

Based on Croydon LA Pay Policy

For implementation from 1 June 2018

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Policy Updated:

- September 2013 following publication of the final version of the 2013 School Teachers Pay and Conditions Document (STPCD)
- March 2014 – to provide further guidance re NQT pay progression
- September 2014 – to reflect 2014 changes to STPCD and changes to arrangements for support staff appraisal
- July 2014 – appendix 4 reviewed
- October 2015 – appendix 5 reviewed in line with STPCD 2015
- August 2016 – to reflect 2016 changes to STPCD; addition of para 18.4 and ranges for allowances in appendix 5
- October 2017 – appendix 5 reviewed in line with STPCD 2017
- June 2018- appendices 1,2 & 4 amended, Section 17 amended
- September 2018 Appendix 5 reviewed in line with STPCD 2018
- February 2019 -

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PAY POLICY

1 INTRODUCTION

- 1.1 This Policy has been adopted by the Governing Board and applies to all teachers and support staff employed to work at Red Gates School (hereafter referred to as 'the school'). It has been consulted on with staff and the recognised trade unions.
- 1.2 Nothing in this Policy should be interpreted as contradicting or overriding the provisions of the current School Teachers' Pay and Conditions Document ("STPCD") which are mandatory. As a community maintained school, the school will also adhere to the Council's Employment Based Cost Review (EBCR) and job evaluation arrangements for support staff.
- The purpose of the Policy is to set out adopted local agreements and supplement the nationally agreed salary arrangements, clarifying, in particular, how areas of discretion are to be exercised by the school.
- 1.3 The Policy will be reviewed annually by the Governing Board and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the 'relevant body'. [Changes in the pay of support staff in community schools will be determined in accordance with the Council's decisions as recommended to Governing Boards. Consultation with staff and recognised trade union representatives will be undertaken prior to any changes being adopted]. The review of the policy will include trends of progression across specific groups of staff to assess its effect and the school's continued compliance with equalities legislation.
- 1.4 The Policy should be read in conjunction, as appropriate, with other Human Resources policies and procedures, including in particular the school's Recruitment Policy. These are available from the school or on <http://www.octavopartnership.org/resources>. Reference should also be made to the related documents section below.
- 1.5 The school will maintain a staffing structure, which shows the number and grades of jobs within the school. Staff, through their professional associations and trade unions, will be consulted on any proposed changes to this structure. This will include the school's policy for rewarding TLR3s, for example stating remuneration levels and whether all TLR3s will be of the same duration or whether duration will vary according to circumstances. *The current staffing structure is attached as Appendix 1.
- 1.6 The Governing Board has delegated full powers to the Pay Committee. This Committee is responsible for determining all pay matters in accordance with the Pay Policy, the schools appointments procedure and the school's Performance Management Policy. The Governing Board, operating through this Committee, will ensure that discretionary

pay elements are used in a fair, equitable and consistent manner. Appendix 2 confirms the terms of reference of the Pay Committee.

- 1.7 The headteacher will make recommendations on pay for all staff in the school, and the Pay Committee will make the recommendation for the pay of the Headteacher. The Pay Committee will oversee all pay decisions

Related Documents

This Pay Policy will be applied as supplemented by specific provisions contained within:-

- The School Teachers Pay & Conditions document
- The NJC National Agreement on Pay and Conditions of Service (“the Green Book”)
- The Council’s Policy covering job evaluation, grading and other local agreements
- The School’s Restructuring & Reorganisation Policy
- The Teachers Pension & Local Government Pension Scheme and the Council’s policy regarding “discretionary” pension provisions, as determined by Croydon Council and the school’s Governing Board
- The School’s Capability procedure for Teachers and for support staff as recommended to Governing Boards
- The Council’s Employment Base Cost Review
- The Council’s Single Status Agreement
- The Rewarding Additional Duties policy & procedure
- The School’s Redeployment policy
- The School’s appraisal policies for support staff and teachers
- The ‘Burgundy book’ for teachers
- Teachers Performance Management Regulation

2 PRINCIPLES AND OBJECTIVES

2.1 This model pay policy is not intended to duplicate the School Teachers’ Pay and Conditions Document (“STPCD”), however, there are some sections within the Document which are discretionary. This Policy will indicate how Governing Boards will apply this.

2.2 The school recognises the need to manage pay equitably and will ensure through this policy that pay has a positive influence by undertaking to:

- support the school’s development including current priorities and targets;
- demonstrate that all pay decisions are made consistently and fairly, in compliance with anti-discrimination legislation;
- ensure that appropriate arrangements are made for staff to appeal against any pay decision affecting them personally, and for such appeals to be heard by a panel of governors whose members have not

been involved previously in the decision against which an appeal is made;

- within its budget, and recognising the different terms and conditions, to reward all staff appropriately, with similar considerations being given to teaching staff and support staff;
- to use the nationally and locally agreed pay scales, together with any discretions available to them, to best advantage in order to recruit and retain the highest quality staff at the appropriate rate of pay;
- to ensure that all staff have confidence that they are receiving fair and equal treatment;
- to inform staff of changes to their pay;
- to ensure that staff are aware of the procedures within which pay decisions are made and that any appeals arising from decisions on remuneration are addressed objectively, fairly and within agreed timescales.

All appointed teachers are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time. A copy of the latest version may be found from the school or [on-line at http://www.education.gov.uk/search/results?q=schools+teachers+pay+and+conditions](http://www.education.gov.uk/search/results?q=schools+teachers+pay+and+conditions).

All pay-related decisions are made taking full account of STPCD and the teachers' professional associations and trade unions have been consulted on this pay policy. All pay related decisions are taken in compliance with current employment legislation including The Equality Act 2010, The Equal Pay Act 1970, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

3 TERMINOLOGY

3.1 The "relevant body" for pay purposes in respect of teachers employed at the school is the Governing Board.

3.2 Unless otherwise stated the words in Part One of this Policy shall have the same meaning as the words in the STPCD

4 PAY RANGES AND PAY SCALES

4.1 The School Teachers Pay and Conditions Document gives a national minimum and maximum for the pay ranges for Unqualified Teachers, Main Scale Teachers, Upper Pay Range Teachers, Leading Practitioners and the Leadership Group. The Governing Board determines the pay scales and will

review them on an annual basis. The values of the pay scales adopted by the Governing Board of this school are shown in appendix 5 of this policy.

5 PAY REVIEWS

5.1 The Governing Board will ensure that each teacher's salary is reviewed annually, with effect from 1 September and all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled no later than by 31 October each year.

This will mean that recommendations about teacher's pay should be completed by 10 October of each year in order to allow for any appeals against the recommendation to be lodged and heard.

5.2 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.

