



Policy No: 37. Staff – Pay Policy

Coordinator	Executive Operations Manager
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Last Reviewed	Autumn Term 2017
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Agreed by Governors and adopted on	17th November 2017
Does this policy need to be agreed by Governors? If yes, which committee	Yes, Board of Governors
Due for Review	Autumn Term 2018
This policy is communicated by the following means:	
Governors	Governor consultation by email when policy reviewed and agreement
Staff	Policy folders on staff shared drive and in-house training
Parents	Academy website, Parent Evenings
Students	Academy website, assemblies, in lessons

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1. Introduction

- All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability. In adopting this pay policy the aim is to: maximise the quality of teaching and learning at the college
 - support the recruitment and retention of a high quality teacher workforce
 - enable the college to recognise and reward teachers appropriately for their contribution to the college
 - help to ensure that decisions on pay are managed in a fair, just & transparent way)
- 1.1. The pay policy sets out the procedures that apply when any teacher seeks a review of any decision made by the Principal or Governing Board that affects their pay. The pay hearings and appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures.
 - 1.2. This policy will be reviewed biennially.
 - 1.3. In relation to the national pay award, the Governing Board will consider the pay recommendations:
 - 1.4. Teachers may receive an increase in their pay based on the outcome of their performance management review for. These decisions will be made before 31 October and any pay award will be back dated to 1 September.
 - 1.5. A copy of the college structure plan is shown in [Appendix A](#).
 - 1.6. This policy does not apply to support staff; however the framework for support staff is attached at [Appendix B](#).

2. Governing Board's responsibility for pay

- 2.1. Pay decisions at this college are made in accordance with arrangements agreed by the Governing Board.
- 2.2. The party or parties responsible for pay decisions will be referred to as the Governing Board throughout the policy.
- 2.3. For guidance refer to [Appendix C](#) for details of Model Terms of Reference for College Pay Committee.

3. Teacher pay reviews

- 3.1. The Governing Board will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- 3.2. Any pay decision will be backdated to 1 September of the relevant year, except where a teacher takes up a new post, makes a successful application to the upper pay range or is subject to any other change of salary.
- 3.3. Where a pay determination leads or may lead to the start of a period of safeguarding, governors will give the required notification as soon as possible and no later than one month after the date of the determination.

4. Basic pay determination on appointment

- 4.1. The Governing Board will determine the teacher pay range/s for a vacancy prior to advertising it giving regard to:
 - the particular requirements of the post
 - any specialist knowledge, skills or experience required to undertake the specific duties of the role

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- market conditions
 - extended school day
- 4.2. As part of the selection process, the Governing Board will determine the starting salary within that range/s to be offered to the successful candidate, giving regard to the relevant skills and experience of the candidate.

5. Pay portability

- 5.1. The Governing Board will give consideration to the principle of pay portability in making pay determinations for all new appointments. Evidence from previous colleges will be required to support such considerations.

Performance pay

6. Performance based pay progression

- 6.1. All teachers will receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.
- 6.2. The arrangements for teacher appraisals are set out in the college's appraisal policy.
- 6.3. The Governing Board will determine annually the remuneration of a teacher with effect from 1 September

A recommendation on pay will be made in writing as part of the teacher's appraisal report, and the Governing Board will have regard to this in making their decision regarding pay progression. Pay decisions will be clearly attributable to the performance of the teacher in question.

- 6.3.1. In the case of Newly Qualified Teachers (NQTs) Pay decisions will be based on the outcome of the statutory induction process. Under normal circumstances, where an NQT has met the standards of the statutory period of induction, pay progression should be awarded.
- 6.3.2. Continued good performance as defined by the college's pay policy means that there is an expectation that all teachers will progress to the top of their respective pay range.
- 6.3.3. During the appraisal cycle, teachers are entitled to receive regular constructive feedback on their performance at review meetings including during the appraisal meeting at the end of the process. Where a teacher is not performing well, the process to be followed is set out in the Appraisal and Capability policy. Where a teacher is not recommended for pay progression, they will be provided with written reasons as to the outcome of the review and the reasons why progression was not recommended. The recommendation for "no progression" should not come as surprise to a teacher at the appraisal meeting. The potential consequences of the under-performance of a teacher should be highlighted to the teacher by their line manager throughout the supervision process within the full appraisal cycle of the relevant academic year. A 'no progression' determination can be made without recourse to the capability procedure. Should a decision be made not to award progression, a professional dialogue, support and training will be provided within the appraisal process to help the teacher to meet the level of performance necessary to obtain pay progression in the future. Or, if appropriate, a period of structured support could be implemented in line with the college's appraisal policy.
- 6.4. To be fair and transparent, assessments of performance will be based on evidence e.g. self-assessment, work scrutiny, tracking pupil progress and lesson observations]
- 6.5. In this college we will ensure fairness by agreeing objectives and outcomes and ensuring decisions are quality assured and moderated.
- 6.6. In this college, judgements of performance will be made against appraisal targets and professional standards

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- 6.7. At the end of the appraisal process, an Appraiser should confirm their recommendation on pay determination to the Appraiser in writing. Refer to appendix E
- 6.8. Final decisions about whether to accept a pay recommendation will be made by the Pay Committee of the Governing Board, having regard to the appraisal report and taking into account advice from the senior leadership team.
- 6.9. The Governing Board will ensure that appropriate funding is allocated for pay progression at all levels.
- 6.10. Appendix E to this policy contains detailed information regarding the appeal process for pay determination.

