the role being offered during the advertisement process and an appropriate level of salary will be determined when the job is offered. There is no assumption that a teacher will be paid at the same rate they were being paid in the previous school.

Where the advertisement states that the position was for a Main Pay Range classroom teacher, appointments to the Upper Pay Range will not normally be considered unless the criteria listed in 3.4.3 are met.

4.6 Unqualified Teachers

The Governing Body will advertise the level of salary appropriate for the role being offered during the advertisement process and an appropriate level of salary will be determined when the job is offered. There is no assumption that a teacher will be paid at the same rate they were being paid in the previous school.

The Governing Body will pay an unqualified teachers' allowance (above the top of the Unqualified Teacher Range) to unqualified teachers when the Governing Body consider their basic salary is not adequate having regard to the factors outlined at the start of this section. The criteria for the award of an unqualified teacher allowance are detailed in section 6.4.1.

4.7 Support Staff

New employees (i.e. those who have not previously worked within a maintained school in Hampshire) will normally be appointed to the first step of the appropriate salary range. Where the candidate's current employment package would make the first step of the salary range unattractive (and this can be demonstrated by the applicant in relation to current earnings), a higher salary may be considered by the Governing Body. This will be on a step within the salary range (not exceeding Step 3 for grades A and B, and step 5 for grades C to K) of the evaluated grade for the role, providing the candidate has a level of skill and experience consistent with that of other employees in a similar position on the salary range.

In considering what salary may need to be offered, the Governing Body will have regard to the overall value of the package offered by the school, compared with that which the applicant is receiving from their current employer, for example:

- a Career Average Earnings Pension scheme through the Local Government Pension Scheme, compared with the scheme offered by the current employer;
- availability of benefits such as the salary sacrifice scheme for childcare vouchers and travel discount/loan scheme.

New employees who join the school between January and March will receive no step progression in April of that year but will receive the value of any pay award. Performance will be assessed for progression in April of the following year.

Existing employees promoted to a new post within the school will normally be appointed to the first step of the appropriate salary range. They may also be entitled to an increased annual leave allowance in line with Hampshire County Council (EHCC2007) annual leave entitlement.

5. Pay progression

The Governing Body will recognise good and outstanding performance of its entire staff by ensuring that they are appropriately rewarded through their salary. The Governing Body expects the majority of staff to be meeting the expectations for their role and they will therefore be rewarded with pay progression (where there is room on their range or grade) as defined in this section. The Governing Body expects that where a teacher is not meeting the expectations of their role, appropriate support and assistance will be provided

and that the individual is aware of the potential consequence for their pay progression.

The school will ensure that assessment of performance is fair and transparent by ensuring it is properly rooted in evidence through a robust performance management process, in accordance with the school's policy on performance management. Under the provisions of the Equality Act 2010, adjustments that are reasonable will be considered to enable staff with a disability to perform to the required standard. When setting targets for an employee covered by these provisions, managers will ensure that the employee has the opportunity to discuss the impact, if any, that their disability could have on the targets set. In this context the manager will consider whether any adjustments to those targets, or support to achieve those targets would be reasonable.

Pay decisions are made via recommendation from the Headteacher to the Governing Body Pay Committee or, in the case of the Headteacher, from the Headteacher Performance Management committee to the Governing Body Pay Committee.

Any member of staff has the right to appeal against the pay decision of the Governing Body's Pay Committee. Details of the appeal process are contained in section 7.

In the context of this section, performance has a broad interpretation and will include conduct as well as capability matters. Any teacher who is subject to formal procedures such as the Disciplinary Policy may, where a breach of Teachers' Standards is substantiated, be deemed to not meet the required standard in terms of performance.

In respect of teaching staff, the Governing Body Pay Committee must consider annually whether or not to increase the salary of teachers (including the Headteacher) who have completed a year of employment since the previous annual pay determination. A year of employment is defined as 26 weeks service, which does not have to be continuous. The 26 weeks service includes periods of paid or unpaid absence e.g. due to sickness or family friendly leave. A teacher who has not completed a year of employment must still have their performance reviewed annually although this will not have an impact on salary progression.

The Governing Body recognises that funding cannot be used as a criterion to determine pay progression and the budgeting process will allow for the potential for pay progression for all staff where there is room on their range or grade. The Governing Body will ensure consistency in the determination of performance pay decisions across all groups of staff in the school.

5.1 Leadership Group salary determinations

5.1.1 Headteachers

Salary determinations will be made by way of the performance management ratings and outcomes for pay as specified in paragraph 5.7.

As part of the performance management review, the Headteacher must demonstrate:

- sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher Standards and Headteacher Standards.

In any event there will be no progression beyond the top of their pay range. The Headteacher will be notified of the outcome and basis of the decision, in writing, of the Governing Body Pay Committee within one month of the decision.

5.1.2 Heads of School, Deputy Headteachers, Assistant Headteachers

Salary determinations will be made by way of the performance management ratings and outcomes for pay as specified in paragraph 5.7.

As part of the performance management review, the teacher must demonstrate:

- sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher Standards

In any event there will be no progression beyond the top of their pay range. The teacher will be notified of the outcome and basis of the decision, in writing, of the Governing Body Pay Committee within one month of the decision.

5.2 Achievement Leaders/Leading Practitioners/Teachers

The Governing Body, having regard to the recommendation of the Headteacher, will consider salary progression where it is satisfied that the Leading Practitioner has demonstrated as part of a review:

- sustained high quality of performance, with a strong contribution to school leadership, improving quality of teaching and pupil progress, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher Standards

The performance management ratings and outcomes for pay as specified in paragraph 5.7 apply to Leading Practitioners.

In any event there will be no progression beyond the top of the Leading Practitioner's range. The Achievement Leader/Leading Practitioner will be notified in writing, of the outcome and basis of the decision of the Governing Body Pay Committee within one month of the decision.