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

6 BASIC PAY DETERMINATION ON APPOINTMENT

6.1 The Governing 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. The starting salary will therefore be by negotiation following consideration of previous experience.

6.2 In making such determinations, the Governing Board may take into account a range of factors, including:

- the nature of the post
- 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 although in practice this may be the norm in order to recruit able staff.

7 PAY PROGRESSION BASED ON PERFORMANCE

7.1 The school recognises that the performance of a teacher is the most important factor in deciding on salary levels, but that high level performance is achieved through high quality and successful experience, and focused professional development. Therefore, this policy recognises the links between experience and performance, and seeks consistently to incentivise the very best teachers, at the same time as ensuring they develop strong and well-embedded skills whilst building their craft.

7.2 In this school all teachers can expect 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 teacher appraisal are set out in the school's appraisal policy.

7.3 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 decisions 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.

7.4 There will be meetings throughout the appraisal process so that all teachers are aware of their progress towards meeting the criteria for pay progression. In the event that a teacher is unlikely to meet the criteria for pay progression they can expect to be alerted to this and given support to improve their performance.

7.5 NQTs receive regular feedback during their induction year, and schools should determine how best to use this information to inform the decision about whether they will receive an increment at the end of their first year of teaching. A guidance note, 'Pay Progression: NQTs', has been produced and school may wish to refer to this document as a basis for making the pay assessment.

7.6 To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by quality assurance and moderation by the Governing Board.

7.7 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing 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.

Appendix 5 details how pay will be linked to performance in the school.

8 MOVEMENT TO THE UPPER PAY RANGE

8.1 Decisions made about movement to the upper pay range in one school will not be binding on another school

8.2 Applications and Evidence

8.2.1 Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

8.2.2 Applications may be made in writing to the headteacher once a year. The deadline for receipt is 30 September for progression from the start of that academic year.

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

8.2.4 All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay for the 2 years immediately preceding the application for assessment. Teachers have the option of submitting additional evidence to support their application.

8.2.5 The fact that a teacher is paid on the upper pay range does not imply that they have to take on additional management responsibilities although they do have responsibilities for the wider work of the school including for example coaching and mentoring other teachers and assisting them to develop their teaching practice.

8.3 The Assessment

8.3.1 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;

- '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 school, in order to help them meet the relevant standards and develop their teaching practice.

and

(b) the teacher's achievements and contribution to the school are substantial and sustained.

- 'substantial' means 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; and

'sustained' means maintained continuously over the previous 2 academic years and demonstrated by an overall grade of Level 1 in the appraisals for the 2 years immediately preceding the application for assessment. A lesser period of time can be considered in situations such as maternity or long term sickness. If a teacher is working on a

part time basis, the period of time remains 2 years and is not lengthened on a pro rata basis.

8.3.2 The application will be assessed by the headteacher who will make a recommendation to the Pay committee of the Governing Board so that they can make the final determination

8.4 Processes and procedures

8.4.1 The assessment and determination of the Governing Board will be made by 31 October and applicants will receive a response within 10 working days of the date of the determination.

8.4.2 If successful, applicants will move to the upper pay range from the start of the academic year. Successful applicants will be placed on the minimum of the upper pay range.

8.4.3 If unsuccessful, feedback will be provided by a member of the senior leadership team within 10 workings of the date of the determination by the Governing Board and will be confirmed in writing

8.4.4 Any appeals against a recommendation or a decision not to move the teacher to the upper pay range will be heard under the arrangements outlined in paragraph 22.

9 PART-TIME TEACHERS

9.1 Teachers employed on an ongoing basis at the school 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 school's timetabled teaching week for a full-time teacher in an equivalent post.

10 SHORT NOTICE/SUPPLY TEACHERS

10.1 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.

11 PAY INCREASES ARISING FROM CHANGES TO THE SCHOOL TEACHERS PAY AND CONDITIONS DOCUMENT

11.1 All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

11.2 Cost of living pay rises in the School Teachers Pay and Conditions Document are only made to the minimum and maximum of the pay ranges. Although schools have the option of only applying the cost of living awards to the minimum and maximum of the pay ranges this school has decided to apply the same percentage cost of living pay increase to all spine points in the pay ranges.

11.3 This school will apply the same cost of living increases to TLR and SEN allowances as are applied to the pay ranges, provided they are within the ranges stipulated in the STPCD.

12 UNQUALIFIED TEACHERS

12.1 The School will only employ unqualified teachers where they are:

- giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) and have special qualifications and/or experience and where no suitable qualified teacher, graduate teacher, registered teacher or teacher on an employment-based teacher training scheme is available;
- overseas trained teachers;
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or
- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

12.2 Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Governing Board determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.

12.3 It may be determined that an additional allowance is payable where it is considered that the unqualified teacher has:

- a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teachers professional skills and judgement ; or
- qualifications or experience which bring added value to the role s/he is undertaking.

12.4 Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits.

An unqualified teacher who becomes qualified

12.5 Upon obtaining qualified teacher status an unqualified teacher will be transferred to a salary within the Main Pay Range for Teachers.

12.6 Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status the

teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Governing Board considers to be appropriate.

12.7 A teacher who obtains qualified teacher status retrospectively under the regulations will be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when qualified teacher status was effectively obtained.

12.8 The aforementioned lump sum will be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the 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. LEADING PRACTITIONER

13.1 Teachers are entitled to be paid on the pay range for leading practitioners if they are in a post whose primary purpose is to model and lead improvement of teaching skills.

13.2 Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the head teacher.

13.3 A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- (a) coaching, mentoring and induction of teachers, including trainees and newly qualified teachers;
- (b) disseminating materials and advising on practice, research and continuing professional development provision;
- (c) assessment and impact evaluation, including through demonstration lessons and classroom observation ;
- (d) helping teachers who are experiencing difficulties.

13.4 They may also be required to undertake this role in other schools or in relation to teachers from other schools.

13.5 The nationally determined minimum and maximum for the pay range for leading practitioners is given in the school teachers pay and conditions document. The school will determine the post range when it establishes a leading practitioner post within its staffing structure.

14. LEADERSHIP GROUP

14.1 Headteachers, Deputy Headteachers and Assistant Headteachers employed at the school shall be paid on the salary ranges determined in accordance with the provisions of the STPCD.

14.2 The salary ranges are determined according to a three step process. Further details about how to undertake this process can be found in the Department for Education document “Implementing your school’s approach to pay”

14.3 The pay band for the headteacher is L28 – L34. It will only be exceeded by more than 25% in wholly exceptional circumstances. In this situation a robust business case will be drawn up and external independent advice must be sought from an appropriate person or body who can decide whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

14.4 Where consideration is given to the Headteacher being appointed to as a Headteacher of more than one school, either on a temporary or permanent basis then the provisions of the STPCD will apply.

