

**Appointments Board 21<sup>st</sup> October 2015**

**Schools Model Pay Policy 2015**

**Service: Human Resources**

**Wards All**

**1. Purpose of the report**

To set out a model Pay Policy for schools.

**2. Recommendations**

That Appointments Board agree to recommend to schools this model Pay Policy attached as appendix 1 of this report.

**3. Background**

Governing Bodies of all schools and academies are required annually to adopt a pay policy following full consultation with representatives of recognised unions and professional associations.

The Council's HR Traded Services provides a HR consultancy service to schools that buy its services. As part of this service, this team provides those governing bodies with a model pay policy that they can adopt.

The attached pay policy meets the requirements of the School Teachers' Pay and Conditions Document (STPCD) which was issued by Department of Education in August 2014; taking regard to the statutory guidance accompanying the Document and conforming to the local authority's salary scales and conditions of service for support staff.

Schools that choose to adopt this policy will do so with effective from 1<sup>st</sup> September 2015. The policy incorporates the STRB Review Body's recommendation outlined below:

- 1% uplift to the minima of all the pay ranges
- 1% uplift to the maxima of the Upper Pay Range, Unqualified Range and Leading Practitioner range
- 2% uplift to the maximum of the Main Pay Range
- No uplift to the maximum of the Leadership Pay Range
- No uplift to the maxima of the eight head teacher group ranges

In addition the policy incorporates:

- 1% uplift to the agreed reference points between the minimum and the maxima of all the Ranges
- option for Schools to apply a 2% at the maxima of the Main Pay Range
- allows Schools in relation to support staff 'to pay outside of the single status framework, under exceptional circumstances' this would be a governing body decision.

#### **4. Financial**

The costs associated with this pay policy are expected to be met from individual school budgets. Schools budgets are funded through the Dedicated Schools Grant (DSG).

#### **5. Legal**

The council must ensure that individual schools have robust pay policies and that schools' pay decisions for individual teachers are compliant with the direct discrimination provisions of the Equality Act 2006.

Furthermore, there is a risk that equal pay issues could arise for example where teachers seek to demonstrate that the pay policy in one school disadvantages teachers in that school compared to teachers in another school employed by the council and that the former school has a greater proportion of either men or women affected by the respective pay policy. In order to defend any such equal pay claims, the council would need to be able to show objective justification for the difference in pay.

It is, therefore, important that the council satisfies itself that pay decisions made by schools year on year are not indicating a pattern that might cause concern such as where disproportionately higher numbers of men than women are receiving progression generally or at higher rates of progression.

In order to minimise any such equal pay risk, the council must consider identifying on an annual basis:

- the pay profile of teachers by the protected characteristic i.e. age, disability, race and gender;
- the reasons that teachers with different protected characteristics are rewarded differently if that is the case;
- whether teachers who share particular protected characteristics are being treated less favourably than other teachers.

#### **6. Risk Management**

None identified.

#### **7. People**

Contained within the report. An equality impact assessment is attached at Appendix 2.

#### **8. Consultation**

Consultation has taken place with a sample of schools and the teaching unions during September 2015 and comments received have been incorporated appropriately before being issued.

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# Model Pay Policy

## Document information

Document title	Pay Policy		
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Last updated	9 October 2015	Last updated by	Primula Paul
Approved on		Effective from	1 <sup>st</sup> September 2015
Review date	September 2016		
Purpose	To set out the framework for making pay decisions for directly employed School/Academy staff.		

## Document accessibility

If you would like this information in another language or format please speak to your Headteacher.

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## 1. Introduction

- 1.1 The Governing Body has adopted this policy to take effect from 1st September 2015 following full consultation with representatives of recognised unions and professional associations and Walsall Children's Services. It will review the policy annually following similar consultation. The policy meets the requirements of the School Teachers' Pay and Conditions Document, (known as 'the Document') link attached below has regard to the statutory guidance accompanying the 'Document' and conforms to the local authority's salary scales and conditions of service for support staff.
- 1.2 The Governing Body will ensure that all employees are made aware of the existence of this policy and have ready access to a copy of it.
- 1.3 The Governing Body delegates the implementation of this policy to the Pay Committee (hereinafter referred to as the 'pay committee'), with the exception of threshold assessment for teachers and determining the salaries of newly appointed employees in accordance with this policy, both of which are delegated to the Headteacher/Principal. The Headteacher/Principal is also asked to agree performance objectives with other teachers on the leadership spine, review those objectives annually and report on the outcome of that review to this Committee in time for the annual review of salaries of those teachers.

The Pay Policy should be read in conjunction with the Pay Policy Guidance 2015.

### 1.4 Pay Award September 2015

#### **a) pay award as recommended by the 25<sup>th</sup> report of the STRB accepted and outlined in the STPCD:**

A 1% uplift has been applied to the statutory minima and maxima of all pay ranges in the national pay framework, including allowances, with two exceptions – a 2% increase to the maximum of the main pay range and no increase to the maxima of the eight headteacher pay group ranges

Where a classroom teacher/leadership group member is paid on the minimum of their pay range/band, their salary – excluding any allowances – must be uplifted to the new minimum.

For all other classroom teachers/leadership group members, schools must determine – in accordance with their own pay policy – how to apply the uplift to individual salaries and pay ranges and how to take account of the uplift to the national framework in making individual pay progression decisions.

#### **b) Consultation with trade unions and Walsall Headteachers**

Following detailed consultation with all appropriate trade unions and Headteachers across the board this model pay policy outlines the proposed pay scales for Walsall schools. In line with the STPCD a 1% uplift has been applied to the statutory minima and maxima of all pay ranges in the national pay framework including allowances. The 1% uplift has also been applied to all the reference points between the minima and the maxima of the scale.

With regards to the exception outlined above of a possible 2% uplift at the top of the main scale. Schools will exercise their discretion based on the appraisal process to determine whether they apply a 2% uplift to the staff who are at or are about to reach the maxima of the main pay scale. The values outlined in this model pay policy include both the 1% uplift and the 2% uplift.

With regards to the second exception of no uplift being applied to the maxima of the eight head teacher pay group ranges which includes the maxima of the leadership pay range no uplift has been applied. The values outlined in the pay policy include a 1% increase on the leadership points applicable where this point is not the maxima of the eight headteacher pay group apart from L43 as this point is the maximum of the Leadership scale and no percentage increase has been applied in accordance with the STPCD.