5.3 Qualified Classroom Teachers: Upper Pay Range

Any qualified teacher paid on the Upper Pay Range will need to demonstrate, as per other classroom teachers, that they have met the expected level of performance, before pay progression is awarded.

Performance will be assessed annually, however pay progression will normally only be considered every two years in order for the teacher to demonstrate a sustained contribution (as defined in 3.4.3). In order for pay progression to occur, the teacher must demonstrate that:

- they are highly competent in all elements of the Teachers' Standards;
- their achievements and contribution to the school are substantial and sustained; and
- that they have made substantial progress towards the achievement of their performance management objectives

The definitions of highly competent, substantial and sustained are provided in section 3.4.3.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in paragraph 5.7. In any event there will be no progression beyond the top of the Upper Pay Range.

Where applicable, the teacher will be notified in writing, of the outcome of the decision of the Governing Body Pay Committee within one month of the decision.

5.4 Qualified Classroom Teachers: Main Pay Range

Salary progression, in relation to the previous academic year, will be based directly on the performance of the teacher. Salary progression will only occur where the Governing Body is satisfied that the performance of the teacher in that year meets the required standards.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in paragraph 5.7.

In any event there will be no progression beyond the top of the Main Pay Range unless the teacher has applied for and meets this school's criteria for progression to the Upper Pay Range (see paragraph 3.4.3). The teacher will be notified of the outcome of the decision, in writing, of the Governing Body Pay Committee within one month of the decision.

5.5 Newly Qualified Teachers

Evidence from the induction year will be considered in an assessment of the teacher's performance in the relevant academic year. The same performance management ratings and outcomes for pay will apply to Newly Qualified Teachers as for Qualified Classroom teachers identified in paragraph 5.7.

Teachers who have completed part or all of their induction year in another school will need to ensure evidence of that induction year is brought with them.

In any event there will be no progression beyond the top of the Main Pay Range. The teacher will be notified of the outcome of the decision, in writing, of the Governing Body Pay Committee within one month of the decision.

5.6 Unqualified Teachers

Salary progression, in relation to the previous academic year, will be based directly on the performance of the teacher. Salary progression will only occur where the Governing Body is satisfied that the performance of the teacher in that year meets the required standards.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in paragraph 5.7. In any event there will be no progression beyond the top of the Unqualified Teacher Pay Range.

The teacher will be notified of the outcome of the decision, in writing, of the Governing Body Pay Committee within one month of the decision.

5.7 Performance ratings and pay outcomes

As a result of the performance management process undertaken, a determination will be made on whether, during the relevant academic year, the teacher has demonstrated the expected level of performance. This review will be in accordance with the school's Performance Management Policy. A determination about performance will directly impact pay progression as defined in Table 8 below:

A rating of:	Will mean for pay progression:		
	Classroom teachers (except Leading Practitioners)	Leadership employed on post-2014 arrangements (para 3.4.1.2) and leading practitioners	Leadership employed on 2013 or earlier arrangements (para 3.4.1.1)
Exceptional performance:	One and a half points salary progression	Three points salary progression	Two points salary progression
Achieved expectations:	One point salary progression	Two points salary progression	One point salary progression
Meets minimum expectations with some development required:	Half point salary progression	One point salary progression	n/a

Inadequate:	No salary progression	No salary progression	No salary progression
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Table 8: Pay progression decisions and impact on pay for teaching staff

In this school the above ratings of performance are defined as set out in the paragraphs below.

5.7.1 Members of the Leadership Group (Headteachers, Deputy Headteachers, Assistant Headteachers and Heads of School):

Exceptional performance means:

- Consistently demonstrates performance significantly above expected performance for their leadership role and their career stage
- Where there is a teaching commitment, frequently demonstrates exceptional teaching skills, knowledge and practice relative to their leadership role and quality of teaching is regularly outstanding
- Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school
- Consistently exceeds the requirements of the relevant standards in a manner appropriate for their leadership role and career stage
- Demonstrates consistently outstanding quality of performance
- Consistently acts as an exceptional role model, offering professional guidance and cascade best practice within and beyond the school

Achieved expectations means:

- Consistently demonstrates expected performance for their leadership role and career stage
- Where there is a teaching commitment, confidently demonstrates sound teaching skills, knowledge and practice and quality of teaching is consistently good or outstanding
- Has met performance management objectives to an appropriate and acceptable level
- Demonstrates consistent good performance
- Consistently meets the requirements of the relevant standards in a manner appropriate for their leadership role and career stage
- In early stage of new leadership role, may seek professional support and guidance to guide further development
- Acts as a role model, offering professional guidance and cascading best practice within the school

Meets minimum expectations with some development required means:

- Frequently demonstrates expected performance for their leadership role and career stage
- Where there is a teaching commitment, demonstrates sound teaching skills, knowledge and practice but quality of teaching is not consistently good or outstanding
- Has met the majority of their performance management objectives but not met all fully to an appropriate and acceptable level
- Needs to develop greater consistency in good all round performance

- Is meeting the requirements of the relevant standards in a manner appropriate for the leadership role and career stage, but needs to develop greater consistency to further enhance performance
- May benefit from professional support and guidance in some areas to support performance as a leader
- The expectation is that this rating would normally be given for no more than one year.
- The expectation is that this rating would normally be given for no more than one year; it is expected that support will be given to improve performance, normally through the school's performance management policy to assist the individual to improve their performance. Where expectations are not achieved in the following year, a rating of "inadequate" would normally be given.

Inadequate means:

- Falls short of expected performance for their leadership role and career stage
- Requires significant and/or urgent advancement of skills to meet requirements of their leadership role
- Has not either met performance objectives or has not met the majority of performance objectives to an acceptable level
- Displays a consistent lack of quality
- Skills, knowledge and/or practice require development in a number of areas of the relevant standards
- Normally requires professional support and guidance to support an acceptable level of performance or is unable to independently sustain an acceptable level of performance without such professional support and guidance
- Where there is a teaching commitment, quality of teaching regularly requires improvement or is inadequate
- The expectation is that support will be given to improve an individual's performance where this rating is applied. Depending on the circumstances of the case, this may be as part of the school's normal performance management policy or through application of the school's capability procedures.

