



Medina House School

PAY POLICY

SEPTEMBER 2017

-

AUGUST 2018

Approved by Governors

Signed Matt Atkins
Chair of Governors

Review date: September 2018

CONTENTS

| | | |
|-----|---|----|
| 1. | Introduction and Statement of intent | 2 |
| 2. | Equalities legislation | 2 |
| | - Equalities and performance related pay | 2 |
| 3. | Job descriptions | 3 |
| 4. | Access to records | 3 |
| 5. | Appraisal | 3 |
| 6. | Governing board's obligations | 4 |
| 7. | Head teachers' obligations | 4 |
| 8. | Teachers' obligations | 4 |
| 9. | Differentials | 4 |
| 10. | Discretionary pay awards | 5 |
| 11. | Pay protection (safeguarded pay) | 5 |
| 12. | Procedures | 5 |
| 13. | Annual determination of pay | 5 |
| | - Notification of pay determination | 6 |
| 14. | Appeals Procedure | 6 |
| 15. | Head teacher pay | 6 |
| 16. | Senior Leadership roles | 7 |
| 17. | Acting allowances | 8 |
| 18. | Classroom teachers | 8 |
| 19. | Applications to be paid on the upper pay range (UPR) | 9 |
| 20. | Process | 9 |
| 21. | Assessment | 9 |
| 22. | Upper pay range | 10 |
| 23. | Leading practitioner roles | 10 |
| 24. | Unqualified teachers | 10 |
| 25. | Teaching and learning responsibility payments | 11 |
| 26. | Special needs allowance | 11 |
| 27. | Support staff | 11 |
| 28. | Part-time employees | 11 |
| 29. | Supply Teachers/Teachers employed on a short notice basis | 12 |
| 30. | Residential Duties | 12 |
| 31. | Additional payments | 12 |
| 32. | Recruitment and retention incentive benefits | 12 |
| 33. | Salary sacrifice arrangements | 12 |

Appendices

| | |
|---|----|
| Appendix A: Annex A | 13 |
| Appendix B: Appeals procedure | 14 |
| Appendix C: Pay progression application form | 16 |
| Appendix D: Skills descriptors for the three-band level | 17 |
| Appendix E: School Staffing Structure | 18 |
| Appendix F: School Teachers Pay and Support Staff | 19 |

PAY POLICY FOR MEDINA HOUSE SCHOOL - September 2017

1. INTRODUCTION AND STATEMENT OF INTENT

This policy sets out the framework for making decisions on teacher's pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) hereafter known as the 'document') and has been consulted on with staff and/or the recognised trade unions. A copy of this document will be made available to staff.

In adopting this Pay Policy will ensure that it meets the aims of Medina House School to:

- Assure the quality of teaching and learning across the school
- Support the recruitment and retention of a high quality teacher workforce
- Enable the school to recognise and reward teachers appropriately for their contribution
- Help to provide a fair, just and transparent way for decisions to be made on pay

Pay decisions across the school are made by the relevant Board. The relevant Board will be responsible for the review of this document. The Headteacher will be responsible for advising the relevant Board on its decisions. The relevant Board for the school is the Pay Committee. Please see appendix G for the Terms of Reference (TOR) for the Pay Committee. The mandatory cost of living pay rise will be applied to all points in accordance with the current 'Document'.

September 2017 pay award and pay points

The Governing Board has decided to continue to use pay points across all ranges within the national framework. The relevant sections of the pay policy sets out the values of those pay points.

Subject to any recommendation by the School Teacher Review Body on pay uplifts and the provisions of the 'document' 2017, teaching staff should note that future pay uplifts will be subject to performance.

STATEMENT OF INTENT:

The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school." The pay policy is intended to support that statutory duty.

The governing board of Medina House School will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

2. EQUALITIES LEGISLATION

The Governing Board will comply with Equalities considerations as part of the appraisal and pay determination process- DfE advice (June 2014) and in particular the Public Sector Equality Duty (PSED) introduced by the Equality Act 2010.

The Governing Board will promote equality in all aspects of school life, including all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

3. EQUALITIES AND PERFORMANCE RELATED PAY

The Governing Board will ensure that its processes are open, transparent and fair. All decisions will be objectively justified and minutes of any decisions, and the reasons for them will be kept. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or disability-related sick leave. (Please refer to the Attendance Management Policy and Procedure for Schools.) The exact adjustments will be made on a case-by-case basis, depending on the individual teacher and the school's circumstances.