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Main pay range for teachers

7. Main pay range teachers

- 7.1. A teacher on the main pay range will be paid such salary on the reference points set within the minimum and maximum of the main pay range below as the Governing Board determines (subject to para 1.8/1.9 of this policy) :

Main Pay Range for Teachers 2017	
Minimum Reference Point 1	£22,467
Reference Point 2	£24,243
Reference Point 3	£26,192
Reference Point 4	£28,207
Reference Point 5	£30,430
Reference Point 6a	£32,835
Maximum Reference Point 6b	£33,160

- 7.2. There will be increasing expectation as a teacher progresses up the main pay range and appraisal objectives will become more challenging to reflect such progression.
- 7.3. In order to progress by one reference point annually teachers will need to have met their objectives and shown that they are fully competent in all elements of Teachers' Standards. Teaching and learning should be consistently **good** as defined by Ofsted.
- 7.4. Partial achievement of objectives will only be considered in respect of pay progression in exceptional circumstances.
- 7.5. If the evidence collated shows that a teacher has excelled over the duration of the academic year being assessed, the Governing Board will consider awarding enhanced pay progression in addition to the annual reference point as set out in 7.3 above. In such cases teaching and learning should be consistently **outstanding** as defined by Ofsted.
- 7.6. In exceptional cases, additional points up to the maximum of the main pay range may be awarded.
- 7.7. The nominal reference point 6 b on the main pay range has been retained and uplifted by 1 % from 1st September 2017. Where a teacher is paid on nominal reference point 6 a, and he/she is not accessing the Upper Pay Range, if however, their performance during the appraisal cycle has met the requirements of the college's pay policy for pay progression, he/she will be entitled to progress to nominal reference point 6 b.

Upper pay range for teachers

8. Upper pay range teachers

- 8.1. A teacher on the upper pay range will be paid such salary on the reference points set within the minimum and maximum of the main pay range below as the Governing Board determines:

Upper Pay Range for Teachers 2017	
Minimum Reference Point 1	£35,571
Reference Point 2	£36,229
Reference Point 3	£36,889
Reference Point 4	£37,568
Maximum Reference Point 5	£38,250

- 8.2. There will be increasing expectation as a teacher progresses up the upper pay range and appraisal objectives will become more challenging to reflect such progression.

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- 8.3. In order to progress by one reference point annually, teachers will need to have met their objectives and demonstrate that they are highly competent in all elements of the relevant standards and that their achievements and contribution to the college are substantial and sustained.
- 8.4. Partial achievement of objectives will only be considered in respect of pay progression in exceptional circumstances.
- 8.5. If the evidence collated shows that a teacher has excelled over the duration of the academic year being assessed, the Governing Board will consider awarding enhanced pay progression in addition to the annual reference point as set out at 8.3 above. In such cases teaching and learning should be consistently **outstanding** as defined by Ofsted.
- 8.6. In exceptional cases, additional points up to the maximum of the upper pay range can be awarded.

9. Accessing the upper pay range

- 9.1. Any qualified teacher may apply to be paid on the upper pay range at least once a year. Applications should include the results of the teacher's previous two consecutive appraisal periods under the Appraisal Regulations 2012, including any recommendations on pay. The assessment process will be evidence based to ensure it is transparent and robust. Teachers should ensure they build an evidence base to support their application. If a teacher is simultaneously employed at another college(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that college(s). This college will not be bound by any pay decision made by another college.
- 9.2. Teachers may submit one application annually. The closing date for applications is **30th September** however, exceptions will be made in particular circumstances, for example, those teachers on maternity or sick leave.
- 9.3. Applications will be assessed by the Principal. The assessor will make a recommendation to the Governing Board.
- 9.4. Please see [Appendix D](#) for the application form to access the Upper Pay Range.
- 9.5. An application from a qualified teacher will be successful where the Governing Board is satisfied that:
 - (a) The teacher is highly competent in all elements of the relevant standards; and
 - (b) the teacher's achievements and contribution to the college are substantial and sustained.
- 9.6. For the purposes of this pay policy:
 - 'highly competent' means 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' means the teacher's achievements and contribution to the college 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 college improvement, which impacts on pupil progress and the effectiveness of staff and colleagues;
 - 'sustained' means the teacher must have had two successful appraisal reports in this college and have made good progress towards their objectives during this period (see exceptions above). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.
- 9.7. If the Governing Board decides not to allow a teacher to progress to the upper pay range, the teacher may appeal that decision.
- 9.8. Please see [Appendix E](#) for details of Teacher pay hearings and appeals.