5.7.2 Classroom Teachers (including Leading Practitioners and classroom teachers holding a TLR position):

Exceptional performance means:

- Consistently demonstrates performance significantly above expected performance for teacher of their career stage and role
- Frequently demonstrates exceptional teaching skills, knowledge and practice relative to their career stage and role
- Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school
- Demonstrates consistently outstanding quality of performance
- Even where not a requirement of their role, acts as a role model able to offer professional guidance and cascade best practice to others in many areas
- Quality of teaching is regularly outstanding

Achieved expectations means:

- Consistently demonstrates expected performance for teacher of their career stage and role
- Confidently demonstrates sound teaching skills, knowledge and practice
- Has met all performance management objectives to an appropriate and acceptable level
- Demonstrates consistent good performance
- Consistently meets the requirements of all teaching standards in a manner appropriate for their career stage and role
- May seek professional support and guidance to guide further development and in strong areas can offer guidance and cascade best practice to others
- Quality of teaching is consistently good or outstanding

Meets minimum expectations with some development required means:

- Often demonstrates expected performance for teacher of their career stage and role
- Is able to demonstrate key teaching skills and knowledge, but has some gaps in knowledge/skill or practice
- Has met some but not all of their performance management objectives or not met all to an appropriate and acceptable level
- Needs to demonstrate consistency in good performance
- Skills, knowledge and/or practice require development in some areas of the teachers' standards taking into account the career stage and role of the teacher
- May require professional support and guidance in some areas to support performance
- Quality of teaching is not consistently good and may sometimes require improvement
- The expectation is that this rating would normally be given for no more than one year. It is expected that support will be given to improve performance, normally through the school's performance management policy to assist the individual to improve their performance.
- Where expectations are not achieved in the following year, a rating of "inadequate" would normally be given.

Inadequate means:

- Falls short of expected performance for teacher of their career stage and role
- Requires urgent advancement of skills to meet requirements of their role
- Has not either met performance objectives or has not met performance objectives to an acceptable level
- Displays a consistent lack of quality
- Skills, knowledge and/or practice require development in a number of areas of the teachers' standards

- Normally requires professional support and guidance to support performance
- Quality of teaching regularly requires improvement or is inadequate
- The expectation is that support will be given to improve an individual's performance where this rating is applied. Depending on the circumstances of the case, this may be as part of the school's normal performance management policy or through application of the school's capability procedures.

Where staff assimilated to the new pay framework in September 2014 between points, they will continue to progress between points until they reach the maximum of the relevant pay range. Progression will be on the basis of the equivalent of 0-3 points salary progression.

5.8 Support Staff

Salary progression for support staff relates directly to the performance of the employee. Salary progression will only occur where the Governing Body is satisfied that the performance of the employee in that year meets the requirement for their role as defined by the objectives set within the Performance Management Policy.

Assessment is completed annually and pay progression takes effect from 1 April in any one year. In this school, performance of support staff is reviewed in January/February to take effect the following April. New employees who joined between January to March are not eligible for pay progression in the April following their appointment, but will have their performance reviewed.

The Governing Body Pay Committee will consider the recommendation of the Headteacher or line manager in respect of the pay progression of each member of support staff, as an outcome of the Individual Performance Planning process (IPP), awarding each April one of the three ratings outlined below:

A rating of:	Will mean for pay progression
Exceptional performance	1 step progression plus 3% one off payment (in exceptional circumstances 2 step progression may be awarded instead of the 1 step plus 3% one off payment)
Achieved expectations	1 step progression
Improvement required	0 steps progression

Exceptional performance is defined as:

- All target/standards achieved and performance is exceptional against most or all of the targets
- The job was delivered exceptionally well and the requirements of the role were exceeded
- Very positive behaviours are displayed, e.g.:

- Customers' expectations frequently exceeded and/or exceptional customer service provided even when customer expectations could not be met
- Proactively engaging and motivating others; providing significant support to others (including colleagues and customers)
- Consistently leading by example and acting as a role model or champion
- Taking into account the implications of their activities on own initiative
- Willingly taking on additional responsibilities outside role requirement

Meets expectations is defined as:

- Consistently met the majority of targets/standards - in some areas, accomplishments may have exceeded expectations whereas in others, they may occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing targets/standards
- The job was delivered and the requirements of the role met
- Behaviour and the way the role has been performed has met expectations e.g.
 - Good customer service
 - Contributing to the team and supporting others in their role
 - Positive attitude to achieving targets
 - Engaging in opportunities to learn and develop

Improvement required is defined as:

- Targets not achieved and/or performance frequently fell below role requirements
- The job was either not accomplished in its entirety or was accomplished with too high a reliance on others ('hand holding')
- Behaviour has not met expectations e.g.
 - Poor customer service
 - Negative impact on team or individual's goals
 - Making minimal contributions to the team or not helping others
 - Resisting opportunities to learn or improve

5.9 Absence

5.9.1 Teaching Staff

For teaching staff special arrangements are in place for members of staff who have been absent from work for more than 26 calendar weeks of the year. In these cases, assessment of performance within the academic year may be difficult. Where there is not enough evidence to support a performance rating under paragraph 5.7 due to absence, an 'achieved expectations' rating will normally be applied. The exception to this is if the performance rating for the preceding year was 'inadequate' or 'meets minimum expectations' (or equivalent for those on leadership ranges), in which case that rating should apply, unless the Headteacher can demonstrate a strongly evidenced argument to change the rating.

5.9.2 Support Staff

For support staff, the EHCC collective agreement has special arrangements in place for members of staff who have been absent from work for more than nine months of the year. In these cases, an 'achieved expectations' rating will be applied. The exception to this is if the performance rating for the preceding year was 'improvement required', in which case that rating should apply, unless the Headteacher can demonstrate a strongly evidenced argument to change the rating. In cases of absence less than 9 months of the year, the Headteacher will rate the performance based on the period of work in attendance.