The school will make a performance-related judgement. If little or no performance evidence is available from the relevant appraisal cycle, because the teacher has been away from school due to pregnancy, maternity or disability-related illness, we will use evidence from previous appraisal cycles. In the absence of any evidence that the teacher would not have received an increase in pay, we will make a pay award.

Pay determinations will comply with all the requirements of discrimination legislation

4. JOB DESCRIPTIONS

The governing board/headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing board (See Appendix E). Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process, however from time to time job descriptions may be subject to review in consultation with the employee concerned.

5. ACCESS TO RECORDS

The Headteacher will ensure reasonable access for individual members of staff to their own employment records by following the appropriate policies, procedures and current legislation.

6. APPRAISAL

The governing board will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers.

The Appraisal Regulations state that appraisal objectives, for all teachers, including the leadership group, must be such that, if they are achieved, they will contribute to:

- (a) Improving the education of pupils at that school; and
- (b) The implementation of any plan of the governing board designed to improve that school's education provision and performance.

Assessment will be based on evidence from a range of sources (see the school's appraisal policy). Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (ie application to be paid on Upper Pay Range) so that such evidence can be taken into account at the review.

The head teacher will moderate objectives to ensure consistency and fairness; the head teacher will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

Headteacher Performance Management: the Headteacher's appraisal is delegated to three governors/associate members. The panel is appointed at a governor body meeting and comprised at least two governors. The skills and experience of the panel should be carefully considered, for example, if any governors/associate members have senior management roles in their own working life which they have experience of appraising staff. The Chair of Governors (COG) has the responsibility to ensure that there is a fair, rigorous and robust performance management of the headteacher, including setting targets that contribute towards the school's improvement. The school's LLP will advise the panel.

Teacher Performance Management: teachers' appraisal is delegated to the Headteacher who has overall responsibility. The Headteacher retains the overall responsibility to ensure that there is a fair, rigorous and robust performance management of teachers, including setting targets that contribute towards the school's improvement.

7. GOVERNING BOARD'S OBLIGATIONS

The governing board will fulfil its obligations to:

- **Teachers:** as set out in the school teachers' pay and conditions document ('the Document') and the conditions of service for school teachers in England and Wales (commonly known as the *Burgundy book*).
- **Support staff:** as set out in the Manual of Personnel Practice and national and local conditions of service, in relation to support staff pay. (The Isle of Wight Council Hay Pay Scheme)

The governing board will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay decisions can be objectively justified.

The governing board will ensure that appraisers, decision-makers and any appeal committee governors receive appropriate training to ensure fair and open decision-making.

The governing board will ensure that mid-year reviews are undertaken for teachers and all members of the leadership group.

The governing board will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the school's spending plan.

The governing board will monitor the outcomes of pay decisions, including the extent to which different groups of teachers progress at different rates, ensuring the school's continued compliance with equalities legislation.

8. HEAD TEACHERS' OBLIGATIONS

The head teacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the governing board for approval;
- ensure that effective appraisal arrangements are in place, and that any appraisers have the knowledge and skills to apply procedures fairly;
- ensure that mid-term reviews are undertaken for all teachers, including the leadership group;
- submit pay recommendations to the governing board and ensure the governing board has sufficient information upon which to make pay decisions; and
- ensure that teachers are informed about decisions reached, and that records are kept of recommendations and decisions made.

9. TEACHERS' OBLIGATIONS

A teacher has the right to an annual appraisal and will:

- Fully engage with the appraisal process. This includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser;
- be proactive in requesting, if necessary, an annual review of their performance.

10. DIFFERENTIALS

Appropriate differentials will be created and maintained between posts within the school, recognising accountability and job weight, and the governing board's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

11. DISCRETIONARY PAY AWARDS

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

12. PAY PROTECTION (safeguarded pay)

Where a pay determination leads or may lead to the start of a period of pay protection, the governing board will comply with the relevant provisions of the Document and will give the required notification as soon as possible and no later than one month after the determination.

13. PROCEDURES

The governing board will determine the annual pay budget on the recommendation of the pay committee, taking into account 'the Document'.

The governing board has delegated its pay powers to the pay committee, which comprise three governors appointed by the full board. Any person employed to work at the school, other than the head, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The headteacher must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

Where possible, no member of the governing board who is employed to work in the school shall be eligible for membership of this committee.

The pay committee will be attended by the head in an advisory capacity. Where the pay committee has invited either a representative of the LA or the external adviser to attend and offer advice on the determination of the head's pay, that person will withdraw at the same time as the head while the committee reaches its decision. Any member of the committee required to withdraw will do so.