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Leading practitioners

10. Leading practitioners

10.1. Additional duties will be set out within the job description and will include:

- A leadership role in developing, implementing and evaluating policies and practices in the college that contribute to college improvement.
- The improvement of teaching within college and within the wider college community which impact significantly on pupil progress.
- Improving the effectiveness of staff and colleagues

10.2. When determining the pay range for a leading practitioner the Governing Board will take into account the responsibilities and impact of the post and be mindful of pay equality.

10.3. The Governing Board will determine an individual post range within the overall range set out below. Different posts at this college may be paid on different individual post ranges within the overall pay range.

Leading Practitioner Pay Range 2017		
Minimum	Reference Point 1	£38,984
	Reference Point 2	£39,960
	Reference Point 3	£40,958
	Reference Point 4	£41,978
	Reference Point 5	£43,023
	Reference Point 6	£44,102
	Reference Point 7	£45,290
	Reference Point 8	£46,335
	Reference Point 9	£47,492
	Reference Point 10	£48,711
	Reference Point 11	£49,976
	Reference Point 12	£51,127
	Reference Point 13	£52,405
	Reference Point 14	£53,712
	Reference Point 15	£55,049
	Reference Point 16	£56,511
	Reference Point 17	£57,810
Maximum	Reference Point 18	£59,264

Unqualified pay range for teachers

11. Unqualified teachers

11.1. An unqualified teacher will be paid such salary on the reference points set within the minimum and maximum of the unqualified pay range below as the Governing Board determines:

Pay Range for Unqualified Teachers 2017		
Minimum	Reference Point 1	£16,461
	Reference Point 2	£18,376
	Reference Point 3	£20,289
	Reference Point 4	£22,204
	Reference Point 5	£24,120
Maximum	Reference Point 6	£26,034

11.2. There will be increasing expectation as a teacher progresses up the unqualified pay range and appraisal objectives will become more challenging to reflect such progression.

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- 11.3. In order to progress by one reference point annually, unqualified teachers will need to have met their objectives. Teaching and learning should be consistently good as defined by Ofsted.
- 11.4. Partial achievement of objectives will only be considered in respect of pay progression in exceptional circumstances.
- 11.5. In exceptional cases, additional points up to the maximum of the unqualified teacher pay range may be awarded.
- 11.6. The Governing Board will consider paying an additional allowance to an unqualified teacher if the teacher has either,;
 - 11.6.1. a sustained additional responsibility which is focused on teaching and learning, and requires the exercise of a teacher's professional skills and judgement; or
 - 11.6.2. relevant qualifications or experience which bring added value to the role they are undertaking.

12. An unqualified teacher who becomes qualified

- 12.1. On obtaining QTS, an unqualified teacher must be transferred to a salary within the main pay range. Where the teacher continues to be employed by the same college within which they were employed before they obtained QTS, the teacher will be paid a salary which is the same as or higher than their salary as an unqualified teacher.
- 12.2. An unqualified teacher who obtains qualified teacher status retrospectively will be paid a lump sum representing the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the unqualified teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

13. Qualified Teacher Learning & Skills Status (QTLS)

- 13.1. Since 1 April 2012, further education teachers who have been awarded QTLS by the Institute for Learning (IfL) and are members of the IfL are recognised as qualified teachers in colleges. This will allow them to be appointed to permanent posts in maintained colleges and they will be paid on the qualified teachers' pay range (main or upper).
- 13.2. They will continue to be recognised as qualified college teachers providing they remain a member of the IfL.

Part time and supply teachers

14. Part time teachers

- 14.1. Teachers employed on an ongoing basis at the college but who work less than a full working week are deemed to be part-time. The Governing Board will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the college's timetabled teaching week for a full-time teacher in an equivalent post.
- 14.2. The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the pro rata principle.

15. Short notice / supply teachers

- 15.1. Teachers employed on a day-to-day or other short notice basis are paid on a daily basis calculated on as an appropriate proportion of the number of days in a full working year.