6. Allowances and other payments

Section 6 sets out the payments this Governing Body has determined may be payable in this school to certain groups of employees and/or specific post holders. A teacher in receipt of safeguarded salary may have the value of that safeguarding reduced or removed, depending on the allowance being paid to that teacher.

6.1 Headteacher

6.1.1 Allowances for Headteachers paid under the 2013 Document or earlier

In respect of the Headteacher, where the Governing Body determine on or after 1 September 2011 to make additional payments for:

- Recruitment, except relocation expenses (see paragraph on recruitment incentives/benefits)
- Retention (see paragraph on retention incentives/benefits)
- Work in a school causing concern to raise educational standards, perhaps by secondment
- The headteacher being temporarily appointed as headteacher at one or more additional schools
- Continuing Professional Development
- Initial Teacher Training activities
- Out of hours learning activities
- Any other payment which is not for relocation e.g. a payment under the JNC for headteachers in residential establishments or lease car

then the sum total of these additional payments will not exceed 25% of the basic salary of the headteacher unless there are exceptional circumstances.

Where the governing body made pay determinations on or before 31 August 2011, allowances are paid in accordance with the School Teachers' Pay and Conditions Document in place at the time of that determination.

Salary determinations, including determinations regarding allowances, are made in the context of paragraph 3.4.1. This means that the permanent features of a Headteacher's role are reflected in the pay range set by the Governing Body. When considering paying additional temporary allowances to the Headteacher, the Governing Body will ensure that no "double counting" occurs, i.e. that responsibilities already considered in setting the pay range for the Headteacher are not remunerated again under a temporary allowance.

All temporary allowances paid to a Headteacher are counted within the 25% limit, with the exception of:

- Payments for residential duties where they are a requirement of the post and
- Payments in respect of housing or relocation expenses which relate solely to the personal circumstances of the Headteacher

In any one academic year, the total value of the temporary payments (save for those identified as excluded above) will not exceed 25% of the salary of the Headteacher, nor will the sum of the Headteacher's salary plus any allowances exceed 25% above the top of the School Headteacher Group. Should the Governing Body believe there are wholly exceptional circumstances that warrant a payment of more than 25% above the salary of the Headteacher, or more than 25% above the top of the School Headteacher Group, then advice will be sought from an independent external adviser and robust market testing must take place.

6.2 Allowances/Payments for all teachers, including Headteachers

This section defines payments that the Governing Body has determined as payable in this school to all teachers, including those on the leadership range, leading practitioners, qualified classroom teachers (including Newly Qualified Teachers) and unqualified teachers.

6.2.1 Continuing professional development

Teachers (excluding the headteacher if paid under the current document) who undertake voluntary continuing professional development outside of directed time may be entitled to an additional payment. This payment will be considered by the Pay Committee in advance of the specific activity. Payments made to Headteachers for continuing professional development will be made in the context of paragraph 6.1.

6.2.2 Initial Teacher Training activities

Teachers (excluding the headteacher if paid under the current document) who voluntarily undertake school-based Initial Teacher Training activities will be entitled to a flat rate allowance which will be agreed by the Pay Committee. Activities that will attract payment are:

- supervising and observing teaching practice;
- giving feedback to students on their performance and acting as professional mentors;

- formally assessing students' competences.

Teachers who undertake Initial Teacher Training activities which are not part of the ordinary running of the school will be given separate contracts of employment to cover this work. Areas of work that will attract a payment include:

- planning an Initial Teacher Training course;
- preparing course materials;
- undertaking the marketing, finance and administration of the course;
- taking responsibility for the well-being and tuition of Initial Teacher Training students.

Payments made to Headteachers for Initial Teacher Training activities will be made in the context of paragraph 6.1.

6.2.3 Out-of-school hours learning activities

For activities covered by teachers (excluding the headteacher if paid under the current document) who voluntarily undertake learning activities outside of the normal school hours and whose salary range does not take account of such activity, a payment will be made in accordance with rates defined by the Local Authority. Payments made to Headteachers for out of school hours learning activities will be made in the context of section 6.1.

Support staff who voluntarily undertake such duties shall be paid in accordance with the rates for additional hours or overtime hours (see section 6.5.6).

6.2.4 Consultancy

The Governing Body will consider releasing members of staff from their normal working hours to undertake consultancy-type activities. Where this is approved by the Governing Body, the Governing Body shall place in writing the following details;

- the maximum number or days/hours of release within the academic year, and
- the full terms of the work to be carried out including; arrangements for pay, expenses, time allocated to complete the work, and
- the nature of the consultancy work being undertaken

Payments made to Headteachers for consultancy activity will be made in the context of section 6.1.

6.2.5 Performance Payments for teachers seconded to Headship from another school

Where a teacher (who is not a substantive Headteacher), who is seconded to this school as Headteacher for a temporary period, has met this school's criteria for pay progression, the Governing Body of this school may determine to make a payment to the secondee to recognise their performance in this school, where

the performance has been high quality throughout the secondment. The Governing Body may pay a lump sum equivalent to the value of an additional point or two points on this school's Headteacher Range, but only where the secondee would otherwise not receive the full value of the point (or points) as a result of returning to their original school. This Governing Body will therefore liaise with the "donor" school about performance related payments.

6.2.6 Acting Allowance

Where staff are required to cover senior positions (i.e. those paid on the Leadership Range) because of sickness, other absence or prolonged vacancy, any additional payment due will be agreed with the employee ideally in advance but at least within four weeks of beginning that cover.

6.3 Allowances/Payments for classroom teachers

This section defines payments that the Governing Body has determined as payable in this school to classroom teachers, including qualified classroom teachers, newly qualified teachers and unqualified teachers. Leading Practitioners can receive some payments in this section, but not all. Those on the Leadership Group (Headteachers, Heads of School and Deputy/Assistant Headteachers) are excluded from receiving any payments in this section.

