



TBAP

Tri-borough Alternative Provision

Teachers and Support Staff Pay Policy 2014 - 15



Pay Policy

The board of the TBAP Trust adopted this policy on _____

INTRODUCTION

This policy sets out the framework for making decisions on Support Staff and teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2013> and has been consulted on with staff and the recognised trade unions.

In adopting this pay policy the aim is to contribute to:

- *maximising the quality of teaching and learning at the school*
- *supporting the recruitment and retention of a high quality teacher workforce*
- *enabling the school to recognise and reward teachers appropriately for their contribution to the school*
- *helping to ensure that decisions on pay are managed in a fair, just and transparent way*
- *delivering outstanding academic, social and emotional learning which enables learners to become successful and thoughtful lifelong learners who are respectful of alternative viewpoints and ideas-*
- *building and supporting the capacity to raise standards of care, support and learning by developing and sharing the skills, knowledge and experience of all staff.*

Recommendations about pay progression will be made by the line manager involved in each member of staff's performance management cycle. Decisions about recommendations for pay progression will be made by the Executive Headteacher who will report the outcomes of the performance management cycle and the pay policy annually to the Finance /HR and premises committee. The confidentiality of each individual's performance management cycle will be respected.

We will use the national pay scale for qualified teachers M1 – M6 and U1- U3 and NJC pay scales for Support staff. The introduction of any TBAP Trust local scales will be subject to consultation with staff.

PAY REVIEWS

The TBAP Trust board will ensure that each support staff and 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. The Board will receive a report each Autumn confirming the annual pay reviews have been completed and the annual statements circulated to staff.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

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

BASIC PAY DETERMINATION ON APPOINTMENT

The TBAP Trust board will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the TBAP Trust board may take into account a range of factors, including:

- *the level of qualifications, skills and experience required*
- *market conditions*
- *the wider school context*

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school. However we will consider the previous salary.

PAY PROGRESSION BASED ON PERFORMANCE

In this school all support staff and teachers are entitled to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for support staff and teacher appraisal are set out in the school's appraisal policy.

Decisions regarding pay progression will be made with reference to the support staff and teachers' appraisal reports and the pay recommendations they contain.

In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

It will be possible for a 'no progression' determination to be made where a staff member has meet one or more of their objectives without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In our schools we will ensure fairness by reviewing performance and setting targets using the Bluewave Swift, TBAP's Performance Management system. Arrangements for the setting of targets and the review process are detailed in the TBAP Performance Management and Appraisal policy. The TBAP Trust board and Executive Headteacher will monitor the operation and effectiveness of TBAP's appraisal arrangements.

The Executive Headteacher will provide the board with an annual written report on the operation of the TBAP appraisal policy. Staff will be invited to contribute to any review of the policy.

The evidence we will use will include lesson observations, self assessment and evaluation, learner

progress data, performance against professional standards.

Support staff and Teachers' appraisal reports will contain pay recommendations.

Support staff and Teachers' performance management outcomes will remain confidential between them, their line manager and the Executive Headteacher. The process for pay awards will be recommendation by the line manager, decision by the Executive Headteacher and the aggregate of the decisions and the implications of those to be reported to the Board. Final decisions about whether or not to accept a pay recommendation will be made by the TBAP Trust board having regard to the appraisal report and taking into account advice from the Executive Headteacher.

The TBAP Trust Board will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

In our schools judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to meeting the 4 TBAP priorities through the delivery of outstanding teaching. This will be based on the outcomes of lesson observations throughout the year. If teaching is judged as "needs improvement" the teacher will be offered support and an opportunity for a second observation within 6 weeks. The outcome of the second observation will replace the first if an improvement has been made.

The rate of progression will be differentiated according to an individual teacher's performance

Teachers will be eligible for a pay increase of 1 point rise if

- *They meet all of their objectives*
- *Fully meet the teaching standards*
- *All teaching is assessed as at least good*

Teachers may be eligible for 2 point rise if

- *They meet all of their objectives*
- *Fully meet the teaching standards*
- *All teaching is assessed as at outstanding*

Teachers may be eligible for a one off bonus* payment

- *They meet all of their objectives*
- *Fully meet the teaching standards*
- *All teaching is assessed as at outstanding*

Although there is currently no statutory national regulation or guidance for the performance management of support staff comparable with that for teachers or headteachers. However, it is the policy of TBAP Trust that all employed staff in our schools, pay progression should be dependent upon performance. TBAP considers that any decision made on pay progression for support staff must be supported by evidence obtained from performance management. TBAP accepts that, while the mandatory elements of performance management for teachers do not apply to support staff, it is important that schools apply the same principles to them, incorporating support staff wherever possible into the school's performance management process.

Support Staff may be eligible for a one off bonus* payment

- *They meet all of their objectives*
- *Fully meet the job description*
- *Performance is assessed as at outstanding*

**Bonus amounts will be agreed by the TBAP Board and published in the September of the academic year in which they apply.*

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and **any such application (Appendix 1) must be assessed in line with this policy**. Applications may be made at least once a year.