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Allowances and other payments for classroom teachers

16. Teaching and learning responsibility (TLR) payments

- 16.1. The Governing Board may award a TLR1 or a TLR2 to a classroom teacher on a permanent basis for undertaking a sustained or additional responsibility for the purpose of ensuring the continue delivery of high quality teaching and learning for which the teacher is responsible. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder. Unqualified teachers may not be awarded TLRs.
- 16.2. A TLR3 may be awarded on a fixed-term basis to a classroom teacher for clearly time-limited college improvement projects, or one-off externally driven responsibilities. The duration of the fixed term will be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher it will **not** be paid on a pro-rata basis. When the TLR3 ceases there will be no entitlement to safeguarding.
- 16.3. Having decided to award a TLR, the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and:

For TLR 1, 2 & 3:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;

For TLR 1 & 2:

- involves leading, developing and enhancing the teaching practice of other staff; and
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;

For TLR 1 only:

- involves line management responsibility for a significant number of people

16.4. Although a teacher cannot hold a TLR1 and TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

16.5. The annual value of a TLR 1 must be no less than £7,622 and no greater than £12,898

16.6. The values of the TLR1s in the current staffing structure are set out below:

There are no TLR1 holders in the current staffing structure

16.7. The annual value of a TLR2 must be no less than £2,640 and no greater than £6,450

16.8. The values of the TLR2s in the current staffing structure are set out below:

- £6279.26 to the holder of Head of Key Stage 4
- £6279.26 to the holder of Head of Key Stage 5

16.9. The annual value of a TLR3 will be no less than £523 and no greater than £2,603

16.10. The values of any fixed term TLR3s for 2017/17 are set out below:

- £1530.15 to the holder of Data Manager
- £1530.15 to the holder of STEM Excellence

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- £1530.15 to the holder of Marketing and enrichment
- £1530.15 to the holder of Gifted and Talented

17. Special educational needs (SEN) allowance

17.1. The Governing Board will award a SEN allowance to a classroom teacher who meets the following criteria:

- holds any SEN post that requires a mandatory SEN qualification (this does not include the SENCO qualification)
- teaches in a special college;
- teaches pupils in a designated special class(es) or units in a college or in the case of an unattached teacher, in an Local Authority unit or service
- teaches in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, or, in the case of an unattached teacher, in a Local Authority unit or service, where the post:
 - i. involves a substantial element of working directly with children with special educational needs; and
 - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - iii. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the college or unit within the college.

17.2. The value of a SEN allowance is a spot rate between £2085 - £4116 per annum.

17.3. SEN allowances may be held at the same time as TLRs.

18. One-to-one tuition payments

18.1. Payment for 1-2-1 tuition will be at a rate of £25 per hour.

19. Initial teacher training (ITT) activities payments

19.1. The Governing Board has determined that teachers who undertake voluntary college-based initial teacher training activities will be entitled to an additional payment.

19.2. Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the college will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment.

19.3. Payment for ITT activities will be at a rate of £25 per hour

20. Acting Up

20.1. Where a teacher is assigned and carries out duties of a Principal, Deputy or Assistant Principal but has not been appointed as an Acting Principal, Deputy or Assistant Principal, the Governing Board 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 must be paid.

21. Additional responsibilities and activities due to the provision of services

21.1. The Governing Board may increase the remuneration of other teachers who as a result of the Principal's additional role are taking on additional responsibilities and activities for a temporary period.

21.2. Any adjustment to pay is temporary and safeguarding provisions **will not** apply.

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22. Recruitment and retention incentives and benefits

22.1. Recruitment and retention incentives and benefits may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons, and should be in line with the college pay policy.

25.3 The award will be reviewed on [insert review date] at which time it may be discontinued with no entitlement to safeguarding.

25.5 The award will be reviewed on [insert review date] at which time it may be discontinued with no entitlement to safeguarding.

27. Teachers Paid a Safeguarding Sum

27.1 Safeguarding arrangements apply according to the provisions of the STPCD 2017.

28. Honorarium payments

28.1 The STPCD does **not** provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

Leadership pay

29. Leadership group pay

29.1 The national leadership pay framework changed from September 2014 – the existing leadership pay spine was replaced with a minimum and maximum pay range.

29.2 The new provisions only automatically apply to new appointments made on or after 1 September 2014. From September 2015 **there is no need to re-assess the pay or allowances of existing college leaders**. The pay of those in post will only need to be reviewed when there are significant changes to responsibilities. It will be for the Governing Board to determine the context in which any change should be regarded as 'significant' in accordance with the college's particular circumstances.

29.3 The Governing Board will ensure the process of determining the pay of the leadership group is fair and transparent. All decisions on leadership pay will be clearly recorded for audit purposes.

29.4 When determining the leadership pay range, the Governing Board must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (such as recruitment difficulties).

29.5 The Governing Board must ensure that there is appropriate scope within the range to allow for performance related progression over time.

29.6 From 1st September 2017, **all** values of the nominal reference points on the leadership pay spine have been uplifted by 1 % (including the "*" values). Where a Principal is paid on either of the nominal reference points L18*, L21*, L24*, L27*, L31*, L35*, or L39*, these values continue to apply unless the Governing Board chooses to exercise its discretion to pay a higher salary.