1.5 The following is a link to the STPCD:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/451908/School-teachers-pay-and-conditions-document-2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/451908/School-teachers-pay-and-conditions-document-2015.pdf)

1.6 Also please see: Implementing your schools approach to pay – DfE advice updated September 2015:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/341987/Implementing\\_your\\_school\\_s\\_approach\\_to\\_pay\\_departmental\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/341987/Implementing_your_school_s_approach_to_pay_departmental_advice.pdf)

## 2. Statement of intent

2.1 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.

In adopting this pay policy the aim for our school/Academy is to:

- Maximise the quality of teacher and learning at the school/Academy
- Support the recruitment and retention of a high quality teacher workforce
- Enable the school to recognise and reward teachers appropriately for their contribution to the school
- Help to ensure that decisions on pay are managed in a fair, just and transparent way
- **PLUS ANY OTHER AIMS THAT SCHOOL MAY WISH TO OUTLINE**

2.2 The governing body of \_\_\_\_\_ school/Academy will make all pay decisions at this school/Academy. They 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.

## 3. Equalities legislation

3.1 The governing body will 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 will comply with relevant equalities legislation as outlined below:

Employment Relations Act 1999

Equality Act 2010

Employment Rights Act 1996

The part-time workers (prevention of less favourable treatment) regulations 2000

The fixed-term employees (prevention of less favourable treatment) regulations 2002

The agency workers regulations 2010

- 3.2 Equality Act 2010 – With regard to the Equality Act the Governing body will comply with the Public Sector Equality Duty (PSED) introduced by the Equality Act. In order to discharge the duty schools must have due regard to the need to:

(i) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.

(ii) advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.

(iii) foster good relations between people who share a relevant protected characteristic and people who do not share it.

See 'governing body obligations' in relation to monitoring the impact of this policy.

#### **4. Pay progression based on performance**

- 4.1 In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal. This will enable staff with their appraiser to recognise their strengths, informs plans for their future development and helps to enhance their professional practice.
- 4.2 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decision will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

#### **5. Equalities and pay progression**

- 5.1 The governing body 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, eg an absence on maternity or disability-related sick leave. The exact adjustments will be made on a case-by-case basis.
- 5.2 The school will do everything in its power to 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, it will use evidence from previous appraisal cycles.
- 5.3 On-going equality analysis can assist schools in identifying any potential inequality and guard against possible equal pay claims
- 5.4 The principal means of preventing equal pay claims is for the school to ensure that individual pay decisions are fully compliant with the Equality Act as set out in Section 2 above, and that the duty to have due regard is discharged. The School will satisfy itself that pay decisions year on year are not indicating a pattern that might cause concern. This can be achieved by schools undertaking an annual equality analysis which would



help identify any potential inequality and demonstrate that the school is attempting to eliminate discrimination and advance equality. Such analysis to include:

- the pay profile of teachers by the protected characteristic i.e. age, disability, race and gender;
- the reasons that teachers with different protected characteristics are rewarded differently if that is the case;
- whether teachers who share particular protected characteristics are being treated less favourably than other teachers.

## **6. Job descriptions**

6.1 The headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

## **7. Appraisal**

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

7.2 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:

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

7.3 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 (i.e. application to be paid on Upper Pay Range) so that such evidence can be taken into account at the review. The arrangements of teacher appraisal are set out in the separate school's appraisal policy and supporting documentation which can be located on the Walsall Link or direct from HR.

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

## **8. Governing body obligations**

The governing body will fulfil its obligations to:

- 8.1 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).
- 8.2 Support staff: the national joint council for local government services national agreement on pay and conditions of service (Green book) or any LA pay/grading system.
- 8.3 The governing body 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.
- 8.4 The governing body will ensure that appraisers, decision-makers and any appeal committee governors receive appropriate training to ensure fair and open decision-making.
- 8.5 The governing body will ensure that mid-year reviews are undertaken for teachers and all members of the leadership group.
- 8.6 The governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy (see Procedures) and the school's spending plan.
- 8.7 The governing body 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.

## **9. Headteacher obligations**

The head teacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the governing body 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 body and ensure the governing body 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.

## **10. Teachers' obligations**

A teacher will:

- engage with appraisal; 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; and
- ensure they have an annual review of their performance.
-

## 11. Differentials

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

## 12. Discretionary pay awards

- 12.1 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.

## 13. Salary safeguarding for Teachers

- 13.1 Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body 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.

## 14. Procedures

- 14.1 The governing body will determine the annual pay budget on the recommendation of the pay committee, taking into account paragraph 19.2(e) of the Document. **SCHOOLS TO DECIDE** It will also allocate X per cent to allow for the best teachers to make more rapid progress up the relevant pay range OR Due to budget constraints, there will no accelerated progression on any pay scale [The latter choice should only be used where there is objective evidence of budget issues.]
- 14.2 The governing body has delegated its pay powers to the pay committee. 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 head 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 his/her ability to act impartially.
- 14.3 Where possible, no member of the governing body 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.
- 14.4 The terms of reference for the pay committee will be determined from time to time by the governing body. 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 body;

- to recommend to the governing body 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 body when the school's pay policy needs to be revised; and
  - to work with the head in ensuring that the governing body complies with the appraisal regulations 2012 (teachers).
- 14.5 The report of the pay committee will be placed in the confidential section of the governing body'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.

## **15. Staff paid in accordance with STPCD**

### **15.1 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 body will endeavour to complete teachers' annual appraisal and 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.

### **15.2 Notification of pay determination**

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. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

## **16. Appeals procedure**

The governing body has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). It is set out as an appendix to this pay policy.

## **17. Headteacher pay - Pay on appointment**

- 17.1 The pay committee will review the school's Headteacher group and the head's pay range in accordance with paragraphs four, five, six and eight (ordinary school), or paragraphs four, five, six, seven and eight (special schools) of the Document.
- 17.2 If the Headteacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of paragraph 6.6 or 7.9 of the Document, as the case may be.
- 17.3 For new appointments, the pay committee will determine the Headteacher group, and pay range taking account of the full role of the headteacher (part seven of the Document), all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations paragraphs 9.2 of the Document, including recruitment issues. The pay committee will consider the reference points on leadership scale and take into account the factors set out in Appendix One 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
- 17.4 The pay committee will consider using its discretion, in exceptional circumstances only, to exceed the 25 per cent limit beyond the maximum of the group range when setting the pay

range for the Headteacher, as set out in paragraph 9.3 of the Document. However, before doing so, it will make a fully-documented business case and seek external independent advice.