The terms of reference for the pay committee will be determined from time to time by the governing board. The current terms of reference are:

- to achieve the aims of the whole school pay policy in a fair and equal manner;
- to apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review;
- to observe all statutory and contractual obligations;
- to minute clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the full governing board;
- to recommend to the governing board the annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay discretion;
- to keep abreast of relevant developments and to advise the governing board when the school's pay policy needs to be revised; and
- to work with the head in ensuring that the governing board complies with the appraisal regulations 2012 (teachers).

The report of the pay committee will be placed in the confidential section of the governing board's agenda and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy.

14. ANNUAL DETERMINATION OF PAY

All teaching staff salaries, including those of the head, deputy head(s) and assistant head(s) will be reviewed annually to take effect from 1 September. The governing board will endeavour to complete teachers' annual pay reviews by 31 October and the head teacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

Non-teaching staff salaries will be reviewed annually if any pay progression applies, this will automatically be applied on the 1st of April each year, between pay points within a pay band up to the maximum point. New employees will have their pay reviewed after their six-month probation if applicable.

15. NOTIFICATION OF PAY DETERMINATION – Teachers only

Decisions will be communicated to each member of staff by the head in writing in accordance with paragraph 3.4 of the Document and will set out the reasons why decisions have been taken.

Appeals procedure

The governing board has an appeals procedure in relation to pay in accordance with 'the document'. It is set out as an appendix B to this pay policy.

16. HEAD TEACHER PAY

Pay on appointment

- The pay committee will review the school's head teacher group and the head's pay range in accordance with Section 2, Part 2 Unit 7 (Unit total and headteacher groups-special schools)
- If the head teacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of the 'Document' as the case may be.
- for appointments on or after 1 September 2016, the PAY COMMITTEE will determine a pay range, taking account of the full role of the headteacher, all permanent responsibilities of the role, any challenges that are specific to the role and all other considerations, including recruitment issues. The PAY COMMITTEE will take into account the factors set out in Annex A when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- the PAY COMMITTEE will use reference points within the pay range
- at the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the governing board will adjust the pay range to ensure appropriate scope of ONE reference points, for performance related pay progression
- the PAY COMMITTEE will have regard to the provisions of the 'Document' and take account of the pay ranges of other staff, including any permanent payments, to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability
- the PAY COMMITTEE will consider the use of temporary payments for clearly time-limited responsibilities or duties only, in accordance with the 'Document'
- the 25% uplift does not apply to Teachers- only the Headteacher the PAY COMMITTEE will consider whether there is a need for any temporary payments for clearly time-limited responsibilities or duties. The total sum of the temporary payments made to a head will not exceed 25% of the annual salary which is otherwise payable to the headteacher; and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group, except in wholly exceptional circumstances where it has made a business case and with the agreement of the governing board. The governing board will seek external independent advice before providing agreement

Serving Head Teachers

- The pay committee will only re-determine the pay range of a serving head teacher, in accordance with the 'Document', if the responsibilities of the post change significantly, or if the pay committee determines that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2016, or with pay arrangements for a member(s) of the leadership group whose responsibilities significantly change on or after 1 September 2016.
- It will also re-determine the pay range if the group size of the school increases, or if the head takes on permanent accountability for an additional school(s) If the PAY COMMITTEE re-determines the

headteacher's pay range, it will take account of all indefinite responsibilities of the post, any specific challenges and all other relevant factors, including retention issues. The PAY COMMITTEE will take into account the factors set out in *Annex A* when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions

- However, before agreeing to do so, it will make a fully-documented business case and will seek external independent advice.
- The pay committee will review the head teacher's pay in accordance with the 'Document' (and statutory guidance) and award one reference point where there has been sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the appraisal regulations 2012 (and any subsequent regulations) and any recommendation on pay progression in the headteacher's most recent appraisal report
- Where the headteacher's performance is exceptional, it may award accelerated performance related pay progression of *one additional* reference points taking account of the most recent appraisal and any recommendation on pay
- If the PAY COMMITTEE decides to re-determine the pay range, it will only determine the head's pay range in accordance with the 'Document'.
- The PAY COMMITTEE will consider the use of temporary payments for clearly temporary responsibilities or duties only, in accordance with the 'Document'.
- The total sum of temporary payments made to a head must not exceed 25 per cent of the annual salary which is otherwise payable to the head; and the total sum of salary and other payments made to a head must not exceed 25 per cent above the maximum of the head teacher group, except in wholly exceptional circumstances
- The PAY COMMITTEE may determine that additional/temporary payments be made to a head which exceeds the limit above in wholly exceptional circumstances and with the agreement of the governing board. The governing board will seek external independent advice before providing agreement