Performance Review

14.5 Progression through the appropriate pay range for all teachers in the leadership group will not be automatic.

14.6 An annual review of the performance of Assistant and Deputy Headteachers must be undertaken by 31 October and by 31 December for Headteachers using the schools performance management process. This will mean that recommendations about the pay of Assistant and Deputy Heads should be completed by 10 October and recommendations about the pay of Headteachers should be completed by 1 December of each year in order to allow for any appeals to be lodged and heard.

14.7 To achieve progression there must be a demonstration of sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and a review of performance against performance objectives and teacher standards.

14.8 To be fair and transparent, judgements will be properly rooted in evidence and there must have been a successful review of performance.

14.9 A successful performance review, as prescribed by the appraisal regulations, will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant)
- teacher standards
- other evidence.

14.10 To ensure that there has been a high quality performance, the performance review will assess that the individual has grown professionally by developing their leadership and (where relevant) teaching experience.

15. DETERMINATION OF DISCRETIONARY PAYMENTS TO HEAD TEACHERS

15.1 The new approach to setting headteacher pay means that the need to make additional payments using allowances will be largely unnecessary as all relevant factors should be taken into account when setting the pay range. The exception to this is for temporary or irregular responsibilities or other very specific reasons which it is not appropriate to incorporate into permanent pay, such as housing or relocation costs. Such payments should be clearly time limited from the outset and cease when the responsibility ceases or circumstances change.

Safeguarding does not apply to such arrangements. The total value of the salary and temporary payments made to a headteacher in any one year must not exceed 25% above the maximum of the headteacher group for their school. It will only be exceeded by more than 25% in wholly exceptional circumstances. In this situation a robust business case will be drawn up and external independent advice must be sought from an appropriate person or body who can decide whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

16. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)

16.1 TLRs will be awarded to classroom teachers undertaking a sustained responsibility in accordance with the conditions laid down in the STPCD. Such TLRs will be assigned to specific posts within the school's staffing structure.

16.2 In awarding a TLR 2 payment, the school is satisfied that the teacher's duties include a significant responsibility for which s/he is accountable, not required of all classroom teachers, and that-

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

16.3 In awarding a TLR 1 payment, the school is satisfied that in addition to the criteria detailed above the teacher will also carry line management responsibility for a significant number of people.

16.4.1 The relevant body will award a fixed-term third TLR (TLR3) for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 will be within the range given in the STPCD. The duration of the fixed term must be established at the outset and payment will be made on a monthly basis for the duration of the fixed term.

16.4.2 All TLR3s will be advertised internally, and all qualified teachers employed in the school will have an opportunity to apply for them.

16.5 The values of TLRs have been set by the Governing Board and are shown in the school's staffing structure (Appendix 1). The school will review the cash value of the TLRs annually in the light of pay awards made under the STPCD. See also Teaching and Learning Responsibility Payments (Appendix 4)

17. SPECIAL EDUCATIONAL NEEDS ALLOWANCES (FOR CLASSROOM TEACHERS)

17.1 An SEN allowance will be paid to eligible classroom teachers under the provisions of the STPCD. The STPCD sets maximum and minimum values for such payments.

17.2 Where an SEN allowance is paid the spot value will be determined by taking account of the school's SEN provision and:

- i) whether any mandatory qualifications are required for the post;
- ii) the qualifications or expertise of the teacher relevant to the post; and
- iii) the relative demands of the post.

17.3 Red Gates School – agreed allowances with effect from 1 September 2018

- (i) SEN allowance (min) £2149 will be awarded to all classroom teachers in Red Gates School;
- (ii) In the year 2018-19, Governors will consider options of a higher award (within the maximum prescribed at the time), taking into account the needs of the school and opportunities to reward staff achieving additional qualifications in the field of SEND education.

18. RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

18.1 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific

recruitment/retention difficulties have been identified. Any use of such payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined by the Governing Board from time to time. Please refer to current criteria in Appendix 3 to this policy.

18.2 Where it is determined to pay such an incentive/benefit, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the teacher concerned.

18.3 Where the Governing Board makes one or more such payments, or provides such financial assistance, support or benefits in one or more cases, the Governing Board will conduct a regular formal review of all such awards. The expected duration of any such incentives and benefits will be made clear at the outset, including the review date after which they may be withdrawn.

18.4 Recruitment and retention incentives and benefits may **not** be made to Head Teachers, Deputy Heads or Assistant Heads.

19. OUT-OF-SCHOOL HOURS LEARNING ACTIVITIES (“OOSHLA”)

19.1 The school acknowledge that some teachers supervise out of school activities i.e. sports club, drama and music productions, revision classes and other events purely on a voluntary basis. The school is extremely grateful to teachers who support pupils in this way. The school acknowledges that these activities are entirely voluntary and that teachers should not feel under any obligation (moral or contractual) to provide these services. The school also acknowledge that many other teachers support pupils in other ways.

19.2 There may be times where the governors feel that it is in the best interest of the school to provide certain out of school learning activities on a more formal basis. In these cases the school may offer a payment to a teacher who undertakes such activities. No teacher will be compelled to offer such an activity but, where they do, the governors will expect a more formal commitment from the teacher and that the head teacher may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the school will offer a payment to the teacher equating to the annual outer London salary at the top of the main scale divided by 975. This amount includes an element for preparation/marking etc.

20. ADDITIONAL PAYMENTS – TEACHERS

20.1 The Governing relevant body may make such payments as they see fit to a teacher, including a head teacher, in respect of-

- (a) continuing professional development undertaken outside the school day;
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;

- (c) participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body;
- (d) additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools, unless appointed to more than one school on a permanent basis.

21. SALARY SAFEGUARDING - TEACHERS

21.1 Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

22. REVIEW OF PAY DECISIONS AND APPEAL ARRANGEMENTS – TEACHERS

22.1 Review

22.1.1 Where a teacher is not satisfied with a pay recommendation, they should seek to resolve this informally with the appropriate manager within 10 working days of receiving the decision.

22.1.2 Where this is not possible, the teacher may request a formal review of pay. This should be made in writing to the headteacher.

22.1.3 A formal hearing will be arranged and the panel will normally consist of the headteacher and another senior leader in the school who has not been involved in the pay decision. Where this is not possible, it may be necessary for a governor to sit on the panel.

22.1.4 The outcome of the meeting will be conveyed to the teacher in writing within 7 working days.

22.1.5 There is a right to appeal against this decision.

22.2 Grounds for Appeal

22.2.1 An appeal against a pay decision can be lodged within 10 working days of the date when the teacher receives written confirmation of their pay decision or of the date when the teacher receives the outcome of the pay review. It must clearly state the grounds for the appeal.