6.3.1 Recruitment Allowances and/or Benefits

The Governing Body will award recruitment incentives and/or benefits using the following criteria:

- In shortage subjects or roles
- The school has demonstrable difficulties in filling a post e.g. two advertisements have failed to produce a suitable candidate.

The maximum amount awarded is £3,000 per year for a maximum period of 3 years. The actual amount will be reviewed annually by the Governing Body Pay Committee and, having consideration for the reasons for its award, may be withdrawn or reduced. If the benefit is in payment for longer than one year, the Governing Body will apply any pay award that is determined nationally. A determination to reduce or withdraw the allowance does not attract salary safeguarding. Should recruitment allowances and/or benefits be withdrawn, appropriate notice will be given in line with entitlement under the Burgundy Book or statutory provision as appropriate.

6.3.2 Retention incentives and/or benefits

The Governing Body will award retention incentives and/or benefits using the following criteria:

- Difficulties are encountered in retaining staff
- Difficulty would be found in replacing the post holder
- Preserving the stability of a department

The maximum amount awarded will be £1,500 per year for a period of 3 years. The actual amount will be reviewed annually by the Governing Body Pay Committee and, having consideration for the reasons for its award, may be withdrawn or reduced. If the benefit is in payment for longer than one year, the Governing Body will apply any pay award that is determined nationally. A determination to reduce or withdraw the allowance does not attract salary safeguarding. Should retention allowances and/or benefits be withdrawn, appropriate notice will be given in line with entitlement under the Burgundy Book or statutory provision as appropriate.

6.3.3 Teaching and Learning Responsibility payments (TLRs) – Levels 1 and 2

TLRs will be awarded to the holders of posts indicated in the attached staffing structure which has been consulted upon with staff. TLRs are not payable to Leading Practitioners.

TLRs are awarded to classroom teachers who undertake 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/she is responsible and accountable. Before awarding a TLR, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that

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

In addition, payment of a TLR 1 will require the teacher's role to include line management responsibility for a significant number of people.

TLR 1a will be awarded to the following values:

£ 8,069 TLR1 (a) to the holder of Designated Teacher for Children in Care

£ 8,069 TLR1 (a) to the holder of Director of Music

TLR 2s will be awarded to the following values:

£ 4,659 TLR2 (b) to the holder of Assistant Achievement Leader EBacc

£ 4,659 TLR2 (b) to the holder of Assistant SENCo

£ 4,659 TLR2 (b) to the Year Leaders x 4

£ 2,796 TLR2 (a) to the holder of Assistant Achievement Leader Maths x 2

£ 2,796 TLR2 (a) to the holder of Assistant Achievement Leader English x 2
£ 2,796 TLR2 (a) to the holder of Assistant Achievement Leader EBacc x 2
£ 2,796 TLR2 (a) to the holder of Assistant Achievement Leader Science x 2
£ 2,796 TLR2 (a) to the holder of Assistant Achievement Leader Foundation
£ 2,796 TLR2 (a) to the holder of Assistant Year Leader

The above amounts are full time values and this would be pro-rated in accordance with section 3.1 for part time teachers.

6.3.4 Teaching and Learning Responsibility Payments (TLRs) – Level 3

The Governing Body has identified that the following projects which will enable the school to meet its School Improvement Priorities meet the criteria for a fixed term TLR 3, in that they:

- are clearly time limited school improvement projects, or one-off externally driven projects and
- are focussed on teaching and learning and
- require the exercise of a teacher's professional skills and judgement and
- have an impact on the educational progress of pupils other than the teachers' assigned classes or groups of pupils

Payment of the TLR 3 is not conditional upon successful completion, though individuals who are responsible for delivering these projects will have success criteria defined as a specific target with their performance management targets.

A fixed term TLR 3 will be awarded to the teacher who undertakes the following project(s);

- Assistant Year Leaders
- Science

The above amount(s) is/are the value(s) for the project and are not pro-rated for part time teachers. There is no safeguarding when the TLR 3 payment ceases. TLR3 is not payable to Leading Practitioners.

6.3.5 Special Educational Needs allowances

The Governing Body does not currently have any posts or classroom teachers which meet the criteria as set out in the pay and conditions document for the award of Special Educational Needs allowances. The Governing Body will regularly review whether these criteria are met.

6.4 Allowances only payable to Unqualified Teachers

6.4.1 Unqualified Teacher Allowance

The Governing Body will pay an unqualified teachers' allowance to unqualified teachers when the Governing Body consider their basic salary is not adequate having regard to their responsibilities, qualifications, experience and any recruitment difficulties. The value of the allowance will be determined according to the individual circumstances, in line with the statutory criteria below:

- the teacher has sustained additional responsibility focused on teaching and learning and requiring a teacher's professional skills and judgement; or
- the teacher has qualifications/experience which bring added value to role

6.5 Allowances/payments available for Support staff

There are several additional allowances/payments made to support staff, as defined in the Collective Agreement with recognised trade unions which is known as the Employment in Hampshire County Council agreement, or EHCC 2007. The purpose of this section is to set out which of these payments apply in this school. The contents of section 6.5 do not provide a separate entitlement contractually or otherwise beyond those entitlements contained within the Collective Agreement (EHCC 2007). Any amendment to that agreement overrides the contents of this section 6.5.

6.5.1 Night working, weekend working and shift working

Weekend, Night and Shift working payments will only be paid to staff up to and including Grade E. These payments may also be paid to staff graded above Grade E in the following circumstances:

- Where it is a critical business requirement that an essential service is delivered out of office hours; or
- Where staff are required to participate in a regular and frequent standby rota and are called out whilst on standby.

The arrangements described below reflect the only arrangements for which the payments specified will be made. Where staff are entitled to receive an enhanced rate of pay, only ONE entitlement will be paid, namely shift allowance or weekend enhancement or night working, for the same hours worked

a) Definitions

Nights are defined as those hours worked between 22.00 to 07.00 on Monday, Tuesday, Wednesday, Thursday and Friday.