29.7 The pay range for the Principal should not normally exceed the maximum of the Principal group. However, the Governing Board may determine that there are specific circumstances to warrant a higher salary and may award an additional payment **up to** 25% above the maximum for the Principal group. It should be wholly exceptional for the maximum of the pay range to be more than an additional 25 % higher than the maximum of the Principal pay group. If it is considered that there are exceptional circumstances that warrant an extension beyond that limit, the Governing Board should prepare a business case and seek external independent advice from an appropriate person or body who can consider whether it is justifiable to exceed the limit in a particular case. .

29.8 The maximum of any Deputy or Assistant Principal pay range must not exceed the maximum of the Principal group for the college. The pay range for any Deputy or Assistant Principal should only overlap the Principal's pay in exceptional circumstances.

29.9 Please see [Appendix F](#) – leadership pay range, showing nominal reference points

29.10 Please see [Appendix G](#) – pay ranges for Principals which are set out in accordance with the STPCD.

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30. Temporary payments to Principals

30.1 The Governing Board may determine that an additional payment, **up to** a maximum of 25% of the annual salary, is awarded if the Principal takes on additional temporary responsibilities e.g. taking on additional temporary leadership responsibilities for another college(s)

30.2 Any adjustment to pay is temporary and safeguarding provisions will not apply.

30.3 In wholly exceptional circumstances where the Governing Board determines that a discretionary payment **in excess** of 25% is appropriate should be awarded to the Principal, the Governing Board will seek external independent advice

31. Pay progression for the leadership group

31.1 The Governing Board must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination.

31.2 The Governing Board will determine the new salary within the relevant pay range if performance related pay progression is to be awarded.

31.3 Decisions will be properly rooted in evidence and will be clearly linked to the performance of the individual. The Governing Board will have regard to the most recent appraisal and a recommendation on pay must be contained within the appraisal document.

31.4 Sustained high quality performance should give the individual an expectation of progression up their pay range.

32. Payments to Principals for Ofsted inspector work

32.1 The Governing Board must agree in advance if the Principal is to undertake external work as an Ofsted Inspector. The payment for the Principal's services must be made directly to the college.

32.2 In exceptional cases, and if governors consider that the Ofsted inspection work undertaken by their Principal brings benefits to the college, they may make a payment to the Principal

33. Discretionary payments to Principals

33.1 There is still scope, in specific circumstances for Principals to receive up to 25% of their salary as remuneration for temporary additional duties and responsibilities.

[Equality impact assessment](#)

34. Monitoring the impact of the policy

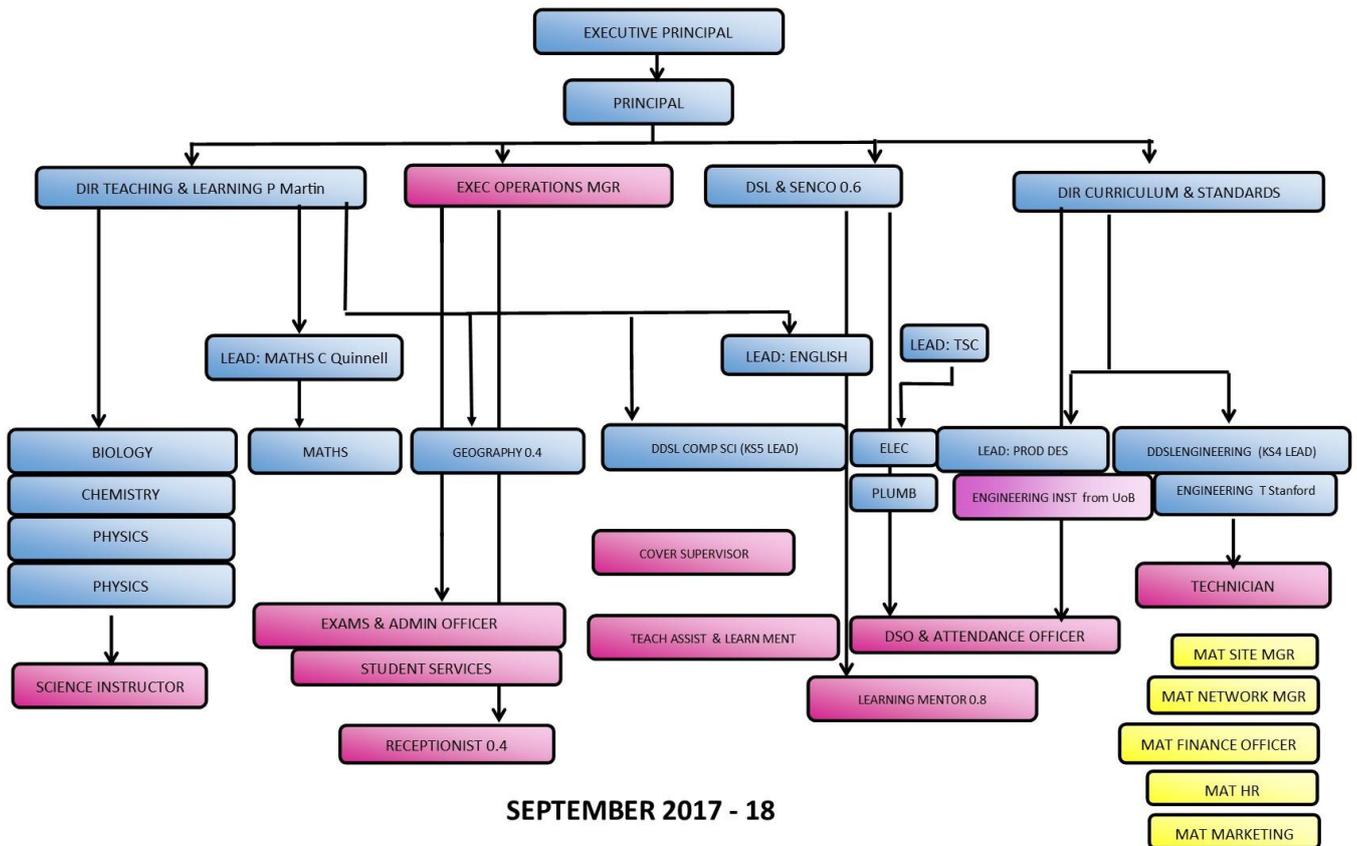
34.1 The Governing Board will monitor the outcomes and impact of this policy annually including trends in progression across specific groups of teachers to assess its effect and the college's continued compliance with equalities legislation.