17. SENIOR LEADERSHIP ROLES (for those on the Leadership Pay Spine)

Pay on appointment

- For appointments on or after 1 September 2016, the PAY COMMITTEE will determine a pay range, taking account of the full responsibilities of the role, any challenges that are specific to the role and all other relevant considerations, including recruitment issues. The pay committee will take into account the factors set out in *Annex A* when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- The PAY COMMITTEE will use reference points within the pay range
- At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the governing board will adjust the pay range to ensure appropriate scope of one reference points, for performance related pay progression

The PAY COMMITTEE will consider whether the award of any additional payments are relevant, as set out in the Document.

Serving senior leadership

- The pay committee will review and, if necessary, re-determine the senior leaders pay range where there has been a significant change in the responsibilities of the senior leadership roles (paragraph nine of section three guidance), or to maintain consistency with pay arrangements for new appointments to the leadership group made on or after 1 September 2016, or to maintain pay

arrangements for a member(s) of the leadership group whose responsibilities significantly change on or after 1 September 2016

- When determining the pay range of a serving senior leader, the PAY COMMITTEE will take account of all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations, including retention issues. The PAY COMMITTEE will take into account the factors set out in *Annex A* when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- The PAY COMMITTEE will ensure the maintenance of appropriate differentials between different posts in its staffing structure.
- The PAY COMMITTEE will consider whether the award of any additional payments are relevant, as set out in the 'Document'
- The PAY COMMITTEE will review pay in accordance with the 'Document' and award one reference point where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the deputy/assistant head's most recent appraisal report
- The PAY COMMITTEE may award accelerated performance related pay progression of up to four additional reference points if there has been exceptional performance, taking account of the results of the most recent appraisal and any pay recommendation

18. ACTING ALLOWANCES

Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with Part 4, paragraph 23 of the Document. The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting post-holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence and will be reviewed on a regular basis and notice of termination of the allowance will be given.

Any teacher who carries out the duties of head or senior leadership for a period of four weeks or more, will be paid at an appropriate point of the head's or senior leadership range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

19. CLASSROOM TEACHERS

Pay on appointment

The governing board will maintain the teacher's previous pay entitlement in relation to the MPR or UPR.

The governing board will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

'Pay portability', In relation to new appointments with effect from 1 September each year. In this school we do not give automatic progression on 1 September. For example, the teacher is on pay point M4 in the 'old' school and joins the new school on M5 with effect from 1 September. The salary for the post is as stated in the advert. At the point of interview there will be a clear offer of salary and an acceptance must be given in writing.

Annual pay determination

The PAY COMMITTEE will use reference points. Therefore, the pay scale for main pay range teachers in this school can be found in Appendix F:

Appraisal objectives will become more challenging as the teacher progresses up the main pay range and be appropriate for the teacher's role and level and experience. Objectives will, however, be such that, if achieved, will meet the requirements of the appraisal regulations 2012 (see *Appraisal* above). Further details can be found in the school's appraisal policy.

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.

To move up the main pay range, teachers will need to have made good progress towards their objectives and have shown that they are competent in the teachers' standards. Teaching should be consistently 'good', as defined by Ofsted. However, this does not mean that every lesson observation needs to be 'good'. If the evidence shows that a teacher has exceptional performance, the governing board will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of three additional reference point. The quality of teaching, learning and assessment should be consistently good. Judgments will only be made on evidence gathered which is related to the formal appraisal process. Further information, including sources of evidence, is contained in the school's appraisal policy. The PAY COMMITTEE will take account of the pay recommendation contained in the appraisal report and will be able to justify its decisions, such decisions will be clearly documented.

A determination about performance will directly impact pay progression as defined in the table below.

| A rating of: | Will mean for pay progression: | |
|--|--|--|
| | Main Pay Scale Classroom teachers | |
| Exceptional performance: | Three points salary progression | |
| Achieved expectations: | Two point salary progression | |
| Meets minimum expectations with some development required: | One point salary progression | |
| Inadequate: | No salary progression | |

Applications to be paid on the upper pay range

From 1 September 2016, any qualified teacher can apply to be paid on the upper pay range. All applications should include the results of the two most recent appraisals, under the appraisal regulations 2012, including any recommendation on pay. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who have been absent, through sickness, disability or maternity, may cite written evidence from previous years in support of their application.