Weekend working can take place on a Saturday which is taken as 00.00 – 24.00 (Saturday), or Sunday which is taken as 00.00 to 24.00 (Sunday).

Rotating shifts are defined as any work pattern where the total period covered by the shifts is 24 hours, e.g.:

- Three shifts on a rota basis covering 24 hours including a night shift over 5 or 6 days a week, such as Monday to Friday or Tuesday to Sunday or;

- Three shifts on a rotating basis covering 24 hours including a night shift over 7 days a week, such as Sunday to Sunday Earlies 06.00 – 14.00; Lates 14.00 - 22.00; Nights 22.00 to 06.00.

Alternating shifts are defined as any work pattern where the total period covered by the shifts is 11 hours or more, in any 24 hour period, and there are at least 4 hours between the start time of the earliest and latest shift. This is a two shift rota where the span of the shift pattern can be between 11 and 14 hours or more than 14 hours but less than 18 hours.

b) Rates of pay for night or weekend working where employees are not receiving rotating or alternating shift allowance

Revised rates for weekend working and overtime were introduced in 2011, following an exercise to vary individual contracts of employment for those staff who might reasonably be expected to work hours covered by the changes. Those rates do not form part of a collective agreement with the trade unions.

For those staff who may be asked or required to work at weekends but have not been asked to vary their contract, the manager and the employee will need to discuss the arrangements on the basis of the post-2011 rates.

The rates of pay are shown in Table 9 below.

c) Rates of pay for employees on a rotating or alternating shift where the shift is a regular and permanent feature of their working arrangements

The enhancement outlined in the table below will be paid on all hours worked. No additional payments can be claimed as outlined in the table as the shift allowance is deemed to cover the “unsocial” nature of the work. Shift payments will be paid during holidays, paid maternity leave (pro rata to the shift working worked and paid during the qualifying period) and when in receipt of pay during sickness absence in accordance with the normal entitlement.

Shift Type	Criteria	Allowance
Rotating Shift (a)	Three shifts on a rotating basis covering 24 hours including night shifts over 5 or 6 days a week e.g. Monday to Friday or Tuesday to Sunday	17%
Rotating Shift (b)	Three shifts on a rotating basis covering 24 hours including night shifts over 7 days a week – e.g. Sunday to Sunday Earlies 06.00 – 14.00 Lates 14.00 - 22.00 Nights 22.00 to 06.00	20 %
Alternating Shift (a)	Where the total period covered by the two shifts is between 11 and 14 hours in a 24 hour period starting at least 4 hours apart	12.5%
Alternating Shift (b)	Where the total period covered by the two shifts is more than 14 hours in a 24 hour period starting at least 4 hours apart	14%

Table 9: Shift payments

6.5.2 Stand-by, Sleeping in Allowances and Call out payments

Some areas of work require staff to be available either at home or at their place of work to be called on if required to deal with emergency or unusual situations.

a) Stand-by

The Governing Body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of stand-by allowances. The Governing Body will regularly review whether these criteria are met and if payments are due, these shall be made in accordance with the EHCC 2007 agreement.

b) Call Out – Not on Standby

There will be occasions when an employee is not on standby but nevertheless gets “Called Out” at short notice to attend work ‘on site’ in response to an unplanned emergency situation. Typically this might be a caretaker responding to the police with regard to a school break in or similar.

When an employee NOT on standby is required to attend work this will be paid at the appropriate hourly rate for all hours worked, excluding normal travel time to standard place of work.

Call out rate for those not on standby rota: £25.00 per occasion

c) Sleeping In

The Governing Body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of sleeping in allowances. The Governing Body will regularly review whether these criteria are met and if payments are due these shall be made in accordance with the EHCC 2007 agreement.

6.5.3 Acting up allowances

The circumstances in which such arrangements might attract payment are covered in Hampshire County Council’s salary policy. Typically employees will act up into a higher graded role for at least one month to attract payment. Where an employee takes on additional responsibilities that are not acting up then the Governing Body, as advised by the Headteacher, needs to assess whether the employee can accommodate the duties within the normal range of hours and consider whether the circumstances are exceptional to warrant consideration of a Special Recognition Scheme (as outlined in section 6.5.7) and not as an acting up allowance.

6.5.4 First aid allowance

A headteacher may designate a first aider, from amongst staff who hold a qualification approved by the HSE, to provide first aid to staff and others at their school as necessary. They may also take delegated responsibility for the checking and maintenance of first aid resources – medical box, information, updating of local procedures, etc. The designated first aider will receive the first aid allowance of £120 per annum.

This allowance is not payable to qualified first aiders or persons appointed to look after checking and maintenance of first aid resources – medical box, information, updating of local procedures etc who are not designated as a first aider for their school, i.e. holding a first aid certificate alone does not entitle an employee to a first aid allowance.

6.5.5 Working from home allowance

The Governing Body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of a home working allowance. The Governing Body will regularly review whether these criteria are met.

6.5.6 Overtime and additional hours

Table 11 sets out the rates for overtime and additional hours which apply since 2011. Additional hours are those hours worked which are above the employee's contracted hours in that contract, but which fall before 37 in any one week. Overtime hours are those hours worked which are above 37 hours per week in that contract. Overtime rates will not be paid in conjunction with night, shift or weekend working payments for any grade of employee (only the higher rate of the two can be claimed).

These rates do not form part of the EHCC 2007 agreement as negotiations with recognised unions failed to reach agreement. Employees who were employed at the time of this change and who were claiming overtime were asked individually to vary their contract of employment.