34.2 For example, by monitoring trends, the Governing Board may find over time that teachers who work part-time do not progress up the relevant pay range as quickly as full-time staff.

34.3 The Governing Board may be requested to comply with the public sector equality duty, introduced under the Equality Act 2010. This is in respect of the requirement to publish anonymised records on the distribution of the teaching workforce at difference levels, and whether they are full or part time to recognised trade unions representatives.

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Appendix A – College staffing structure for 2017/18



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Appendix B – Model Framework for Support Staff Pay Policy

1. General

- 1.1. The Governing Board recognizes and values the contribution made to the college by support staff.
- 1.2. While it is a statutory requirement for colleges to have an adopted pay policy in place, this statutory requirement does not extend to support staff. Although the framework outlined below for a support staff pay policy is entirely optional, colleges are encouraged to develop a process for rewarding their support staff, ensuring the principles of fairness and equality are observed.
- 1.3. Salaries paid to support staff will comply with all national and local agreements on employees' pay and conditions of service which are derived from the National Joint Council for Local Government Services and underpinned by the NJC local government services' Job Evaluation Scheme. The County Council has local pay scales and is transferring staff groups to these scales in phases, therefore some posts still remain on the former national (NJC) pay scales.

2. Grading of Support Staff Posts

- 2.1. Governors will approve new posts and changes to job descriptions of college support staff and these are graded by Personnel and Training using the agreed job evaluation scheme. This is operated in partnership with the trade unions in line with the Single Status local collective agreements.

3. Salary on Appointment

- 3.1. If a new employee was previously employed under the conditions of service of the NJC for Local Government Services immediately prior to appointment at the college, the starting pay should not be less than the previous salary, provided this is within the overall grade for the post. Otherwise, support staff will normally be placed on the first point of the grade for the post.
- 3.2. Previous experience or qualification (including continuous employment within Local Government) can be counted, and may result in the employee being placed on a higher point.

4. Incremental Progression

- 4.1. Subject to satisfactory performance, a member of support staff will move one point on their scale at 1st April each year. Incremental progression will continue until the top of the scale is reached.

5. Withholding Incremental Progression

- 5.1. An increment for a member of support staff may exceptionally be withheld where the employee is subject to formal competency procedures. The Governing Board may still opt to award the incremental point once the employee's performance has returned to satisfactory.

6. Pay recognition policies

- 6.1. Managers can reward staff with additional pay for outstanding performance or contributions over and above their normal duties. To do this you can use one of the schemes below, depending on individual circumstances.
- 6.2. Requests for pay recognition rewards must be authorized by the Principal in accordance with the Scheme of Delegations.

7. Temporary additional responsibility - acting up

- 7.1. Reward for staff who are asked to take on the duties and responsibilities of a higher graded post - in whole or part - temporarily, for a continuous period of at least four weeks.

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8. Temporary additional duties - honorarium scheme an honorarium is a percentage payment for a particular period of time e.g. 2.5% over a 6 month period.

8.1. Reward for staff who are asked to take on substantial new duties and responsibilities for a temporary period, exceeding normal expectations of the post, where no other form of payment has been made.