- 17.5 Walsall's recommendation is that the pay committee will use 7 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 body will adjust the pay range to ensure appropriate scope of [insert number] reference points, for performance related pay progression.

- 17.6 The pay committee will have regard to the provisions of paragraph 9.4 of the Document in particular, and will also take account of the pay and ranges of other staff, including any permanent payments, to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability
- 17.7 The pay committee will consider the use of temporary payments for clearly time-limited responsibilities or duties only, in accordance with paragraph 10 of the Document.
- 17.8 The pay committee will consider whether the circumstances specific to the role or candidate warrant a higher than normal pay range. It will exercise its discretionary powers, where appropriate, in accordance with paragraph 9.3 of the Document. It will only set a range the maximum of which is more than 25 per cent above the maximum value of the group range in exceptional circumstances. In such circumstances, it will make a business case to the governing body and the governing body will seek external independent advice before giving agreement
- 17.9 The pay committee will consider whether there is a need for any temporary payments (paragraph 10 of the Document) for clearly time-limited responsibilities or duties. The total sum of the temporary payments made to a head will 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 Headteacher group, except in wholly exceptional circumstances
- 17.10 The pay committee may determine that temporary and other payments be made to a head which exceeds the limit above in wholly exceptional circumstances where it has made a business case and with the agreement of the governing body. The governing body will seek external independent advice before providing agreement

### **17.11 Serving Headteachers**

The pay committee will only re-determine the pay range of a serving headteacher, in accordance with paragraph nine of 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 2014, or with pay arrangements for a member(s) of the leadership group whose responsibilities significantly change on or after 1 September 2014 (paragraph four of the Document).

- 17.12 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) (paragraph eight, section three).
- 17.13 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.

- 17.14 The pay committee will consider using its discretion, in exceptional circumstances, to exceed the 25 per cent limit beyond the maximum of the group range, as set out in paragraph 9.3 of the Document. However, before agreeing to do so, it will make a fully-documented business case and will seek external independent advice.
- 17.15 The pay committee will use reference points within the pay range and will leave at least [insert number] reference points for performance-related pay progression
- 17.16 The pay committee will review the Headteacher's pay in accordance with paragraph 11 of the Document 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 recommendation on pay progression in the Headteacher's most recent appraisal report
- 17.17 Delete/Insert as required - Where the head's performance is exceptional, it will award accelerated performance related pay progression of [insert number] reference points taking account of the most recent appraisal and any recommendation on pay**
- 17.18 If the pay committee decides to re-determine the pay range, it will only determine the head's pay range in accordance with paragraph nine; and paragraph eight of the Document.
- 17.19 The pay committee will consider the use of temporary payments for clearly temporary responsibilities or duties only, in accordance with paragraph 10 of the Document
- 17.20 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 headteacher group, except in wholly exceptional circumstances.
- 17.21 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 body. The governing body will seek external independent advice before providing agreement

## **18. Deputy/assistant headteacher pay**

### **18.1 Pay on appointment**

The pay committee will determine a pay range on the Leadership Pay Range attached at Appendix 1 The pay committee will taking account of the full role of the deputy/assistant headteacher (part seven), all indefinite responsibilities of the role, any challenges that are specific to the role and all other relevant considerations paragraph 9.2 – 9.4 of the Document, including recruitment issues. The pay committee will take into account the factors set out in Appendix 1 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.

Walsall's recommendation is that the pay range will contain 5 reference points.

- 18.2 At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the governing body will adjust the pay range to

ensure appropriate scope of [insert number] reference points, for performance related pay progression.

- 18.3 The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the Document and paragraphs 60 to 68 of section three Guidance contained in the Document.

#### **18.4 Serving deputy/assistant Headteachers**

The pay committee will review and, if necessary, re-determine the deputy/assistant head pay range where there has been a significant change in the responsibilities of the serving deputy/assistant headteacher (paragraph nine of section three guidance in the Document), or to maintain consistency with pay arrangements for new appointments to the leadership group made on or after 1 September 2015, or to maintain pay arrangements for a member(s) of the leadership group whose responsibilities significantly change on or after 1 September 2015.

- 18.5 When determining the pay range of a serving deputy/assistant head, 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 (paragraph 9.2 of the Document), 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
- 18.6 The pay committee will ensure the maintenance of appropriate differentials between different posts in its staffing structure, but will note paragraph 9.4 of the Document.
- 18.7 The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the Document and paragraphs 59 to 68 of section three of the Document.
- 18.8 The pay committee will use reference points within the pay range and will leave at least [insert number] reference points for performance-related pay progression
- 18.9 The pay committee will review pay in accordance with paragraphs 11 of 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

**18.10 Delete/Insert as required - The pay committee will award accelerated performance related pay progression of up to [insert number] reference points if there has been exceptional performance, taking account of the results of the most recent appraisal and any pay recommendation and appropriate differentials.**

#### **19. Classroom teachers**

##### **19.1 Pay on appointment**

**Delete/Insert as required**

**19.2 This school has not adopted pay portability. The Headteacher in conjunction with Governors will determine the starting salary of a vacant classroom teacher post on the main pay range/upper pay range, such as the Committee determines. The advertisement for the post will indicate that pay portability will not be applied.**

**or**

19.3 This school has adopted pay portability. In the event appointee worked as a classroom teacher previously the Committee will pay the same rate as they were paid in their previous school including pay progress for this cycle, this is known as pay portability.

N.B: The pay policy is only agreed with NAHTE, NUT, NASUWT and ATL if the paragraph on pay portability is included. ASCL agree the policy if schools are given the option of whether or not to accept pay portability.

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

### 19.5 Annual pay determination

The Committee will use reference points for classroom teachers. Therefore the pay scale for main pay range teachers in this school is:

MS Point 1 £22,244

MS Point 2 £24,002

MS Point 3 £25,932

MS Point 4 £27,927

MS Point 5 £30,128

MS Point 6a £32,509 – 1%

MS Point 6b £32,831 – 2% (subject to successful appraisal)

19.6 Appraisal objectives will become more challenging as the teacher progresses up the main pay range. Objectives will, however, be such that, if achieved, will meet the requirements of the appraisal regulations 2012 (see Appraisal above).

19.7 To move up the main pay range, one annual point at a time, 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'.

19.8 **Delete/Insert as required** - If the evidence shows that a teacher has exceptional performance, the governing body may consider the use of its flexibilities to award enhanced pay progression, up to the maximum of [insert reference point]. Teaching over time will be 'outstanding', as defined by Ofsted.