Process

One application may be submitted annually. The closing date for applications is 31 October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- complete the school's application form (Appendix C);
- submit the application form and supporting evidence to the head teacher by the cut-off date of 31 October;
- you will receive notification of the name of the assessor of your application within 5 working days;
- the assessor will assess the application, which will include a recommendation to the pay committee of the relevant body;
- the application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the head teacher is not the assessor;
- the pay committee will make the final decision, advised by the headteacher;

- teachers will receive written notification of the outcome of their application by 1 December. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy;
- if requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria;
- successful applicants will move to the minimum of the UPR on 1 September 2016;
- unsuccessful applicants can appeal the decision. The appeals process is set out in the Performance Development Policy.

Assessment

The teacher will be required to meet the criteria set out in paragraph 15 of the Document, namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

At Medina House School, this is interpreted as follows:

"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.

"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.

"sustained": in relation to a UPR application only, the teacher must have had two consecutive successful annual appraisal reports and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence is contained within the school's appraisal policy.

Upper pay range

Annual pay determination

The upper pay range in this school will consist of three points: minimum, mid-point, maximum as set out in Appendix F

Progression through the UPR will be considered annually, in line with the 'Document'

The PAY COMMITTEE will determine whether there has been continued good performance. In making such a determination, it will take into account:

- the criteria set out in the 'Document' ;
- the appraisal report and the pay recommendation of the appraiser; and
- the appraisal evidence that the teacher has maintained the criteria set out in the 'Document', namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. The meaning of these criteria is set out in the section of this policy entitled, 'Assessment'.

Pay progression on the upper pay range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

Where it is clear that the appraisal evidence shows that the teacher has continued good performance, as set out above, and has made good progress towards their objectives, the teacher will move to the next point the upper pay range.

Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above, the pay committee will use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. The quality of teaching, learning and assessment should be consistently outstanding.

Further information, including sources of evidence is contained within Appendix D of this document. The PAY COMMITTEE will be advised by the headteacher in making all such decisions.

Leading Practitioner Roles

The governing board has made a decision not to appoint any leading practitioner in this school.

Unqualified Teachers

The governing board has made a decision not to appoint any unqualified teachers in this school.

Teaching and Learning Responsibility Payments

The pay committee may award a TLR to a classroom teacher in accordance with paragraph 20 of Part 4 of the Document. TLR 1 or 2 will be for clearly defined and 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. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out at paragraph 20.4.

The pay committee will ensure that sufficient differential exists between different levels of TLR, taking account of the responsibilities for which the TLR is awarded. All decisions will be objectively justified.

In this school, the different levels of TLRs are:

TLR2 : the minimum of TLR2 band is £2666 and the maximum is £6514;

TLR1: the school does not currently award TLR1's.

The school does not currently have any projects that would attract a TLR 3 payment. The Governing Board will regularly review whether the school structure needs to be modified to incorporate such projects and consult with staff where it is proposed to create TLR 3 posts. (See Appendix F)

Special Needs Allowance

The pay committee will award an SEN spot value allowance on a range between £2106 and £4157 and a midway allowance of £3131, to any classroom teacher who meets the criteria as set out in Part 4, paragraph 21 of the Document.

When deciding on the amount of the allowance to be paid, the governing board will take into account the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post (paragraph 21.3 of the Document). The governing board will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. (See Appendix F)

Support Staff

The pay committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The pay committee will determine the pay grade of support staff on appointment in accordance with the scale of grades, currently applicable in relation to employment with the local authority, which the pay committee consider appropriate for the post.

Support staff grading is determined by matching the role to the appropriate IOW Council standard role profile; each role profile has been subject to job evaluation and is therefore linked with one of the grades in the IOW Council pay structure. Currently, annual automatic pay progression is in operation between pay points within a pay banding up to the maximum point. Increases are made on 1 April each year. Support staff with less than six months' service in the grade by 1 April are granted their first increment six months after their appointment.

The appeals process is set out in Appendix B and the current Pay Grades are set out in Appendix F of this policy.

Part-time Employees

Teachers: The governing board will apply the provisions of the Document in relation to part-time teachers' pay and working time, in accordance with the 'Document'.

All staff: The headteacher and governing board will use their best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.

Teachers employed on a short- notice basis (supply teachers)

Teachers employed on a day-to-day or short notice basis must be paid in accordance with the provisions of the Document on a daily basis calculated on the assumption that a full working year consist of 195 days, periods of employment for less than a day being calculated pro rata. (NB: decisions will be made locally with regard to pay scale i.e. UPS or MPS this will be dependent on the impact of the work being carried out on a regular or long-term basis in order for the wider impact on the school being achieved. For part-time staff already employed in either school who carry out supply teaching for any class other than their usual class will be paid in accordance with that detailed for supply staff i.e. up to MPS6.