9. Special merit scheme

9.1. Reward for contributions to one-off projects, beyond that normally expected in the course of duties, or for absorbing a substantially increased workload, where other forms of payment have not been made.

10. Accelerated increments

There is also an option to reward staff by granting up to two additional increments within a salary scale. You cannot exceed the maximum of the salary scale and the employee's performance must meet one or more of the following performance criteria:

- Consistent performance for at least six months of high quality work over and above that normally expected of the post holder.
- Consistent performance of work of the same quality over and above that normally expected of the post holder.
- Performance of work to such a high standard that little supervision is required in circumstances where there is usually a strong supervisory element.
- A permanent, measurable increase in responsibility which is insufficient to warrant regrading.

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Appendix C – Model Terms of Reference for College Pay Committee

The **Business Committee** of the Governing Board is authorised to recommend / or has delegated power to decide all pay matters, as set out in the Committee Terms of Reference agreed by the Governing Board.

No decisions will be notified to staff until the full Governing Board has agreed or been notified Board.

1. Membership

- 1.1. The Chair will be elected by the Governing Board.
- 1.2. Where the Principal is not a member of the Business Committee, they will be entitled to attend all meetings in an advisory capacity.
- 1.3. The Principal will leave the meeting when their own pay is being discussed.

2. Terms of reference

- 2.1. The committee will have full powers to make recommendations/decisions within the pay policy adopted by the Governing Board. The terms of reference are as follows:
 - To achieve the aims and objectives of the college pay policy;
 - To apply the criteria set by the policy, including linkages with the college appraisal policy, in determining the pay of each member of staff;
 - To observe all statutory and contractual obligations;
 - To ensure that all pay decisions have regard to the legislation outlined in ([Section 2](#) of this policy);
 - To recommend the annual pay budget, including pay progression at all levels. The Governing Board recognises that funding cannot be used as a criterion to decide performance pay progression;
 - To minute clearly the reasons for all recommendations / decisions and to report these to the full Governing Board;
 - To ensure that each member of staff receives, by 31st October each year, a written statement of the breakdown of pay as at 1st September;
 - To ensure that staff know the procedure for making an appeal against pay decisions;
 - To ensure that there are clear job descriptions for each post at the college, so that additional allowances can be awarded in a fair, equitable and consistent manner; and
 - To keep abreast of developments influencing pay considerations and to advise the Governing Board when the pay policy needs to be reviewed.

3. Pecuniary interest

- 3.1. No governor may participate in discussions leading to recommendations / decisions in which he / she has a pecuniary interest.

4. Procedure

- 4.1. The full Governing Board will receive the report of the Business Committee in the confidential section of the agenda. Once decisions have been made, members of staff will be advised in writing.

Every teacher's salary must be reviewed annually, with effect from 1st September. A written statement of pay must be sent to each teacher by 31st October each year.

[Appendix D – Model Application Form - Application for the Upper pay Range](#)

Name: **College:**.....

Application submitted to: **On (date);**

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This form should be used in conjunction with the agreed pay policy of the college and the College Teachers Pay and Conditions Document.

Any qualified teacher can apply to be paid on the Upper Pay Range. One application may be submitted annually. The closing date for this college is **(insert date)**.

Please complete the form and return by the closing date to the Principal, including any written evidence to support your application. Examples of evidence that you may wish to include are **(college to insert appropriate examples)**:

- Classroom observations
- Internal tracking of pupil progress
- Evidence of supporting progress against the Teachers' Standards using self-assessment
- Records of CPD and evidence of impact

An application to be paid on the upper pay range will be successful where the Governing Board is satisfied that you meet the following assessment criteria as detailed within the Pay Policy:

- you are highly competent in all elements of the relevant standards
- your achievements and contribution to the college are substantial and sustained

If you wish to be considered to be paid on the upper pay range you will need to demonstrate to the Governing Board how you meet the college's definitions of 'highly competent', 'substantial' and 'sustained' which, along with the outcomes of your most recent appraisal, will form the basis of the college's assessment criteria for access to the Upper Pay range.

Colleges to specify the information that applicants should provide in order to demonstrate how they meet the application criteria:

Progression to the UPR requires evidence that the applicant is a "highly competent teacher". . Please outline below how you meet this criteria with reference to the Teacher Standards, the particular role that you are fulfilling and the context within which you are working (please expand the page if appropriate):

.....
.....

Progression to the UPR requires evidence that the applicant's achievements and contribution to the college are substantial. Please outline below how your contribution has raised standards of teaching and learning not just in your own classroom but has made a significant wider contribution to college improvement which has had a clear impact on pupil progress across the college and on the effectiveness of colleagues (please expand the page as appropriate):

.....
.....