22.2.2 The only grounds which will be accepted as the basis of an appeal are that the person by whom the decision was made are claimed to have: -

- a. Incorrectly applied any provision in the School Teachers' Pay & Conditions Document
- b. Failed to have proper regard to statutory guidance
- c. Failed to take proper account of relevant evidence
- d. Taken account of irrelevant or inaccurate evidence

e. Been biased and/or unlawfully discriminated against the teacher

22.2.4 The appeal will be heard by a committee of the Governing Board and their decision will be final.

22.2.5 The outcome of the appeal will be conveyed to the teacher in writing within 7 working days of the hearing.

22.3 Right to be accompanied

22.3.1 The teacher has the right to be accompanied by a work based colleague or trade union representative at the pay review hearing and the appeal hearing. If the employee's representative is not available at the time fixed for the meeting, it must be rescheduled to accommodate the availability of the companion, so long as a reasonable alternative date is proposed which is within 5 working data of the originally proposed date.

22.4 This process performs the function of the grievance procedure on pay matters and decisions cannot therefore be reopened under general grievance procedures.

PART TWO – SUPPORT STAFF IN COMMUNITY & VOLUNTARY CONTROLLED MAINTAINED SCHOOLS

As a community school this section should be read in conjunction with the Council's Single Status Collective Agreement and the Council's Employment Based Cost Review Collective Agreement. A copy of these Agreements can be obtained from www.croydonhr.co.uk.

26. EMPLOYMENT BASED COST REVIEW (EBCR)

26.1 The Council's Collective Agreement is incorporated into the school's support staff contract of employment.

The Collective Agreement changed the following terms and conditions of employment with effect from 1 April 2011:

- Incremental progression
- Overtime payments
- Weekend and night working
- Shift pay
- Car allowances and mileage rates
- Pay protection
- Redundancy pay
- Annual leave

27. STAFFING STRUCTURE

27.1 The school has agreed a staffing structure for support staff working at the school and this is attached at Appendix 1. The structure ensures that there is appropriate line management of all staff.

27.2 The work to be undertaken by each postholder and the outcomes to be achieved will be set out in a role profile, along with a person specification setting out the criteria for each post. Generic role profiles are available from the Council's Workforce and Community Relations (formerly known as HR & OD) or from www.croydonhr.co.uk.

28. GRADING OF POSTS

28.1 The school will consult the Council about the grading of all support staff posts in accordance with the requirements of the School Standards and Framework Act 1998.

28.2 The school acknowledges that the Council has, as part of the Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon schools.

28.3 The school will be mindful of their obligations under equal pay legislation when making recommendations about support staff pay and grading. In putting together the role profile for a post, the school will refer to the Council's job evaluated role profiles and associated guidance. Where the school wishes to employ support staff to take on

a new kind of role that does not have a direct comparator within the Council, it will consult the Council at the point of determining the role profile to carry out a job evaluation. The school will consider any pay and grading issues the Council may raise before putting forward a formal recommendation.

29. STARTING SALARY POINT

29.1 The actual pay point within the salary range for each newly appointed employee will be at the minimum spinal column point (scp) of the grade unless:

- (i) The person appointed is an existing employee of Croydon Council (or an employee of the Governing Board of a voluntary aided or foundation school within the LA) and the employee is being redeployed. Please refer to the www.croydonhr.co.uk for the schools redeployment policy and salary protection.
- (ii) The person appointed is not currently paid on a salary range assessed in accordance with the salary policy of Croydon Council, in which case a starting salary point above the minimum of the range may be agreed by the Headteacher in exceptional circumstances, taking into account the difficulty in recruiting to the post and the newly appointed employee's:
 - (a) current actual pay
 - (b) recent relevant experience and qualifications.

30. INCREMENTAL PROGRESSION AND ACCELERATION

(i) NB Governors have adapted the paragraphs below to show the scheme in use, the criteria for which are that it is a scheme that is comparable with the Council's PDCS scheme or 'Our Appraisal' Scheme and contains comparative objective based appraisal scheme with performance ratings.

30.1 All permanent and fixed term support staff must be appraised annually using a scheme with overall performance ratings.

30.2 The Governing Body has adopted an objective based appraisal scheme

30.3 Incremental progression on the salary range for a post in this school is awarded on the basis of good performance and meeting objectives, including completing training identified to improve performance, in staff annual assessment for the previous performance year; and having headroom to progress in their grade. All permanent and fixed term support staff must be appraised annually using a scheme with overall performance ratings.

31. TERM TIME ONLY WORKING AND ANNUAL LEAVE

Term Time Working

- 31.1 The calculation for support staff who work term-time only for a full holiday entitlement is 7.2 or 7.6 weeks (made up of 28 or 30 days' annual leave plus 8 bank holidays) for the number of weeks worked in a year. For staff who works 39 weeks each year this will mean their pay is based on 46.2 or 46.6 working weeks.

All Year Round Working

- 31.2 The annual leave year extends from 1st April to 31st March. All leave should be requested and taken only after agreement with the headteacher or manager concerned. All leave is agreed subject to service requirements and the school reserves the right to require staff to take leave on dates determined by the school.

The whole year entitlement is as follows:

- | | | |
|-----|------------------------------------------------------------------------|------------------------|
| (a) | Basic Entitlement: | |
| | Staff on grades between Grade 1 and Grade 10 | 28 days
(5.6 weeks) |
| | Staff on grades Grade 11 and above | 30 days |
| (b) | Staff with at least five years' continuous local government employment | 30 days
(6.0 weeks) |

- 31.3 The school will have discretion when filling a vacant post to determine the number of weeks and the number of hours per week for which the employee will be contracted to work. In addition, the school will ensure that staff receives the appropriate pro-rata payments for holidays in accordance with the National Conditions of Service.

- 31.4 The contract issued will show the number of hours and weeks to be worked. Staff will receive equal payments each month throughout the year except where extra payment is to be made for any temporary additional hours worked.

32. AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS

- 32.1 The total number of hours of work for all support staff will be determined at the time of appointment.
- 32.2 Where staff work additional hours, with the prior agreement of the head teacher, additional payment or time off in lieu will be arranged.
- 32.3 There are no overtime payments for staff at or above grade 12, unless the overtime hours worked are for duties outside the scope of their substantive role. Where such overtime is worked, it will be paid at plain time. Staff at this level will retain normal working hours of 36, but will be expected to work all reasonable hours required to discharge the duties of their post.

The table below shows the qualifying time for night working is 8pm to 6am. Shift patterns worked within Monday to Saturday 6am to 8pm do not attract additional payments.