Type	Days	Time	Additional Hours*	Overtime#
Days	Mon-Fri	07:00 – 22:00	Time	Time
Nights	Mon into Tue Tue into Wed Wed into Thu Thu into Fri	22:00 – 07:00 22:00 – 07:00 22:00 – 07:00 22:00 – 07:00	Time and a third	Time and a half
Nights	Fri	22:00 – 24:00	Time and a third	Time and a half
Weekend	Saturday	00:00 – 07:00	Time and a third	Time and a half
Weekend	Saturday	07:00 – 22:00	Time	Time and a half
Weekend	Saturday	22:00 – 24:00	Time and a third	Time and a half
Weekend	Sunday	00:00 – 24:00	Time and a half	Time and a half
Nights	Monday	00:00 – 07:00	Time and a third	Time and a half
Bank Holidays	There are normally 8 Public Holidays ● Good Friday	00:00 – 24:00	Double time plus an entitlement to	Double time plus an entitlement to

	<ul style="list-style-type: none"> ● Easter Monday ● Early May Bank Holiday ● Late May Bank Holiday ● August Bank Holiday ● Christmas Day ● Boxing Day ● New Year's Day <p>(Where a public holiday falls on a Saturday or Sunday then the Council will normally designate the next one or the following day as the designated 'public holiday'.)</p>		time off in lieu at a later date.	time off in lieu at a later date.
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Table 11: Rates of pay for additional hours, overtime hours and night and weekend working

6.5.7 Special recognition scheme

The Governing Body may recognise exceptional performance on a particular project or element of work by making a one-off payment under this scheme. An award may be made of up to 10% of an employee's basic salary.

6.5.8 Market supplements

Where there is specific difficulty in recruiting and/or retaining a certain category of support staff, the governing body will give consideration to the use of market supplements, subject to statutory and local criteria being met.

6.6 Holiday Pay Payments

In limited and exceptional circumstances, an employee may be entitled to an additional payment in respect of holiday pay, to ensure that they will not be financially worse off during periods of statutory annual leave (the minimum annual leave entitlement set by legislation, i.e. 20 days). This applies when a teacher or member of support staff submits a relevant claim, in which case an additional holiday pay payment may be made in addition to that claim, paid in the same month in which the relevant claim is paid. The relevant claims which may qualify for a holiday pay payment are limited to:

- Overtime or additional hours
- Sleep in payments
- Call out
- Standby fee
- Shift premiums
- Out of school learning activities (booster classes or one-to-one tuition)
- Continuing professional development, consultancy, seconded headteachers and Initial Teacher Training activities (paid via professional duties)

Where a holiday pay payment is due, it will be calculated on the following basis:

- Teachers: a payment of 20/195 of the value of the relevant claim.
- Support staff: a payment of 20/261 of the value of the relevant claim.

7. Overpayments

The governing body and/or local authority will seek to recover all overpayments. The process the school will follow is set out in the Procedure for recovery of overpayments.

Where a pay deduction is required to recover an overpayment of wages or expenses, there is no requirement for an employer to obtain a written mandate from the employee, but in this situation the governing body will seek to obtain the employee's agreement.

Where the governing body and/or local authority has incorrectly told a new employee, orally or in writing, that they will receive a specific payment and the employee has accepted a job on that basis, the governing body and/or local authority will review whether to serve notice of a change in contract to correct the error. Education Personnel Services will provide further advice in such situations.

8. Appeals Arrangements

The arrangements for considering appeals are as follows:

1. A member of staff may appeal in relation to his or her pay on the grounds specified in (2) below.
2. The grounds for appeal are that the person or committee by whom the decision was made:
 - a. incorrectly applied any provision of the relevant terms and conditions of service;
 - b. failed to have proper regard to statutory guidance, such as Teacher Standards;
 - c. failed to take proper account of relevant evidence;
 - d. failed to consistently apply the school's pay, or Performance Management Policy;
 - e. took account of irrelevant or inaccurate evidence;
 - f. was biased; or
 - g. otherwise unlawfully discriminated against the member of staff.

An issue raised as a pay appeal cannot then be raised again as a grievance.

3. Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that decision, which is termed a "grievance". The process defined within this section meets the statutory requirements for raising a "grievance" and therefore an issue raised as a pay appeal cannot then be raised again under the school's formal Grievance Procedure.