It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. *Teachers will be reminded during the annual review when they reach M5 and M6 of their eligibility to apply for threshold assessment so that this can inform their performance management.*

Teachers who wish to move onto the upper pay range should initially discuss this with their line manager. Applications to progress onto the upper pay range should be submitted to the executive headteacher by August 31st.

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 upper pay range in that school or schools. TBAP schools will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from 2 years of performance. Appendix 1 details the required application form.

The Assessment

An application from a qualified teacher will be successful where the TBAP Trust 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 school are substantial and sustained.**

For the purposes of this pay policy:

- 'highly competent' means *performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the TBAP schools, in order to help them meet the relevant standards and develop their teaching practice*
- 'substantial' means *of real importance, validity or value to the TBAP schools; 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*; and

- 'sustained' means *maintained continuously over a long period e.g. at least 2 school year(s)*.

The application will be assessed *robustly, transparently and equitably*. *The initial assessment will be via the teacher's line manager the executive headteacher will then review the application with the head of school before submitting a decision to the TBAP Trust board.*

Processes and procedures

The assessment will be completed by October 31st following the August 31st deadline.

If successful, applicants will move to the upper pay range from the start of the academic year in which the application is approved. ***The Executive Headteacher will recommend where on the range the teacher will be placed. This recommendation will be based on:***

- *the nature of the post and the responsibilities it entails*
- *the level of qualifications, skills and experience of the teacher*

If unsuccessful, feedback will be provided by *the head of school through a formal meeting with the teacher by November 15th this* meeting will detail the reasons for refusal and suggest strategies for improvement.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the TBAP trust's general appeals arrangements.

PART-TIME TEACHERS

The Executive Headteacher will ensure that all part time teachers employed by TBAP will have their salaries calculated in accordance with the STPCD and the 'pro rata principle'. Teachers employed on an ongoing basis at the schools but who work less than a full working week are deemed to be part-time. The TBAP Trust 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 school's timetabled teaching week for a full-time teacher in an equivalent post.

SHORT NOTICE/SUPPLY TEACHERS

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT

All teachers are paid in accordance with the statutory provisions of the document.

Leadership

Executive Headteacher

The Executive Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the schools and will be subject to a review of performance against performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into

account.

The criteria are:

1. The responsibilities of the post
2. The social, economic & cultural background of the pupils attending the schools
3. Whether the post is difficult to fill
4. Whether there has been sustained high quality of performance by the Headteacher in the light of performance criteria previously agreed by the Management Committees and TBAP Board

The TBAP Trust board will consider movement on the enhanced headteachers local scale extension (Group 9/10), including movement by more than one point, subject to the review of the Headteacher's performance in meeting the targets set.

Head of school and assistant heads

Heads of school and assistant heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.

The criteria are:

1. The responsibilities of the post
2. The social, economic & cultural background of the pupils attending the school
3. Whether the post is difficult to fill
4. Whether there has been sustained high quality of performance by the Head of school or Assistant Head Teacher in the light of performance criteria previously agreed by the Management Committee and TBAP Trust Board

The Executive Headteacher will recommend movement on the relevant pay spine, including movement by more than one point, subject to the review of the Head of school's performance in meeting the targets set.

Allowances –

SEN points

The TBAP Trust considers all teachers to be experts in the teaching of SEN and will not attach additional SEN points to future appointments. Staff in our outstanding Academy have never been paid SEN points and this has never impacted on recruitment or retention of the highest quality staff. We believe that any payments that are additional to the teacher's pay scale should be made on the basis of identified additional responsibility for improved outcomes in teaching and learning (TLR).

Any staff that held SEN points following TUPE transfer on April 1st 2013 will be continue to hold them whilst employed by the Trust unless they take up a new position within the Trust.

Any staff that hold SEN points following academy conversion after September 2013 will have their SEN points safeguarded for 3 years. During that time there are likely to be opportunities for staff to apply for TLR positions.

From Sept 2013 no new positions across TBAP schools will have SEN points attached to them.

Teaching and Learning Responsibilities

TLRs will be awarded to the holders of the posts indicated in the latest staffing structure. The values of the TLRs from 1st September 2013 to be awarded, are set out below

TLR 2 will be paid between a range of £2,561 to £6,259 for responsibilities of Year Team Leaders

and none core subject leads.

TLR 1 will be paid between a range of £7,397 to £12,517 for responsibilities of Core Subject Leads and combined year and subject lead responsibilities.

A fixed-term third TLR (TLR3) can be awarded to a classroom teacher for a clearly time-limited school improvement project, or one-off externally driven responsibility.

The annual value of a TLR3 will be no less than £500 and no greater than £2,500. The duration of the fixed-term will be established at the outset and payment will 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 be paid on a pro-rata basis.

Appeals

The arrangements for considering appeals are as follows:

A teacher may seek a review of any determination in relation to her/his pay or any other decision taken by the TBAP Trust Board (or a committee or individual acting with delegated authority) that affects her/his pay. The following list includes the usual reasons for seeking a review of a pay determination;

That the person or committee by whom the decision was made –

- incorrectly applied any provision of the Document;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with their line manager and Head of School within 10 working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the Executive Headteacher and Chair TBAP Trust board who made the determination, within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee who made the determination should provide a hearing within 10 working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three directors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative.