Residential duties

Not applicable for the Medina House School

Additional Payments

In accordance with paragraph 26 of the Document and paragraphs 60-69 of the section 3 guidance, the relevant board may make payments as they see fit to a teacher, including a head teacher in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant board;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the head teacher relating to the raising of educational standards to one or more additional schools.

The pay committee will make additional payments to teachers in accordance with the provisions of paragraph 26 of the Document where advised by the head.

Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.

Recruitment and Retention Incentive Benefits

The governing board can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (the 'Document' and section three guidance).

The pay committee will consider exercising its powers under the ' Document' where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The governing board will, nevertheless, conduct an annual formal review of all such awards.

No new awards of recruitment and retention incentive benefits will be made to a head teacher or deputy head teacher with effect from 1 September 2016, other than as reimbursement of reasonably incurred housing or relocation costs. However, where the governing board is already paying such an incentive or benefit, determined under a previous policy, subject to review, it may continue with it, at its existing value, until such time as the leadership group member moves to the new leadership group pay arrangements, as set out in the 2016 Policy.

At that point, all recruitment and retention considerations in relation to a leadership group member will be taken into account when determining the pay range.

Salary Sacrifice Arrangements

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and their gross salary shall be reduced accordingly, in accordance with the provisions of the 'Document' .

The statutory provisions of the School Teachers' Pay and Conditions Document (the Document) state that when determining the pay range of a leadership group member, the relevant body must take into account of "all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations".

- Social challenge:
 - Number of pupils eligible for the pupil premium/free school meals,
 - Number and challenge of children with special needs [NB: pupils with statements or education, health and care plans are taken into account when calculating the group size of the school¹]
 - Number of 'looked after' children
 - Level of pupil mobility in the area
 - Number of pupils with English as a second language
- Complexity of pupil population and school workforce
 - Number of staff
 - Variety of school workforce (e.g. teachers, speech therapists)
 - Small school
 - Rural school
 - Specialist units or centres
- Any specific challenges associated with running more than one school, e.g. managing geographically split sites, particular challenges of the additional school(s)
- Contribution to wider educational development
 - NLE, SLE, LLE responsibilities which are not time-limited
 - Teaching school status
 - Other relevant issues (e.g. NQT lead, multi-stakeholders)
- Recruitment and retention issues

APPEALS PROCEDURE

The School Teachers' Pay and Conditions Document ("the Document") requires schools and local authorities to have a Performance Development Policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the teacher at the Review Meeting prior to being submitted to the school's PAY COMMITTEE (please see TOR Appendix G) or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the performance management and development process report. The nature of any subsequent performance management and development process and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the performance management and development process report will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

APPEAL HEARING PROCEDURE

It is the intention that appeals will be dealt with promptly, thoroughly and impartially.

Guidance

- when a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- teachers / head teachers should put their appeal in writing to either the head teacher or the governing body; their appeal should include sufficient details of the grounds upon which the appeal is based.
- appeals should be heard without unreasonable delay and at an agreed date, time and place.
- employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague, friend or a trade union representative.

Appeal Procedure Steps: Informal Stage

As part of the pay determination process, the line manager ("the recommendation provider") will make a recommendation to the "the decision maker" (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a teacher's pay, "the decision maker" will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to "the decision maker".

If the teacher wishes to appeal against the decision, they must do so in writing to “the decision maker”, normally with 10 school working days or within a mutually agreed alternative timescale. The grounds for an appeal are:

- incorrectly applied any Pay and Conditions of Service provision
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence (performance)
- took account of irrelevant or inaccurate evidence (performance)
- was biased; or
- otherwise unlawfully discriminated against the employee

The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, “the decision maker” must then arrange to meet the teacher to discuss the appeal. “The recommendation provider” should also be invited to the meeting to clarify the basis for the original recommendation.

“The decision maker” will reconsider the decision in private and write to the teacher to notify them of the outcome of the review and of the teacher’s right of appeal to the Governing Board. If the teacher wishes to exercise their right of formal appeal, (the next stage) they must write to the Clerk of the Governing Board at the earliest opportunity within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely. This will invoke the Formal Stage of the Appeal Procedure.