19.9 Judgments will only be made on evidence gathered which is related to the formal appraisal process. As a teacher moves up the main pay range, this evidence should show:

- a positive impact on pupil progress;
- a positive impact on wider outcomes for pupils;
- improvements in any specific elements of practice identified to the teacher through the appraisal process, eg behaviour management or lesson planning; and
- a positive contribution to the work of the school.

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

19.11 The pay committee will take account of the pay recommendation contained in the appraisal report. Any increase (ie no movement, one point, more than one point) will be clearly



attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

In the case of NQTs, pay decisions will be made by means of the statutory induction process.

## **20. Applications to be paid on the upper pay range**

- 20.1 It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. Applications will only be considered taking into account two successful appraisals.
- 20.2 If successful the teacher will move to the Upper pay range from 1 September following the years' appraisal reviews submitted. For example, if the appraisal reviews cover academic years 2012/13 (main scale point 5) and 2013/14 (main scale point 6) and the application is submitted before 31 October 2015, movement to the Upper Pay Range will be with effect from 1 September 2015.
- 20.3 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). This school will not be bound by any pay decision made by another school.
- 20.4 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, eg 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.
- 20.5 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.

### **20.6 Process**

One application may be submitted annually. The closing date for applications is normally 31st October of each year; however, exceptions will be made in particular circumstances, eg 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 Two)
- submit the application form and supporting evidence to the headteacher by the cut-off date of 31st 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 headteacher for moderation purposes, if the headteacher 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. 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 (see Assessment below);
- 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; and
- unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix 4.

## 20.7 Assessment

The teacher will be required to meet the criteria set out in paragraph 15 (Appendix Three) 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.

In this school, this is interpreted as follows:

"highly competent":

- 20.8 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.
- 20.9 (e.g. performance which is good enough to fulfill wider professional responsibilities, and develop effective professional relations with colleagues, giving them advice and demonstrating to them effective teaching practice and how to make a positive contribution to the wider life and ethos of the school, in order to help them meet the relevant standards and develop their teaching practice).

"substantial":

- 20.10 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.
- 20.11 (e.g. of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning).

"sustained":

- 20.12 the teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

## 21. 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 below

UPR Point 1 £35,218

UPR Point 2 £36,523

UPR Point 3 £37,871

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

- paragraph 19 and the criteria set out in paragraph 15.2 of the Document 2015;
- the appraisal report and the pay recommendation of the appraiser; and
- the appraisal evidence that the teacher has maintained the criteria set out in paragraph 15.2, 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 above.

21.2 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 next point on the upper pay range; or if already on the mid-point, will move to the top of the upper pay range.

21.3 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.

18.7 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 may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching over time will be 'outstanding' as defined by Ofsted.

21.4 Further information, including sources of evidence is contained within the school's appraisal policy. The pay committee will be advised by the headteacher in making all such decisions.

## 22. Leading Practitioner roles

***Insert this paragraph if you do not intend to recruit a LP. If this is the case the other paragraphs can be deleted.***

22.1 It is not the intention of the governing body to create a leading practitioner role at this time but the governing body will review its position from time to time.

Or

***If the above paragraph is included then delete the paragraph below. If you intend to have Leading Practitioners then delete the paragraph above.***

22.2 The governing body will take account of paragraph 16 and 51 of the Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;

- the improvement of teaching within school [and within the wider school community] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as [insert school specific areas]

### 22.3 Pay on appointment

The pay committee will determine a pay range of 5 reference points from Walsall leading practitioner pay range:

LP Point 1	£38,598
LP Point 2	£39,564
LP Point 3	£40,552
LP Point 4	£41,562
LP Point 5	£42,597
LP Point 6	£43,665
LP Point 7	£44,841
LP Point 8	£45,876
LP Point 9	£47,021
LP Point 10	£48,228
LP Point 11	£49,481
LP Point 12	£50,620
LP Point 13	£51,886
LP Point 14	£53,180
LP Point 15	£54,503
LP Point 16	£55,951
LP Point 17	£57,237
LP Point 18	£58,677

22.4 In accordance with paragraph 16 of the Document, and paragraphs 33, 34 and 36 of the section three guidance of the Document. The relevant body will use reference points and will ensure that there is appropriate scope within the pay range to allow for performance related pay progression over time. The relevant body will leave 2 reference points for performance related pay progression.

The headteacher will agree appraisal objectives for the leading practitioner.

**22.5 Annual pay determination**

The pay committee shall have regard to the results of the leading practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay, in accordance with paragraph 19 of the Document.

The appraisal evidence should show the leading practitioner:

- has made good progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in the teachers' standards; and
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

22.6 "Highly competent" and "substantial" are defined in the section entitled, Applications to be paid on the upper pay range.

22.7 The pay committee will determine pay progression such that the amount is clearly attributable to the performance of the leading practitioner. The pay committee will be able to objectively justify its decision. Judgments will only be made on evidence gathered which is related to the formal appraisal process.

**22.8 Delete/Insert as Required - Where it is clear from the evidence that the teacher's performance is exceptional, the pay committee may award enhanced pay progression of 2 reference points.**

22.9 Further information, including sources of evidence is contained within the school's appraisal policy. The pay committee will be advised by the headteacher in making all such decisions.

**23. Unqualified teachers****Pay on appointment**

23.1 The pay committee will pay any unqualified teacher in accordance with paragraph 17 of the Document. The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value.

23.2 The Unqualified Teacher Pay Range in Walsall is:

UQ Point 1	£16,298
UQ Point 2	£18,194
UQ Point 3	£20,088
UQ Point 4	£21,984
UQ Point 5	£23,881
UQ Point 6	£25,776

23.3 The pay committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22 of the document. In applying additional allowances, consideration should be given to maintaining differentials.

### 23.4 Annual pay determination

In order to progress up the unqualified teacher range, one point annually, unqualified teachers will need to show that they have made good progress towards their objectives.

**23.5 Delete/Insert as Required - If the evidence shows that the unqualified teacher has exceptional performance, the governing body may award enhanced pay progression of 2 reference points.**

23.6 Judgments will only be made on evidence gathered which is related to the appraisal process. Information on sources of evidence is contained within the school's appraisal policy.

23.7 The pay committee will be advised by the headteacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

## Allowances and other payments for classroom teachers

### 24. Teaching and learning responsibility (TLR) payments

24.1 The pay committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the Document and paragraphs 46 to 53 of the section three guidance 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 of the Document.

24.2 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.