Monday to Friday 6am - 8pm	No enhancement
Monday to Friday 8pm - 6am	Enhancement of 33%
Saturday 6am – 8pm	No enhancement except for those employees in post on 1 April 2008 who were already receiving an enhancement, in which case an enhancement of 33%.
Saturday 8pm - midnight	Enhancement of 33%
Midnight Saturday to midnight Sunday	Enhancement of 75%
Midnight Sunday to 6am Monday	Enhancement of 33%
Bank Holidays (midnight – midnight)	Enhancement of 100%

For staff at grade 12 or above, payment will be paid at plain time.

33. REWARDING ADDITIONAL DUTIES (FORMERLY KNOWN AS HONORARIA)

33.1 The school recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or reorganisation or because project work beyond normal requirements has to be undertaken. The school will decide how to deal with the additional duties and will bear in mind the school's Equal Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short term measure where the duration is for a minimum of 4 weeks up to a maximum of 6 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion. The Governing Board has adopted the School's Rewarding Additional Duties policy and procedure, please refer to www.croydonhr.co.uk for details. Where the school, requires a member of staff to undertake additional duties, this will be in line with the above policy.

34. RETIREMENT

- 34.1 The provisions of the Local Government Pension Scheme ("LGPS") apply in relation to "normal" and "early retirement" as supplemented by the Council's policy regarding "discretionary" pension provisions (e.g. early retirement, as below).
- 34.2 The school will be guided by the Council's policy on early retirements currently in force. In considering all cases for early retirement the school will seek early advice from the schools HR provider.

35. APPEAL ARRANGEMENTS – SUPPORT STAFF

35.1 Staff can appeal against a pay decision if it is for one of the following reasons:

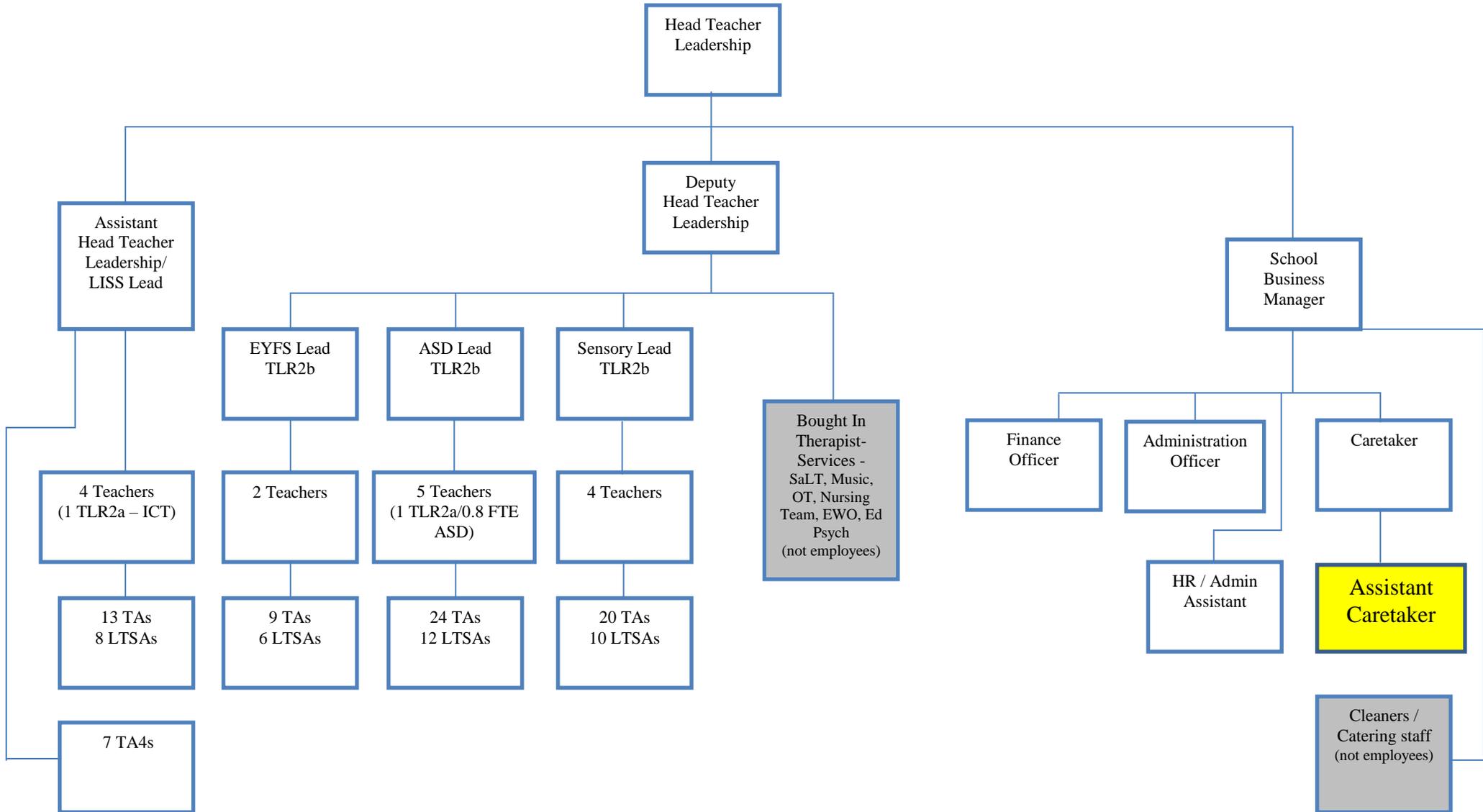
Appeal against withholding of an increment

35.2 Staff may appeal the performance rating if it results in their annual increment being withheld. Advice from the schools HR provider will be sought if the jobholder disagrees with the overall rating given or if their performance rating results in their annual increment being withheld.

Appeal against Job Evaluation grading

35.3 Advice from the schools HR provider will be sought if the appeal relates to the grading of the post, as determined under the Single Status JE Scheme.

Appendix 1 Staffing Structure for Red Gates School as at 1 September 2018



All numbers are FTE not headcount

Appendix 2

Red Gates School Governing Board

Terms of Reference for the Pay Committee

The Governing Board will delegate all pay decisions with the exception of decisions relating to the pay of the Leadership team to the Headteacher.

All decisions relating to the pay for members of the Leadership team, including the Headteacher will be taken by a Committee of the Governing Board to be known as the Pay Committee. In the case of a new headteacher, the full Governing Board will determine the salary range; however, the determination of the starting salary will be made by the selection panel under their delegated powers.

The Governing board will appoint the Chair of the Committee and members of the pay committee at the beginning of the academic year. This committee will meet when pay decisions have to be made and in line with the timeframe in the pay policy.