Appeal Procedure Steps: Formal Stage

On receipt of the written appeal, the Clerk to the Governing Board will establish an Appeal Committee that would normally consist of three governors, none of whom are employees in the school and who have not been previously involved in the relevant pay determination process. The clerk shall arrange a meeting of the Appeal Committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both “the recommendation provider” and “the decision maker” will be required to attend the meeting. The Chair of the Appeal Committee will invite the employee to set out their case. Both “the recommendation maker” and “the decision maker” will also be asked to take the committee through the procedures that were observed in their part of the Performance Development Policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the teacher within five school working days notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

The Modified Procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school’s employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing;
2. The teacher must have sent a copy of their appeal to the Chair of the Governing Board;
3. The Chair of the Governing Board will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

Pay Progression Application Form
School Teachers

Name

Position in School

Existing Pay Level

Evidence to support application:
(Please list all items used for evidence and attach copies)

1:

2:

3:

4:

5:

6:

I am applying for a move to (Pay level).

Signed

Please complete, sign and return this form to your appraiser by 14th September.

Your appraiser will check the information supplied for accuracy and completeness and pass to the head teacher.

The head teacher will assess the information supplied and make recommendation on the evidence to the Pay Committee.

Pay decisions will be undertaken by 31st October and backdated to 1st September if applicable. You will be informed of the outcome in writing.

CAREER STAGE PROFILE AUDIT

| Professional Area | Teacher Standard | NQT | Teacher | Established Teacher | Accomplished Teacher | Expert Teacher (UPS) | Exceptional Teacher (UPS 3) |
|-------------------------|--|--|---------|--|--|---|--|
| Point Range | | 1 | 2 - 3 | 4 - 5 | 6 | UPS 1 - 2 | UPS 3 |
| Practice | 1.1 a; 1.2 b,c,e; 1.3 a,c; 1.4 a,b,c; 1.5; 1.6 a; 1.7 a,b,c; 1.8 c; 2.1 b, d; Preamble | Many, but not all aspects of teaching are good over time. | | Very large majority of teaching is good over time. | All teaching at least good. | All teaching good; some outstanding. | All teaching good; regularly outstanding. |
| Outcomes | 1.1 b; 1.2 a,b,c; 1.5 a; 1.6 c,d; Preamble | Most students achieve in line with school expectations. | | Almost all students achieve in line with school expectations. | Almost all students achieve in line with school expectations; some exceed them. | Almost all students achieve in line with school expectations, many exceed them. | |
| Relationships | 1.1 a; 1.6 d; 1.7 d; 1.8 b,c, e; 2.1 a,c,d; Preamble | There are positive working relationships with students, colleagues and parents. | | Positive working relationships with students, parents and colleagues are securely focused on improving provision for students. | Professional relationships with students, colleagues and staff lead to excellent provision and outcomes. | Takes a proactive role in working with colleagues to improve provision or outcomes within a Key Stage or Department. Takes a lead in identifying areas for professional development of others and acting on them. | Takes a proactive role in school wide teams to improve provision and outcomes. Leads the professional development of others so that their practice significantly improves. |
| Self Development | 1.2 d,e; 1.3 a,b,d,e; 1.4 e; 1.5 b,c,d; 1.6 a; 1.8 d; 2.1 b; 2.3; Preamble | Develops professional practice in line with advice from more experienced colleagues. | | Takes a proactive role in accessing relevant support and professional development from colleagues. | Fully competent practitioner able to keep up to date with changes and adapt practice accordingly. Takes a lead in identifying own areas for professional development and acting on them. | Takes a proactive role in the professional development of colleagues within a Key Stage or department through, for example, coaching and mentoring, providing advice and feedback. | Takes a proactive role in the professional development of colleagues across the school through, for example, coaching and mentoring, providing advice and feedback. |
| Conduct | Meets the standards for professional conduct set out in the Teacher's Standards | | | | | | |

APPENDIX E

Staff Staffing Structure @ Medina House School

| | | |
|------------------------|-----------------------------|-----------------------------|
| | Headteacher | |
| Deputy Head (L) | Senior Teacher (SG) | Senior Teacher (TLR) |
| | SBM | |
| | Teachers x 10 | |
| | HLTA x 1 | |
| | TA3 x 10 | |
| | TA2 x 10 | |
| | TA1 x 19 | |
| Admin x 6 | Other Curriculum x 8 | Premises x 1 |
| | MSA x 9 | |
| | Bus Escort x 8 | |

Total Staffing numbers @ September 2017 = 87

Staffing Structure @ Medina Cottage

| |
|--------------------------|
| Teachers x 1 |
| HLTA x 1 |
| TA3 x 1 |
| TA2 x 1 |
| TA1 x 3 |
| Admin x 1 MSA x 1 |