Progression to the UPR requires evidence that the applicant's achievements and contribution to the college have been sustained. You must be able to show that you have at least two consecutive

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successful appraisal reports in this college and have met your agreed objectives during this period. Please use the space below to show how your teaching experience has grown over a sustained period of time and is consistently good to outstanding (please expand the page as appropriate):

.....
.....

Please ensure your application also includes the results of your most recent annual appraisal, including recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that you have met the assessment criteria). Please attach any other written evidence that you have collated to support your application.

A copy of the Teacher Standards is available, along with FAQs from the Department of Education website:

<https://www.gov.uk/search?q=teacher+standards>

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Appendix E –Managing Appeals against Pay Determination

Governing bodies are recommended to refer to Implementing Your College’s Approach to Pay – DfE guidance September 2017, pages 24 – 26 for further guidance on managing appeals against pay determination.

Pay Decision

- At the Appraisal meeting held between 1 September and 31 October, the Appraiser makes a recommendation on pay and writes this on the Appraisal Statement, a copy of which is given to the teacher.
- It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

Stage 1 – Informal discussion with the appraiser prior to confirmation of pay recommendation by Pay Committee

- If the teacher disagrees with the Appraiser’s written recommendation, they should discuss this with the Appraiser on an informal basis. This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair. The opportunity to discuss a pay decision before it is made formally may also mitigate the need for the more formal stages two and three of the procedure.
- If following full exploration and discussion of the teacher’s concerns, the outcome of the informal discussion is that the Appraiser has not changed his/her recommendation this should be noted on the Appraisal Form.
- The Appraisal Form will then be passed to the Principal for an assessment of the recommendation. The Principal will then pass the Appraisal Form to the Pay Committee (**insert name of committee**) for a decision on the pay recommendation.
- If, having had an informal discussion with the person making the recommendation, the teacher believes that an incorrect recommendation has been made; he/she may make representation to the Pay Committee prior to them making the pay determination.

Stage 2 - a formal representation to the Pay Committee making the pay determination

- The hearing will be chaired by the Chair of the Pay Committee, and will take place **prior** to the determination of the pay recommendation (this should be at the actual meeting of the Pay Committee, therefore time will need to be allowed on the agenda for such a hearing to take place). The teacher has the right to be accompanied at the hearing by a trade union representative or work colleague. The Principal will be present to provide information on their assessment of the recommendation. A written decision will be given to the teacher following the hearing within 10 working days.

Stage 3 – a formal hearing with an appeals panel of governors

- If the teacher disagrees with the outcome of the hearing they should write to the Chair of the Pay Committee within 10 working days of receipt of the written outcome of the hearing.
- A Stage three appeal will then be arranged. A Panel of Governors not connected to the original pay decision will hear the appeal. The teacher has the right to be accompanied at the appeal

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hearing by a trade union representative or work colleague. The Chair of the Pay Committee will be in attendance to present their decision. The Principal will also be present to provide information on their assessment of the recommendation. The decision will be put in writing within 10 working days to the teacher. The decision of the Appeal Panel is final and there is no further right of appeal.

We would expect all decisions, discussions and hearings to take place within a reasonable period of time taking into account the availability of all parties and college term dates.

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Appendix F – Leadership pay range

Leadership pay range: nominal reference points
England and Wales (excluding the London area)

Minimum	L1	£38,984
	L2	£39,960
	L3	£40,958
	L4	£41,978
	L5	£43,023
	L6	£44,102
	L7	£45,290
	L8	£46,335
	L9	£47,492
	L10	£48,711
	L11	£49,976
	L12	£51,127
	L13	£52,405
	L14	£53,712
	L15	£55,049
	L16	£56,511
	L17	£57,810
	L18 *	£58,677
	L18	£59,264
	L19	£60,733
	L20	£62,240
	L21 *	£63,147
	L21	£63,779
	L22	£65,363
	L23	£66,982
	L24 *	£67,963
	L24	£68,643
	L25	£70,349
	L26	£72,089
	L27 *	£73,144
	L27	£73,876
	L28	£75,708
	L29	£77,583
	L30	£79,514
	L31 *	£80,671
	L31	£81,478
	L32	£83,503
	L33	£85,579
	L34	£87,694
	L35 *	£88,984
	L35	£89,874
	L36	£92,099

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	L37	£94,389
	L38	£96,724
	L39 *	£98,100
	L39	£99,081
	L40	£101,544
	L41	£104,091
	L42	£106,699
Maximum	L43	£108,283

* These points and point 43 are the maximum salaries for the eight Principal group ranges.

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Appendix G – Pay ranges for Principals

Pay ranges for Principals 2017/17	
Group	Annual Pay Range
	England and Wales (excluding the London Area)
	£
1	44,102 – 58,677
2	46,335 – 63,147
3	49,976 – 67,963
4	53,712 – 73,144
5	59,264 – 80,671
6	63,779 – 88,984
7	68,643 – 98,100
8	75,708 – 108,283