WMBC TLR 1 and 2 are:

- a) The annual value of a TLR1 must be no less than £7,546 and no greater than £12,770
- b) The annual value of TLR2 must be no less than £2,613 and no greater than £6,386.

24.3 The pay committee may award a TLR 3 of between £517 and £2,577 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 20.3 of the Document. The project/responsibility will be focused on teaching and learning; require the exercise of a teacher's professional skills and judgement and have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils. The governing body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. If a TLR3 is awarded to a part-time teacher, the pro rata principle will not apply. No safeguarding will apply in relation to an award of a TLR3.

## **25. Special educational needs (SEN) allowances**

- 25.1 The pay committee will award an SEN spot value allowance on a range of between £2064 and £4075 to any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.
- 25.2 When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, 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 body 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. The governing body will take account of paragraphs 54 to 58 of the section three guidance of the Document.

## **26. Acting Allowance**

- 26.1 Subject to paragraph 23.6 of the Document Where a teacher is assigned and carries out duties of a headteacher, deputy headteacher and assistant headteacher but has not been appointed as an acting headteacher, deputy headteacher or assistant head, the School must within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance ("acting allowance" must be paid in accordance with the provisions outlined in 23.2 – 23.6 of the Document.

## **27. Allowance payable to unqualified teachers**

- 27.1 The relevant body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:
- a) taken on a sustained additional responsibility which:
    - i. is focused on teaching and learning; and
    - ii. requires the exercise of a teacher's professional skills and judgment; or
  - b) qualifications or experience which bring added value to the role being undertaken.

## **28. Performance payments to seconded teachers**

- 28.1 Where:
- a) a teacher is temporarily seconded to a post as headteacher in a school causing concern which is not the teacher's normal place of work; and
  - b) the relevant body of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment,
- the relevant body may pay the teacher a lump sum accordingly. Subject to paragraph 10.4, the total value of the additional payment and any annual salary and other payments paid to the teacher during the secondment must not exceed 25% above the maximum of the headteacher group for the school to which the teacher is seconded.

## **29. Additional Payments – Delete/Insert as Required**

### **29.1 Continuing Professional Development (CPD)**

Payments may be made to classroom teachers in accordance with paragraph 26 of the Document in respect of CPD undertaken outside of either the 1265 hours of directed time for full-time teacher; for the appropriate proportion of the 1265 hours of directed time for part-time teachers

### **29.2 Initial Teacher Training (ITT) activities**

Leading Practitioners may be required to undertake activities related to providing ITT as part of their role. In accordance with paragraph 26 of the Document other teachers may receive additional payment for activities related to ITT only which is provided as an ordinary incident in the conduct of the school/Academy. The appropriate level of payment for ITT activities will be dependent on the level of work undertaken.

### **29.3 Service Provision**

Where a Headteacher in one school is providing a service to another school for example National Leader of Education (NLE) The school will determine how much if any, addition payment is due to the individual concerned in line with the provisions of the Document. In line with the Provision for service to other school – operating principles and requirements as outlined in the Document.

Consideration should also be given to the remuneration of other teachers who as a result of the Headteachers additional role are taking on additional responsibilities and activities. Any increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the Headteachers enlarged role. This is not an automatic entitlement.

### **29.4 Out-of-school hours learning activities**

Schools should decide whether to make payments to teachers who agreed to participate in out-of-school hours learning/ Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours or directed time for full time teachers or the appropriate proportion of the 1265 hours of directed time for part-time teacher.

## **30. Recruitment and Retention**

30.1 The Committee will consider the award of recruitment and retention payments under paragraph 27 of the Document and against the background of any national guidance or advice, teacher supply and demand, curriculum areas and the retention of experienced staff. In particular where awarding a recruitment and retention allowance enables the school to recruit and retain teachers of the quality required to ensure school improvement.

Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.

The Committee will pay recruitment awards in the following circumstances:

[School to insert details]:

The Committee will pay retention awards in the following circumstances:

[School to insert details]:



30.2 The pay committee will consider exercising its powers under paragraph 27 of the Document where they consider it is appropriate to do so in order to recruit or retain relevant teachers. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which it may be withdrawn.

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

### **31. Salary sacrifice arrangements for Teachers**

31.1 Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and his/her gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 29 of the Document.

### **32. Part-time employees and Short Notice Teachers**

32.1 **Teachers:** The governing body will apply the provisions of the Document in relation to part-time teachers' pay and working time, in accordance with paragraphs 42, 43 and 52.5 onwards, and paragraphs 35, 38-43 and 78-86 of the section three guidance of the Document.

32.2 **All staff:** The head and governing body will use its 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 and Supply basis**

- a. Such teachers will be paid in accordance with paragraph 44 of the Document

### **33. Support Staff**

33.1 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 seven of the associated guidance.

### **34. Pay and Grading**

34.1 The Committee will determine the pay and grading of non-teaching employees in line with:

- WMBC Pay and grading scheme for Community and Voluntary Controlled Schools and other schools that have adopted the scheme in Appendix 5 (A). Under exceptional circumstances the Governing Body may decide to pay outside of the single status framework. It is recommended that HR advice is sought prior to confirming the position.
- For Academies, Trust/Voluntary Aided .Schools pay and grading arrangements will be agreed within the school – The NJC scp's are outlined in - Appendix 5 (B)

### **35. Increments**

35.1 Each employee will be granted one additional increment from 1 April each year, until the maximum of the pay band is reached.

35.2 Employees with less than six months' service in the pay band by 1 April in any year will not be granted their first increment until six months after their appointment, promotion or move to the pay band. Thereafter increments are applicable from 1 April each year until the employee reaches the maximum pay for their band.

35.4 National Terms and Conditions may be applied regarding unsatisfactory performance.

### **36. 37 hour week**

36.1 The standard working week for full-time employees is 37 hours per week and 52 weeks per year. When entering into a contractual relationship with an employee the Governing Body determine the number of hours and when they want staff to work, and whether they wish to make any provisions in a contract to vary when the hours are actually worked.

### **37. Salary sacrifice arrangements**

37.1 Where the school/academy operates a salary sacrifice arrangement, employees may participate in any arrangement and his/her gross salary shall be reduced accordingly.

### **38. Acting up for Support Staff**

38.1 It may be necessary for the School to use acting up arrangements from time to time to cover short term absences or specific pieces of work. Acting up is a useful way to aid the personal and career development of an employee and provide valuable cover where necessary.

38.2 Routine acting up arrangements should be for a maximum of 12 calendar months, may extended in exceptional circumstances to an absolute maximum of 18 months.