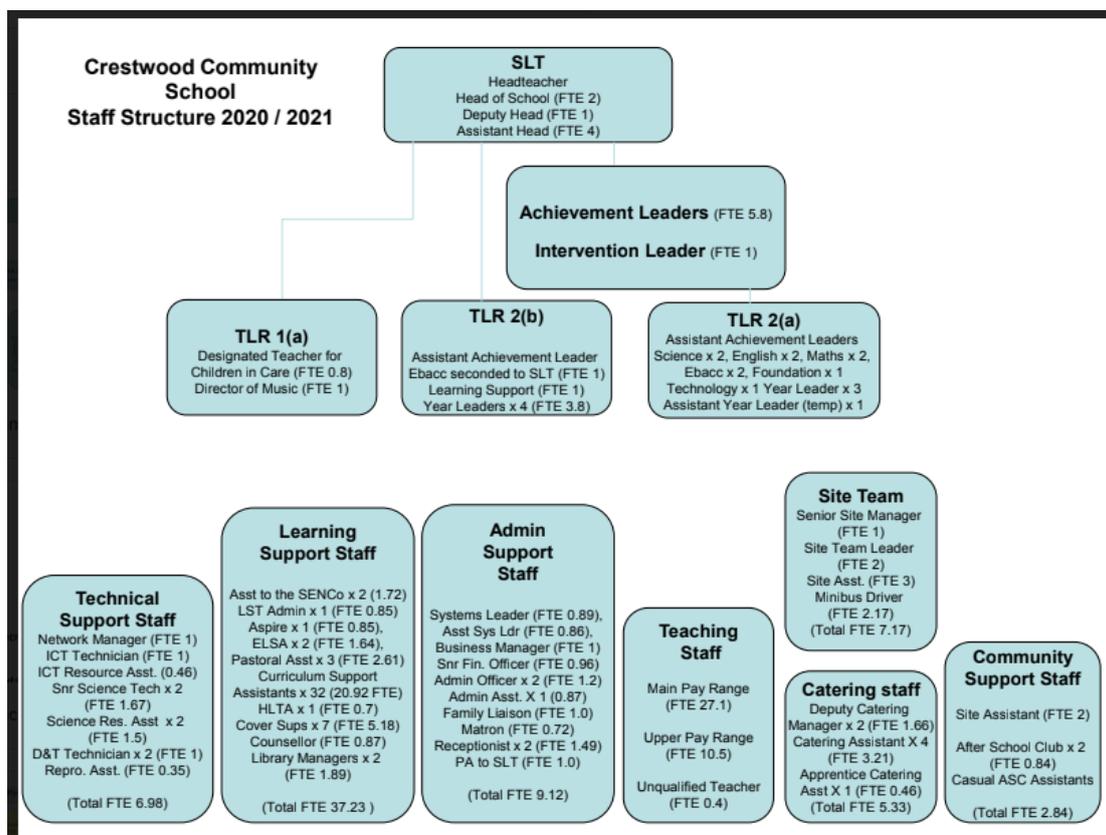
8. Appendices

Appendix 1: School Timetabled Teaching Week (STTW)

	Time	Hours
Tutor	8.30 – 9.00	0.5
Morning lessons	9.00 – 11.30	2.5
Afternoon lessons	12.05 – 2.50	2.5
	(with a 15 minute break)	
DAILY TOTAL		5.5
TOTAL WEEKLY STTW		27.5

(5.5 x 5)

Appendix 2: Staffing Structure for the school



Appendix 3:

Crestwood Community School Threshold Application

Applicant's name:		Date:	
Received by:		Date:	
UPS level you are applying for (please circle):			1/2/3/4/5

Guidance:

When starting an application, please refer to Crestwood College's Pay Policy, as well as the national framework for Teacher Standards. All threshold applications are to provide evidence for decisions on pay progression in three main areas. Part 1 – Teaching; progress; observations; Part 2 – CPD; dissemination of good practice; and Part 3 – Wider school contributions and professional standards. This evidence, together with an appraiser recommendation to the Headteacher will allow the process to commence as stated in the table below. The final decision on any award will be made by the Headteacher

Definitions and some references to the Pay Policy (September 2018) are made on the back page.

Procedure for applying for progression onto the Upper Pay Scale:

1. Teachers should inform the CPD Coordinator that they wish to make an application.	Informal stages
2. The CPD Coordinator will run through the evidence needed to make an application and advise on where evidence or any other relevant information may be found.	
3. The Coordinator will provide the teacher with a proforma on which to make the application. This proforma will provide the structure to be followed in making the application (<i>this form</i>).	
4. The teacher should submit his/her application to the Headteacher's PA before the deadline of 31st October . The application must be in hard copy format although teachers may, additionally and simultaneously, submit an electronic copy.	Formal stages
5. All applications will initially be considered by DHT (Teaching and Learning) who may speak to applicants to indicate where additional evidence (major or minor changes) may be required. Either conclusion will not constitute a final decision.	

6. If changes to the application are required, the teacher will make them and re-submit his/her application to the Headteacher's PA within five working days for forwarding to the Senior Leadership Team.	
7. The Senior Leadership Team will consider the final application and make a recommendation to the Headteacher at the first SLT meeting after submission	
8. The teacher will be informed in writing of the Principal's decision in writing within 2 weeks of the SLT meeting	

As at September 2020:	
CPD Coordinator; Deputy Headteacher (Teaching and Learning)	Juliet Lehrle-Fry
PA to Headteacher	Justine Sayers

PART 1 – TEACHING; PROGRESS; OBSERVATIONS
<p><i>This section covers:</i></p> <p>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; be accountable for pupils' attainment, progress and outcomes; promote a love of learning and children's intellectual curiosity; contribute to the design and provision of an engaging curriculum within the relevant subject area(s); have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p>
<p>Evidence?</p> <p>Impact?</p> <p>Suggestions:</p>

PART 2 – CPD; DISSEMINATION OF GOOD PRACTICE

This section covers:

Take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues; develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings; demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Evidence?

Impact?

Suggestions:

PART 3 – WIDER SCHOOL CONTRIBUTIONS and PROFESSIONAL STANDARDS

This section covers:

Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position. Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions. Ensure that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. Maintain good relationships with pupils and staff, exercise appropriate authority, and act decisively when necessary. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly; communicate effectively with parents with regard to pupils’ achievements and well-being; deploy support staff effectively. 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. Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Evidence?

Impact?

Suggestions:

Name (Print): **Date:**

Signed:

Please hand this in as a hard copy, to the Headteacher’s P.A before 31st October.

Definitions:

UPS: “Highly competent”: the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role they are fulfilling and the context in which they are working.

UPS: “Substantial”: the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

UPS: “Sustained”: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions in the pay policy). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Appendix 4:

The table below shows the salary values for Headteachers who, in September 2015:

a) were paid at the top of their range, which was set at the top of the School Group Size AND

b) did not receive a cost of living award.

In these circumstances the Headteacher was entitled to receive a cost of living award in subsequent years and is entitled to receive a further cost of living award in September 2020 to be paid on the value indicated in the final column below.

School Group Size	Maximum salary within Group Size (September 2018)	Headteachers paid under 2013 STPCD or earlier (i.e. 7 point range on 43 point scale) would be on salary point:	Headteachers paid under 2014 STPCD or later (i.e. 13 point range on 85 point scale) would be on salary point:	Value of Salary with effect from 1 September 2020 – inclusive of 2.75 % cost of living award
1	£60,153	18	35	£61,808
2	£64,736	21	41	£66,517
3	£69,673	24	47	£71,590
4	£74,985	27	53	£77,048
5	£82,701	31	61	£84,976
6	£91,223	35	69	£93,732
7	£100,568	39	77	£103,334
8	£111,007	43	85	£114,060

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