The Governing Board Clerk will clerk this committee. In the event this is not possible, a cover governing board clerk will be requested. Only in rare circumstances will the clerk be a governor of the committee. It is not appropriate for a member of the school staff to cover for this meeting

The agenda and all associated papers must be prepared and distributed at least seven days before the meeting.

The draft minutes must be typed, approved by the committee Chair and distributed to Pay Committee governors within 14 days of the meeting and at least 7 days before the next full Governing body meeting

Terms

- To monitor the process and implementation of the school's Performance Management Policy.
- To ensure the achievement of all the pay policy objectives and principles in a fair, reasonable and equitable manner
- To undertake an annual pay review for all staff, including the leadership group, and reach decisions through the application of any relevant criteria measured by the School's performance appraisal process
- On the basis of recommendations from the headteacher, make the determination about:
 - i. All applications from teachers to the upper pay range;
 - ii. The award of Recruitment and Retention benefits to teachers;
 - iii. The allocation of Teaching and Learning Responsibility (TLR) awards
 - iv. The award of and remuneration for a higher level Special Educational Needs allowance for classroom teachers
- To consider fully all recommendations for pay progression and any other relevant information made available

- To ensure all members of staff are informed individually of the outcome of the annual pay review in writing within ten working days of the decision being made.
- To observe all statutory and contractual obligations, including ensuring that arrangements to notify pay decisions to individual members of staff are made within appropriate time scales.
- To recommend to the Governing Board changes to the policy, following the model policy distributed by Octavo HR, and ensure that these are drawn to the attention of staff.
- To seek advice from the Local Authority where appropriate
- To keep informed of relevant developments including legislation and statutory guidance affecting the Pay Policy and to ensure that any changes or modifications required in the Pay Policy are made at least annually
- To recommend to the Governing Board the annual budget for pay, including provision for discretionary pay advancement arising from performance reviews,
- and to ensure that sources of external funding for pay are accessed to maximum effect.
- To review annually trends in pay progression, including an analysis of progression across specific groups of staff.
- All decisions made by the Pay Committee will take due account of the appraisal statement and all relevant information available from an appraisal or other review of an employee's skills, abilities, performance and any other factors deemed to be relevant. This will include any recommendation made by an employee's appraiser.
- All decisions regarding pay progression for teachers, including the Leadership Group should be made without undue delay. These should be completed prior to or on 31st October for teaching staff.
- To maintain an accurate written record of all meetings and, having due regard to confidentiality, to report its decisions to the Governing Board

Membership [at least 3 governors]

Membership of the Pay Committee will not be open to anyone who could benefit *financially, directly or indirectly from such membership or any of the decisions of the committee. The headteacher will attend in an advisory capacity and will withdraw when his/her salary is under discussion. Staff governors may not serve on this group. The Board will need to consider carefully the membership of the committee and appeals committee to ensure the right composition. In particular they should avoid both the Chair and Vice Chair of Governors being members of the Pay Committee as this will inhibit one of these key/senior roles being available for any pay appeals that may arise.*

Gillian Francey

Sue Powell

Barbara Alcaraz

Agreed by the Governing Board on

10 09 2018

Review Date

09 2019

Appendix 3

Criteria for Recruitment & Retention Incentive & Benefits for teachers

Philosophy

We believe in the importance of having a school, which is a safe, secure and attractive place to work and where the staff feel valued, empowered and supported.

We believe that retaining, developing and motivating the school's workforce is a key to providing the best education for our pupils.

We believe in a consistent and equitable approach to the appointment of all staff.

The purpose of the allowance is for recruitment and retention, not for carrying out specific responsibilities or to supplement pay in other ways

Allowances

The Governing Body will consider paying recruitment awards for a maximum of three years in the following circumstances.

- Teachers in shortage subjects
- Poor response to adverts as evidenced by the need to re-advertise

The governing Body will review the level of payments/benefits annually.

The Governing Board will consider paying retention awards for a maximum of three years. This may be extended.

The Governing Board will review the level of payment/benefits annually.

The Governing Board will make clear at the outset the expected duration of the allowance and the review date after which it may be withdrawn.

A review of rates will be necessary if the Governing Board intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the Governing Board may determine.

The above will be kept under review and subject to change.

Appendix 4

Teaching and Learning Responsibility (TLR) Payments

The overriding principle in the award of TLR payments is that posts of equal weight should be allocated equal value. Any value attached to a post should be justifiable, consistent and non-discriminatory.

The Governing Body may award a TLR1, TLR2a or 2b, to a classroom teacher for undertaking a sustained additional responsibility in the context of the current staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The number and nature of TLRs will be determined by consideration of the school's improvement plan and associated priorities, while also ensuring that the school stays within its agreed budget. TLR1 and TLR2 awards may not be added to the staffing structure on a temporary basis, so will only be added on a temporary basis to those acting up in the absence of a colleague.

TLRs can only be awarded to posts held by qualified teachers paid on the main or upper pay ranges. They cannot be awarded to unqualified teachers or members of the leadership group.

Before awarding a TLR the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that it:

- Is focused on teaching and learning;
- Requires the exercise of the teacher's professional skill and judgement;
- Requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum;
- Has an impact on the educational progress of pupils other than the teacher's assigned class or groups of pupils;
- Involves leading, developing and enhancing the teaching practice of others.

Currently the minimum and maximum payment for a TLR2 is no less than 2,721 and no greater than £6,646. The minimum and maximum payment for a TLR1 is no less than £7,853 and no greater than £13,288. (Ref STPCD 2018)

To qualify for a TLR 2 payment, a teacher must be able to demonstrate the following:

- Impact beyond their own class
- Positive influence on the teaching practice of others
- Accountability for subject/curriculum area improvement

In being awarded a TLR2, a teacher will be expected to work across the school to deliver key aspects of the additional area in accordance with the conditions laid down in the STPDC. They would also lead and develop their particular area of responsibility, including curriculum areas. While not having direct line management responsibility, they will also have responsibility for a small group of staff.

Red Gates offer TLR 2a and TLR 2b at

- TLR 2a – £2,721.00
- TLR 2b – £4,843.00

To qualify for the award of a TLR1 payment, in addition to the three criteria above (for TLR2), a teacher must demonstrate that they have professional line management responsibility for a significant number of people. As well as line management responsibility, they will be expected to work across the school in delivering the key aspects of development for their own responsibilities, including cross-curricular issues, and have direct input across the school into the development of practice of groups of staff. They would be expected to attend Leadership Group Meetings on an ad hoc basis.

In addition to the above TLR 1 and 2 posts, should funds permit, the governors may award a fixed term TLR allowance (TLR3) to a classroom teacher for a clearly time-limited school improvement project, aligned with the School Improvement Plan, or one-off externally driven responsibilities approved by the Governing Body.