38.3 Normal practice is to pay the employee the difference between their substantive spinal column point (SCP) and the bottom SCP of the higher graded post. If they are not undertaking the full duties and responsibilities of the post, they should be paid the pro

rata difference between SCPs; for example, 50% of the differences if they are covering half the duties, etc. Where the grades overlap the next SCP should be used.

- 38.4 If the employee receives an increment during the acting up, the payment should be adjusted accordingly to maintain the differential between substantive and acting up grade.
- 38.5 Where the employee is undertaking a specific piece of work, as opposed to covering duties at a higher grade, you should assess the grade at which this work is valued and pay the difference in the same way.

**Appendix 1**

## WMBC Leadership Pay Arrangements and Range

Point	Annual Salary (£) includes 1% uplift apart from L43a	Top of HT pay groups without 1% uplift
L1	38,598	
L2	39,564	
L3	40,552	
L4	41,562	
L5	42,597	
L6	43,665	
L7	44,841	
L8	45,876	
L9	47,021	
L10	48,228	
L11	49,481	
L12	50,620	
L13	51,886	
L14	53,180	
L15	54,503	
L16	55,951	
L17	57,237	
L18b	58,677	L18a - 58,096
L19	60,131	
L20	61,623	
L21b	63,147	L21a - 62,521
L22	64,715	
L23	66,318	
L24b	67,963	L24a - 67,290
L25	69,652	
L26	71,375	
L27b	73,144	L27a - 72,419
L28	74,958	

L29	76,814	
L30	78,726	
L31b	80,671	L31a - 79,872
L32	82,676	
L33	84,731	
L34	86,825	
L35b	88,984	L35a - 88,102
L36	91,187	
L37	93,454	
L38	95,766	
L39b	98,100	L39a - 97,128
L40	100,548	
L41	103,060	
L42	105,642	
L43a	107,210	

### **Permanent Responsibilities to be taken into account when setting Leadership Pay**

The statutory provisions of the school teachers' pay and conditions document 2015 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 school]

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 (eg teachers, speech therapists)

Small school

Rural school

Specialist units or centres

Any specific challenges associated with running more than one school, eg 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

Pay Ranges for Headteachers 2014	
GROUP SIZE	ANNUAL SALARY £
1	(6) 43,665 – 58,096 (18a)
2	(8) 45,876 – 62,521 (21a)
3	(11) 49,481 – 67,290 (24a)
4	(14) 53,180 – 72,419 (27a)
5	(18) 58,677 – 79,872 (31a)
6	(21) 63,147 – 88,102 (35a)
7	(24) 67,963 – 97,128 (39a)
8	(28) 74,958 – 107,210 (43a)

## Appendix Two

### Upper Pay Range Application Form

#### Eligibility Criteria

In order to be assessed you must be a qualified teacher and need to be able to evidence that you are:

- highly competent in all elements of the relevant standards; and
- that your achievements and contribution to the school have been substantial and sustained.

As detailed in Appendix Three.

Name: \_\_\_\_\_

Post: \_\_\_\_\_

Appraisal Details:

Years covered by review statements \_\_\_\_\_

Schools covered by review statements \_\_\_\_\_

Please provide an explanation why, in your judgement, your achievements and contribution to the school has been substantial and sustained. Additional documentary evidence should be attached.

Declaration:

I confirm that at the date of this request for assessment to be paid on the Upper Pay Range I meet the eligibility criteria and I submit appraisal review statements covering the relevant period.

Teacher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix Three****Upper Pay Range Progression Criteria**

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.

In this 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.

(e.g. performance which is good enough to fulfil wider professional responsibilities, and develop effective professional relations with colleagues, giving them advice and demonstrating to them effective teaching practice and how to make a positive contribution to the wider life and ethos of the school, in order to help them meet the relevant standards and develop their teaching practice).

“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.

(e.g. of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning).

“sustained”:

the teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period (see exceptions outlined in paragraph 10.2 of the Document). 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 Four

### Model appeals procedure

The school teachers' pay and conditions document ('the Document') requires schools and local authorities to have a pay 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 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 appraisal report. The nature of any subsequent appraisal 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 appraisal 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 (ie part four of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS code of practice.

#### Appeal hearing procedure

It is the intention that the appeals procedure 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/Headteachers/Principals should put their appeal in writing to either the headteacher or the governing body; their appeal should include sufficient details of its basis.

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 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 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 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 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 Body. If the teacher wishes to exercise their right of appeal, they must write to the clerk of the governing body at the earliest opportunity and normally 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 body will establish an appeal committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene 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. The employee should be reminded of their right to be accompanied by a work colleague or trade union representative. 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 pay 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 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.