Total Staffing numbers @ September 2017 = 9

Grand Total of staff over both sites = 96

School Teachers Pay Award and updated pay frame 2017/18

The Governing Board has determined that in this school, the Main Pay Range will consist of 12 points. Table 3 below provides the salaries at each point.

| | |
|---------------|----------------|
| MPR 1 | £22,917 |
| MPR 1a | £23,700 |
| MPR 2 | £24,485 |
| MPR 2a | £25,470 |
| MPR 3 | £26,454 |
| MPR 3a | £27,432 |
| MPR 4 | £28,409 |
| MPR 4a | £29,572 |
| MPR 5 | £30,734 |
| MPR 5a | £31,948 |
| MPR 6a | £33,162 |
| MPR 6b | £33,824 |

Table 3: Salaries paid at each point of the Main Pay Range Progression along this range is dependent upon performance as defined in section 5.5 and 5.8 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this school.

This replaces the previous 7 point range for the main pay scale for teachers in this School, which is shown below with the previous 2016 pay award values 2016 :

| | |
|----------|---------|
| Point 1 | £22,467 |
| Point 2 | £24,243 |
| Point 3 | £26,192 |
| Point 4 | £28,207 |
| Point 5 | £30,430 |
| Point 6a | £32,834 |
| Point 6b | £33,160 |

The upper pay range will be three points as follows:

| | |
|--------------------|---------|
| Upper Pay Range U1 | £35,927 |
| Upper Pay Range U2 | £37,258 |
| Upper Pay Range U3 | £38,633 |

ALLOWANCES FOR CLASSROOM TEACHERS

The values of the TLR payments awarded are set out below:

TLR 2 £3690 for improving attainment in KS2.

Special Needs Allowances

| | |
|-------------------------|-------|
| A minimum SEN allowance | £2106 |
| A midway SEN allowance | £3131 |
| A maximum SEN allowance | £4157 |

The Leadership Group will be paid on the following scale of discretionary reference points.

September 2017

| | | | | |
|----|---------|--|----|----------|
| 1 | £39,374 | | 23 | £67,652 |
| 2 | £40,360 | | 24 | £69,329 |
| 3 | £41,368 | | 25 | £71,052 |
| 4 | £42,398 | | 26 | £72,810 |
| 5 | £43,453 | | 27 | £74,615 |
| 6 | £44,543 | | 28 | £76,465 |
| 7 | £45,743 | | 29 | £78,359 |
| 8 | £46,798 | | 30 | £80,309 |
| 9 | £47,967 | | 31 | £82,293 |
| 10 | £49,198 | | 32 | £84,338 |
| 11 | £50,476 | | 33 | £86,435 |
| 12 | £51,638 | | 34 | £88,571 |
| 13 | £52,929 | | 35 | £90,773 |
| 14 | £54,249 | | 36 | £93,020 |
| 15 | £55,599 | | 37 | £95,333 |
| 16 | £57,076 | | 38 | £97,691 |
| 17 | £58,388 | | 39 | £100,072 |
| 18 | £59,854 | | 40 | £102,570 |
| 19 | £61,340 | | 41 | £105,132 |
| 20 | £62,862 | | 42 | £107,766 |
| 21 | £64,417 | | 43 | £109,366 |
| 22 | £66,017 | | | |

Support staff pay Grades (Hay Pay Scales)

April 2016

April 2017

| IWC Hay | Grade minimum | Grade maximum | | IWC Hay | Grade minimum | Grade maximum |
|----------------|----------------------|----------------------|--|----------------|----------------------|----------------------|
| Grade 1 | £15023 | £15382 | | Grade 1 | £15418 | £15722 |
| Grade 2 | £15382 | £15681 | | Grade 2 | £15722 | £15981 |
| Grade 3 | £15681 | £16295 | | Grade 3 | £15981 | £16595 |
| Grade 4 | £16295 | £17437 | | Grade 4 | £16595 | £17669 |
| Grade 5 | £17604 | £18683 | | Grade 5 | £17780 | £18870 |
| Grade 6 | £18683 | £19948 | | Grade 6 | £18870 | £20147 |
| Grade 7 | £20387 | £21782 | | Grade 7 | £20591 | £22000 |
| Grade 8 | £22503 | £24718 | | Grade 8 | £22728 | £24965 |
| Grade 9 | £25599 | £28386 | | Grade 9 | £25855 | £28670 |
| Grade 10 | £28799 | £31296 | | Grade 10 | £29087 | £31609 |
| Grade 11 | £34315 | £36870 | | Grade 11 | £34658 | £37239 |
| Grade 12 | £36871 | £38982 | | Grade 12 | £37240 | £39372 |