The annual value of a TLR3 allowance will be within the range given in the STPCD (currently agreed as £1,500). The duration of the fixed term must 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. There would be no safeguarding or guaranteed option of extension at the end of the fixed-term period.

To qualify for the award of a TLR3, a teacher would be expected to develop and be responsible for taking on a project or an additional responsibility over and above that expected of a classroom teacher. The impact would be within the teacher's own area of work, but the teacher would be expected to assist other colleagues as appropriate with the development of projects in their own areas.

Appendix 5

Teacher Pay Progression based on Performance

Basis for judging performance

In this school judgements of performance will be made against:

- Objectives
- Teacher Standards
- Impact of teaching over time

The rate of progression will be differentiated according to an individual teacher's performance. Teachers on the main pay range with an overall assessment of Level 1 will receive two increments* and teachers on the main pay range with an overall assessment of Level 2 will receive one increment*. Teachers on the upper pay range will receive one increment if the overall assessment in the preceding two years is Level 1.

For exceptional overall performance the Headteacher may consider awarding more than two increments*.

(*Increments are in the context of the pay scales used in appendix 5 of this policy which are based on reference points)

The decision about whether a teacher progresses will be based solely on whether the stated criteria are met; there will be no 'quota' imposed for financial or other reasons.

Objectives will be graded on the basis of exceeded, met, partially met and not met.

When assessing objectives, the reviewer will use their professional judgement taking account of circumstances and the aspirational nature of the objectives.

Teacher Standards will be graded on the basis of exceeded, met, partially met and not met. All eight teacher standards will be individually graded and score allocated to the grades with 3 points for exceeded, 2 points for met, 1 point for partially met and 0 points for not met. A total score for the teacher standards will be reached, with the maximum score being 24.

Impact of teaching over time will be informed by a range of activities which may include:

- Classroom observation
- Book scrutiny
- Pupil progress

The evaluation will be on the following basis:

Level 1 – Highly effective teaching leading to pupil outcomes above expectations

Level 2 – Effective teaching leading to pupil progress in line with expectations

Level 3 – Weaknesses in teaching are limiting pupil progress

Level 4 – Ineffective teaching leading to poor pupil progress

Overall assessment

An overall assessment of performance will be made. All the criteria listed in each category must be met in order to achieve the overall grade.

Level 1 $\frac{2}{3}$ of objectives exceeded
A score of 20+ on teacher standards (but with no individual standard being graded as 0)
Impact of teaching over time level 1

Level 2 All objectives are met
A score of 16+ on teacher standards (but with no individual standard being graded as 0)
Impact of teaching over time level 2+

Level 3 At least one objective met and the others partially met
A score of 8+ on teacher standards
Impact of teaching over time level 3+

Level 4 Where the teacher has not met the above criteria

Unqualified Teachers

The same principles will apply to unqualified teachers however different overall scores on **Teacher Standards** will apply as follows:

- Level 1: 16+
- Level 2: 12+
- Level 3: 8+
- Level 4: Less than 8

Newly Qualified Teachers

NQTs should receive incremental progression in line with the principles stated in this appendix. NQTs receive regular feedback during their induction year, and schools should determine how best to use this information. A guidance note, 'Pay Progression: NQTs' has been produced and schools may wish to refer to this document as a basis for making the pay assessment.

APPENDIX 5B

Pay Progression: NQTs

Introduction

The 2103 STPCD introduced new rules with regard to pay progression for teachers in the main pay range. Progression is now based on performance rather than service and the following principles should be followed:

- There should only be progression if performance has been good. This means that it is no longer the case that a teacher has to be managed under capability before losing their entitlement to incremental progression
- Exceptional performance should receive a greater incremental reward than good performance

Similar principles should be followed for NQTs. The purpose of this document is to provide schools with criteria for reaching decisions in relation to NQT pay progression.

Assessment of NQTs

Decisions about performance related increments for teachers are made using the teacher appraisal process. NQTs do not receive appraisals, but there is on-going assessment and support for them during their induction year, and this information should be used to reach a judgement about their performance in relation to pay.

In relation to NQTs, appendix 4 of the Croydon model pay policy states that The overall assessment at the end of the induction year will be used to determine whether NQTs should receive incremental progression in line with the principles stated in this appendix.

As far as is possible, the basis for decision making should mirror the principles for teacher progression in the school's pay policy. This includes the factors to consider when making the overall assessment. The Croydon model policy takes into account four areas:

1. Objectives
2. Teacher standards
3. Lesson observation outcomes
4. Pupil progress

NQTs do not have objectives, and their performance should be assessed against:

1. Teacher standards (scored as described in appendix 4 of the model policy)
2. Quality of teaching in the summer term, to include observations in the summer term, book scrutiny and impact of planning for pupil progress

(scored on Ofsted criteria – outstanding, good, requires improvement and inadequate)

3. Pupil progress (based on whether pupil progress has been in line with national standards)

These factors will be used to determine an overall level of assessment as follows. All the criteria listed in each category must be met in order to achieve the overall grade.

Level 1	A score of 20-24 on teacher standards Outstanding quality of teaching in the summer term Pupil progress is in line with or exceeds national standards
Level 2	A score of 16-24 on teacher standards Good quality of teaching in the summer term Pupil progress is at least in line with national standards
Level 3	A score of 8-24 on teacher standards Quality of teaching requires improvement in the summer term Pupil progress in line with national standards
Level 4	Where the teacher has not met the criteria for any other overall assessment

Two increments will be awarded to NQTs who achieve level 1 and one increment will be awarded to NQTs who achieve level 2.

As the aim of NQT induction is to support NQTs to become good teachers, it is likely that an NQT who successfully passes their induction period will achieve a level 2.

Appendix 6

Croydon Pay Scales

This appendix to the model pay policy for Croydon schools uses pay scales based on the Outer London Area pay ranges.

It can be used by academies, but it should be noted that references to statutory terms and conditions do not apply to them, although they may choose to continue to model their pay arrangements on the School Teachers Pay and Conditions Document.

Schools that choose not to adopt these pay scales must ensure that the minimum and maximum of their pay scales are those shown in STPCD for both the leadership group and for the pay ranges for teachers.

The statutory ranges for allowances have been included in this appendix for ease of reference.

Leadership Pay

Explanatory note

Under STPCD 2015, the maximum point of the leadership group range and the maxima of the eight head teacher group ranges did not receive a 1% pay uplift.

The freezing of the maximum point of the leadership group range and the maxima of the eight head teacher group ranges did **not** mean that those points had to be frozen where they applied to a head who was not at the top of a school group range or to a deputy or assistant head teacher. For this reason, the 2015 pay scale contained alternative values for these points, one set remaining at 2014 levels, the other uplifted by 1%.