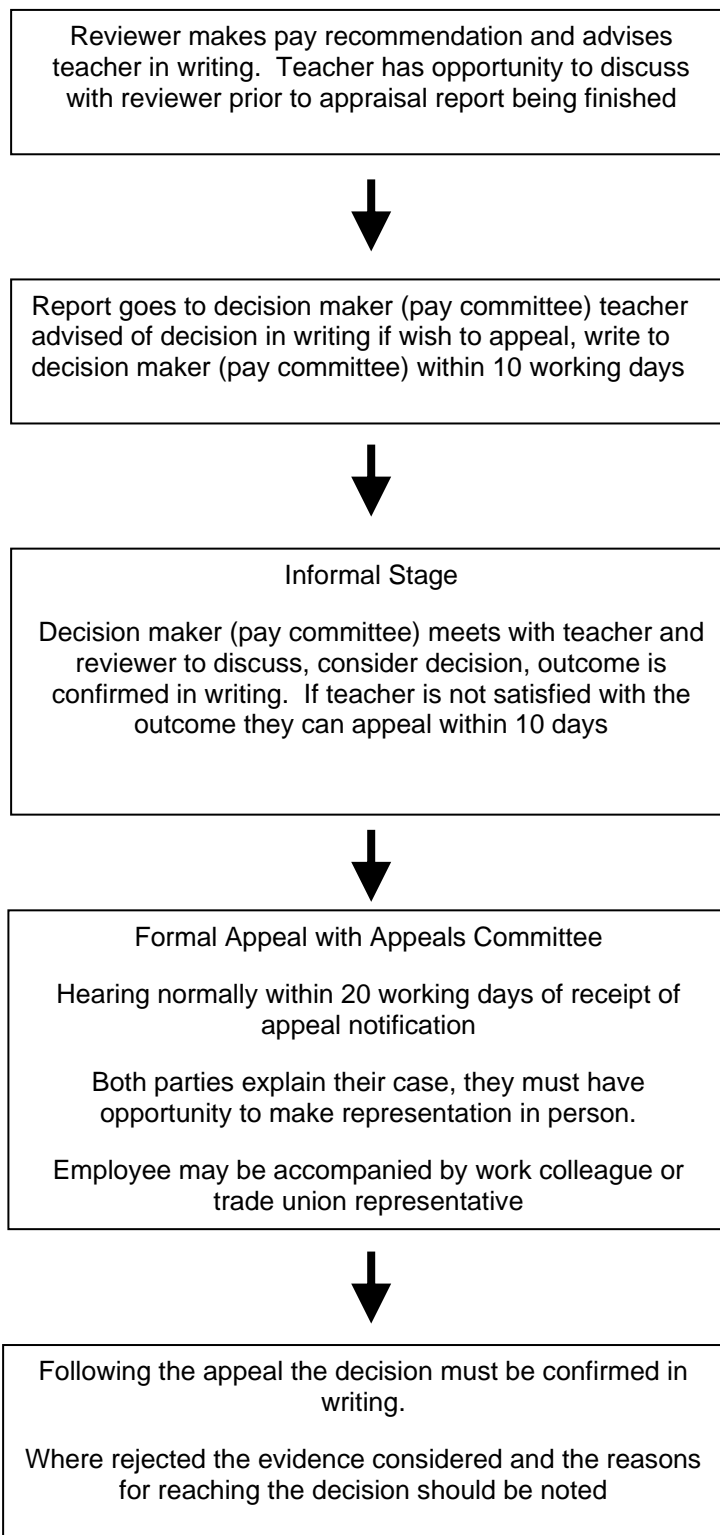
### **The modified procedure**

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:

- The teacher must have set out details of their appeal in writing;
- The teacher must have sent a copy of their appeal to the chair of the governing body;
- The chair of the governing body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

### Pay Hearings and Appeals Procedure



*\*If the appellant is the Headteacher /Principal then where it refers to Headteacher above it will be the relevant Governor responsible for the Headteacher's appraisal, and the teacher becomes the Headteacher.*

## Appendix Five (A)

**WMBC Single Status Pay Bands for Support Staff as at 1<sup>st</sup> September 2015 -  
Applicable to all Community and Voluntary Aided Schools and other schools that  
have adopted the WMBC Single Status Grades**

Grade	SCP	Annual Salary	Monthly Rate	Weekly Rate	Hourly Rate	
NJC grades						
G1		005	13500	1125.00	258.90	7.00
		006	13614	1134.50	261.09	7.06
		007	13715	1142.92	263.02	7.11
	G2	008	13871	1155.92	266.01	7.19
G1		009	14075	1172.92	269.93	7.30
		010	14338	1194.83	274.97	7.43
		011	15207	1267.25	291.64	7.88
G3		012	15523	1293.58	297.70	8.05
	G2	013	15941	1328.42	305.71	8.26
		014	16231	1352.58	311.27	8.41
		015	16572	1381.00	317.81	8.59
	G4	016	16969	1414.08	325.43	8.80
G3		017	17372	1447.67	333.16	9.00
		018	17714	1476.17	339.72	9.18
		019	18376	1531.33	352.41	9.52
G5		020	19048	1587.33	365.30	9.87
	G4	021	19742	1645.17	378.61	10.23
		022	20253	1687.75	388.41	10.50
		023	20849	1737.42	399.84	10.81
	G6	024	21530	1794.17	412.90	11.16
G5		025	22212	1851.00	425.98	11.51
		026	22937	1911.42	439.88	11.89
		027	23698	1974.83	454.48	12.28
G7		028	24472	2039.33	469.32	12.68
	G6	029	25440	2120.00	487.89	13.19
		030	26293	2191.08	504.24	13.63
		031	27123	2260.25	520.16	14.06
	G8	032	27924	2327.00	535.52	14.47
G7		033	28746	2395.50	551.29	14.90
		034	29558	2463.17	566.86	15.32
		035	30178	2514.83	578.75	15.64
G9		036	30978	2581.50	594.09	16.06
	G8	037	31846	2653.83	610.74	16.51
		038	32778	2731.50	628.61	16.99
		039	33857	2821.42	649.31	17.55
	G10	040	34746	2895.50	666.36	18.01
G9		041	35662	2971.83	683.92	18.48
		042	36571	3047.58	701.36	18.96
		043	37483	3123.58	718.85	19.43
G11		044	38405	3200.42	736.53	19.91
	G10	045	39267	3272.25	753.06	20.35
		046	40217	3351.42	771.28	20.85
		047	41140	3428.33	788.98	21.32
	G12	048	42053	3504.42	806.49	21.80

## Appendix Five (A) cont...

G11		049	42957	3579.75	823.83	22.27
		050	43917	3659.75	842.24	22.76
		051	44867	3738.92	860.46	23.26
G13		052	45949	3829.08	881.21	23.82
	G12	053	47056	3921.33	902.44	24.39
		054	48163	4013.58	923.67	24.96
		055	49285	4107.08	945.19	25.55
G13		056	50401	4200.08	966.59	26.12
G14		061	56168	4680.67	1077.19	29.11
		062	57341	4778.42	1099.69	29.72
	G15	063	59191	4932.58	1135.16	30.68
G14		064	62152	5179.33	1191.95	32.22
		065	65110	5425.83	1248.68	33.75
G16		066	68196	5683.00	1307.86	35.35
	G15	067	71158	5929.83	1364.67	36.88
G16		068	74116	6176.33	1421.40	38.42

**Appendix Five (B)**

**National Joint Council (NJC) Spinal Column Points as at 1<sup>st</sup> - Applicable to Academies, Voluntary Aided and Trusts Schools that have not adopted WMBC Single Status Grades**

	Scale	Point	Annual Salary 2015
	1	5	£13,500
		6	£13,614
		7	£13,715
		8	£13,871
		9	£14,075
		10	£14,338
2		11	£15,207
		12	£15,523
		13	£15,941
	3	14	£16,231
		15	£16,572
		16	£16,969
		17	£17,372
	4	18	£17,714
		19	£18,376
		20	£19,048
		21	£19,742
	5	22	£20,253
		23	£20,849
		24	£21,530
		25	£22,212
	6	26	£22,937
		27	£23,698
		28	£24,472
	SO1	29	£25,440
		30	£26,293
		31	£27,123
	SO2	32	£27,924
		33	£28,746
		34	£29,558
	PO35-38	35	£30,178
		36	£30,978
		37	£31,846
	PO38-41	38	£32,778
		39	£33,857
		40	£34,746
	PO42-45	41	£35,662
		42	£36,571
		43	£37,483
	PO43-46	44	£38,405
		45	£39,267
		46	£40,217
	PO46-49	47	£41,140
		48	£42,053
		49	£42,957
		50	£43,917
		51	£44,867
		52	£45,949
		53	£47,056
		54	£48,163
		55	£49,285
		56	£50,401
		57	£56,168