MONITORING THE IMPACT OF THE POLICY

The TBAP Trust board will monitor the outcomes and impact of this policy on a yearly basis including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Appendix 1: Threshold Application Form

This form should be handled in confidence at all times

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- the nature of the post and the responsibilities it entails
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If unsuccessful, feedback will be provided by *the head of school through a formal meeting with the teacher by November 15th this* meeting will detail the reasons for refusal and suggest strategies for improvement.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the TBAP trust's general appeals arrangements.

Please read Section 2 paragraph 18 of the School Teachers' Pay and Conditions Document (STPCD) 2013 and the TBAP Pay Policy before completing this form:

The Assessment

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•'substantial' means of real importance, validity or value to the TBAP schools; 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); and

•'sustained' means maintained continuously over a long period e.g.at least 2 school year(s)).

The application will be assessed *robustly, transparently and equitably*. *The initial assessment will be via the teacher's line manager the executive headteacher will then review the application with the head of school before submitting a decision to the TBAP Trust board.*

All those wishing to become post-Threshold teachers will need to meet the post-Threshold standards specified on page 5 of this form.

- Please enclose copies of your appraisal reports and/or planning and review statements that relate to the 2 years immediately prior to the date on which you submit your request.
- Print, sign and date the form, keeping a copy and pass it to your head teacher by 31st August 2014

Part 1: Teacher details

To be completed by the teacher

Personal details

Surname

First name(s)

Previous surname (if applicable)

DfE or GTC (Wales) teacher reference number
(this must be seven digits including zeros)

Please give details if you are submitting appraisal reports or performance management statements from another school

Please provide Evidence of meeting Standards listed in Appendix 2:

Professional Attributes: Frameworks

- Please provide evidence relating to the following standard: P1
- **Professional Knowledge and Understanding: Teaching and learning**
 - Please provide evidence relating to the following standard: P2
- **Professional Knowledge and Understanding: Assessment and monitoring**
 - Please provide evidence relating to the following standard: P3 and P4
- **Professional Knowledge and Understanding: Subjects and curriculum**
 - Please provide evidence relating to the following standard: P5
- **Professional Knowledge and Understanding : Health and well-being**
 - Please provide evidence relating to the following standard: P6
- **Professional Skills: Planning**
 - Please provide evidence relating to the following standard: P7
- **Professional Skills: Teaching**
 - Please provide evidence relating to the following standard: P8

Professional Skills: Team working and collaboration

Please provide evidence relating to the following standard: P9 and P10

Declaration by the teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management statements covering the two year period prior to this request for assessment against the post-Threshold standards.

Signed

Date

Part 2: Actions for the head teacher

Check that the teacher is eligible to be assessed. Please read Section 2 paragraph 18 of the School Teachers' Pay and Conditions Document (STPCD) 2013

Before assessing whether the teacher meets the post-Threshold standards the head teacher must first be satisfied, on the basis of the evidence contained in the appraisal reports and planning and review statements, that the teacher meets the Teachers' Standards. If the Teachers' Standards are not met, you must not proceed with the post-Threshold assessment, and must write to the teacher setting out the rationale for the judgment.

- If the Teachers' Standards are met the head teacher then goes on to assess whether the teacher meets the post-Threshold standards set out on page 5 of this form, having regard to the evidence contained in the appraisal report and/or planning and review statements.
- Make an overall judgment on whether the post-Threshold standards are met/not yet met.
- Complete the head teacher's statement (see page 4).
- Sign, date and copy the form.
- Promptly inform the TBAP Board of this decision,
- Inform the teacher of the outcome within 20 working days of informing the TBAP Board of this decision.
- Notify the teacher in writing of the outcome of the post-Threshold assessment where the standards have *not yet been met* and a copy of page 4 supplied for their information.
- Where the standards *have been met*, provide the teacher with oral feedback.

To be completed by the head teacher

Name of teacher

School

Please record your overall judgments below.

Teachers' Standards

To be successful, the teacher must meet the Teachers' Standards as well as each of the post-Threshold standards. Assessment against the post-Threshold standards may not proceed where the teacher does not meet the Teachers' Standards. You should provide a detailed explanation below why the Teachers' Standards have not been met.

Post-Threshold Standards

Please provide a detailed explanation why, in your judgment, all the post-Threshold standards have not yet been met throughout the relevant period.

Please indicate any further areas of professional development for the teacher.

Teachers' Standards/Threshold Standards [please delete as appropriate] not met.

Signature

Please paste in electronic/scanned signature above if submitting the application form electronically.

Print name

School name

Date

NB This page should be passed back to the teacher where either the Teachers' Standards have not been met or the post-Threshold standards have not yet been met.

Appendix 2: Post-Threshold Standards

Professional Attributes

Frameworks

- P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional Knowledge and Understanding

Teaching and learning

- P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

- P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum

- P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

- P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Professional Skills

Planning

- P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

- P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

- P9 Promote collaboration and work effectively as a team member.
- P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