In 2016 and 2017, the statutory 1% uplift to the minima and maxima of the leadership and head teacher group pay ranges have been applied to all points in the group ranges. However, the impact of freezing the top of the ranges in 2015 remains, so the table below still reflects this, and the spinal points with a star next to them, are the group range maxima

PAY SCALE FOR LEADERSHIP GROUP - Sept 2018

<i>Leadership Group Pay Reference Points</i>	2017 £	Uprated 2018 £
L1	42,498	43,136
L2	43,486	44,139
L3	44,490	45,158
L4	45,525	46,208
L5	46,582	47,281

L6	47,667	48,383
L7	48,870	49,604
L8	49,924	50,673
L9	51,090	51,857
L10	52,325	53,110
L11	53,597	54,401
L12	54,766	55,588
L13	56,059	56,900
L14	57,370	58,231
L15	58,720	59,601
L16	60,202	61,106
L17	61,515	62,438
L18*	62,361	63,297
L18	62,985	63,930
L19	64,469	65,437
L20	65,988	66,978
L21*	66,876	67,880
L21	67,545	68,559
L22	69,139	70,177
L23	70,774	71,836
L24*	71,736	72,813
L24	72,454	73,541
L25	74,177	75,290
L26	75,934	77,074
L27*	76,968	78,123
L27	77,738	78,905
L28	79,591	80,785
L29	81,481	82,704
L30	83,432	84,684
L31*	84,576	85,845
L31	85,422	86,704
L32	87,461	88,773
L33	89,562	90,906
L34	91,697	93,073

L35*	92,967	94,362
L35	93,897	95,306
L36	96,141	97,584
L37	98,459	99,936
L38	100,817	102,330
L39*	102,173	103,706
L39	103,195	104,743
L40	105,697	107,283
L41	108,259	109,883
L42	110,887	112,551
L43	112,460	114,147

PAY SCALE FOR TEACHERS – Sept 2018

Explanatory note

From 1 September 2018, it is a requirement of the STPCD to uplift the statutory minimum and maximum of the Unqualified and Main Pay Ranges by 3.5%.

Except for teachers on the minima of their respective pay ranges, schools must determine, in accordance with their own pay policy, how to take account of the uplift to the national framework in making individual pay progression decisions.

The tables below show a 3.5% uplift to all reference points.

Unqualified Teacher Pay Scale

Unqualified Teacher Pay Reference Points	2017 £	Uprated 2018 £
1	19,749	20,441
2	21,684	22,443
3	23,618	24,445
4	25,555	26,450
5	27,487	28,450
6	29,422	30,452

Main Pay Scale (with 3.5% increase on all reference points)

Main Pay Reference Points	2017 £	Uprated 2018 £
M1	26,662	27,596
M2	28,315	29,307
M3	30,067	31,120
M4	31,929	33,047
M5	34,637	35,850
M6	37,645	38,963

Upper Pay

From 1 September 2018, it is a requirement of the STPCD to uplift the statutory minimum and maximum of the main pay ranges for Upper Pay Range by 2%.

Except for teachers on the minimum of the Upper Pay Range, schools must determine, in accordance with their own pay policy, how to take account of the uplift to the national framework in making individual pay progression decisions.

The table below shows a 2% uplift to all reference points.

Upper Pay Scale	2017 £	Uprated 2018 £
U1	39,519	40,310
U2	40,981	41,801
U3	42,498	43,348

Allowances

Allowance	2017	Uprated 2018
TLR1	Minimum £7,699 Maximum £13,027	Minimum £7,853 Maximum £13,288
TLR2	Minimum £2,667 Maximum £6,515	Minimum £2,721 Maximum £6,646
TLR3	Minimum £529 Maximum £2,630	Minimum £540 Maximum £2,683
SEN	Minimum £2,106 Maximum £4,158	Minimum £2,149 Maximum £4,242

Appendix 7 Support Staff Pay Scales

2018 Pay Settlement				
GRADING STRUCTURE		SCP	From 1st Apr 2017	From 1st April 2018
		4*	n/a	n/a
Grade 1a		5*	n/a	n/a
		6	£17,961	£19,611
	Grade 1b	7	£17,985	£19,635
		8	£18,051	£19,701
Grade 1c		9	£18,105	£19,755
		10	£18,330	£19,881
	Grade 2	11	£18,357	£19,896
12		£18,375	£19,914	
13		£18,396	£19,935	
		14*	£18,657	£20,007
Grade 3		15	£18,936	£20,136
		16	£19,281	£20,181
		17	£19,623	£20,472
		18*	£19,917	£20,667
	Grade 4	19	£20,598	£21,198
		20	£21,276	£21,702
		21	£21,984	£22,425
		22*	£22,506	£22,956
Grade 5		23	£23,115	£23,577
		24	£23,802	£24,279
		25	£24,510	£24,999
	Grade 6	26	£25,242	£25,746
		27	£26,019	£26,538
		28	£26,805	£27,342
Grade 7		29	£27,801	£28,356
		30	£28,668	£29,241
		31	£29,517	£30,108
	Grade 8	32	£30,324	£30,930
		33	£31,170	£31,794
Grade 9		34	£31,998	£32,637

	Grade 10	35	£32,628	£33,282
		36	£33,444	£34,113
		37	£34,338	£35,025
		38	£35,286	£35,991
Grade 11		39	£36,372	£37,098
		40	£37,293	£38,040
		41	£38,229	£38,994
	Grade 12	42	£39,147	£39,930
		43	£40,086	£40,887
		44	£41,025	£41,847
Grade 14		45	£41,898	£42,734
		46	£42,876	£43,734
	Grade 15	47	£43,815	£44,691
		48	£44,751	£45,645
		49	£45,666	£46,578
		50*	£47,544	£48,495
Grade 16		51	£48,489	£49,458
		52	£49,452	£50,442
		53	£50,445	£51,453
		54*	£52,476	£53,525
	Grade 17	55	£53,478	£54,549
		56	£54,480	£55,569
		57	£55,494	£56,604

* spinal points not used (see notes below)

Notes:

Between 1 April 2007 and 31 March 2019:

- Croydon salaries for scps 50-53 align to GLPC Outer London pay spine scps 51-54 respectively
- Croydon salaries for scps 55-57 align to GLPC Outer London pay spine scps 57-59 respectively.
- Spinal column points 14, 18, 22, 50 & 54 not used in accordance with Croydon's Single Status Collective Agreement.

Spinal point 4 deleted with effect from 1 October 2013 (as part of NJC 2013-14 pay settlement).

Spinal point 5 deleted with effect from 1 October 2015 (as part of NJC 2014-16 pay settlement)

TA1	15 – 17
TA2	23 – 25
TA3	26 – 28
TA4	29 – 31