PO37-40	PO36-39	PO34-37	PO33-36
PO41-44	PO40-43	PO39-42	PO38-41
	PO45-48	PO44-47	PO43-46
PO48-52			

## Teachers' Pay Scales September 2015/6

WMBC Unqualified Teachers Pay Range	
Spine Point UQT	Annual Salary £
1	16,298
2	18,194
3	20,088
4	21,984
5	23,881
6	25,776

WMBC Teachers Main Pay Range	
Scale Point MPR	Annual Salary £
1	22,244
2	24,002
3	25,932
4	27,927
5	30,128
6a	32,509
6b	32,831

WMBC Teachers Upper Pay Range	
Scale Point UPR	Annual Salary £
1	35,218
2	36,523
3	37,871

Special Educational Needs Allowance (spot salary within the range)	
	Annual Amount £
Minimum Rate	2,064
Maximum Rate	4,075

## Teachers' Pay Scales September 2015/16

WMBC Spine for Leading Practitioners	
Spine Point LP	Annual Salary £
1	38,598
2	39,564
3	40,552
4	41,562
5	42,597
6	43,665
7	44,841
8	45,876
9	47,021
10	48,228
11	49,481
12	50,620
13	51,886
14	53,180
15	54,503
16	55,951
17	57,237
18	58,677

WMBC Teaching and Learning Responsibility Allowance	
Allowance	Annual £
Time limited	
TLR3 min	517
TLR3 max	2,577
Permanent	
TLR2min	2,613
TLR2max	6,386
TLR1min	7,546
TLR1max	12,770

Point	Annual Salary (£)	
L1	38,598	
L2	39,564	
L3	40,552	
L4	41,562	
L5	42,597	
L6	43,665	
L7	44,841	
L8	45,876	
L9	47,021	
L10	48,228	
L11	49,481	
L12	50,620	
L13	51,886	
L14	53,180	
L15	54,503	
L16	55,951	
L17	57,237	
L18	58,677	*L18 - 58,096
L19	60,131	
L20	61,623	
L21	63,147	*L21 - 62,521
L22	64,715	
L23	66,318	
L24	67,963	*L24 - 67,290
L25	69,652	
L26	71,375	
L27	73,144	*L27 - 72,419
L28	74,958	
L29	76,814	
L30	78,726	
L31	80,671	*L31 - 79,872
L32	82,676	
L33	84,731	
L34	86,825	
L35	88,984	*L35 - 88,102
L36	91,187	
L37	93,454	
L38	95,766	
L39	98,100	*L39 - 97,128
L40	100,548	
L41	103,060	
L42	105,642	
L*43	107,210	



## Equality Impact Assessment (EqIA) for Policies, Procedures and Services

Proposal name	School's Model Pay Policy		
Directorate	HR		
Service	HR Consultancy Team		
Responsible Officer	Primula Paul		
EqIA Author	Primula Paul		
Proposal planning start	01/09/15	Proposal start date (due or actual)	01/09/15

<b>1</b>	<b>What is the purpose of the proposal?</b>		<b>Yes / No</b>	<b>New / revision</b>
	Policy		<b>Yes</b>	<b>Revision</b>
	Procedure		<b>No</b>	
	Internal service		<b>No</b>	
	External Service		<b>No</b>	
	Other - give details			
<b>2</b>	<b>What are the intended outcomes, reasons for change? (The business case)</b>			
	<p>The Model Pay Policy sets out for Schools the policy on pay arrangements for all school staff. For teaching staff this is in accordance with School Teacher's Pay and Conditions Document for support staff this is in accordance the Council's Pay and Grading Scheme and the NJC Scheme.</p> <p>This is an updated policy and is in line with current legislation and good practice. The policy will be applicable to all school employees.</p>			
<b>3</b>	<b>Who is the proposal potential likely to affect?</b>			
	<b>People in Walsall</b>	<b>Yes / No</b>	<b>Detail</b>	
	All	<b>N</b>		
	Specific group/s	<b>N</b>		
	Council employees	<b>N</b>		
Other	<b>Y</b>	<b>School Staff</b>		
<b>4</b>	<b>Summarise your evidence, engagement and consultation.</b>			
	<p>School's are required to produce a pay policy on an annual basis. There is a requirement for teaching staff that the policy is in line with the School Teacher's Pay and Conditions Document.</p> <p>Consultation has taken place with Senior Staff from the Education Directorate and Headteachers across the authority.</p> <p>The Model Pay Policy was consulted upon and agreed at the School's JNC on the 16th September. Consultation has also taken place with Finance and Legal and the model pay policy was presented and agreed at CMT on 15th October 2015 and will be</p>			

	presented to the Appointments Board for recommendation to Schools for adoption.		
<b>5</b>	<b>How may the proposal affect each protected characteristic or group? The affect may be positive, negative or neutral.</b>		
	<b>Characteristic</b>	<b>Affect</b>	<b>Reason</b>
			<b>Action needed Y or N</b>
	Age		See below
	Disability		See below
	Gender reassignment		See below
	Marriage and civil partnership		See below
	Pregnancy and maternity		See below
	Race		Potential impact on those employees whose first language is not English as they may not understand the policy.
	Religion or belief		See below
	Sex		See below
	Sexual orientation		See below
Other (give detail)	See below		
Further information	This policy will apply to all school staff equally. On this basis I do not believe that this will result in a disproportionate effect on any characteristic or individual.		
<b>6</b>	<b>Does your proposal link with other proposals to have a cumulative affect on particular equality groups? If yes, give details below.</b>		(Delete one) <b>No</b>
<b>7</b>	<b>Which justifiable action does the evidence, engagement and consultation suggest you take? (Bold which one applies)</b>		
	A	<b>No major change required</b>	
	B	Adjustments needed to remove barriers or to better promote equality	
	C	Continue despite possible adverse impact	
	D	Stop and rethink your proposal	

### Action and monitoring plan

Date	Responsibility	Action
12 months after launch date	HR Consultancy Team	There is a statutory requirement to review and publish this policy annually.