



CHEETWOOD COMMUNITY PRIMARY SCHOOL

TEACHERS' PAY POLICY

Approved by the Pay Committee

A handwritten signature in black ink, appearing to read 'A. M. W. S.', is written over a horizontal line.

Signed
Chair of Committee 21/10/2020

To be reviewed Autumn Term 2021

Judged to be GOOD by Ofsted in March 2018.

*"This is a highly inclusive school, where everyone feels safe, respected and valued.
Pupils enjoy school and are very keen to learn".*

Policy Statement

- 1.1 The ability of Cheetwood School to maintain and improve the quality of education provided to pupils depends to a large extent on the recruitment and retention of a capable and high performing teacher workforce.
- 1.2 This school appreciates the individual contributions that teachers make to this and wants to recognise and reward them appropriately.
- 1.3 This school also acknowledges the need to manage the remuneration of teaching staff in a fair, transparent and equitable way.
- 1.4 This policy has been developed in support of the above and falls in line with all relevant staffing regulations and statutory provisions of the 2020 School Teachers' Pay and Conditions Document (STPCD).

Purpose

- 2.1 To identify the principles by which decisions about pay progression will be made.
- 2.2 To identify the range of information that will be used to inform decisions about pay progression.
- 2.3 To identify the proposed timetable for assessment.
- 2.4 To set out the process for appeal against any decisions made about the level of pay progression awarded.

Scope

- 3.1 This policy document applies to all school employees whose pay and conditions fall under the terms of the STPCD.
- 3.2 Support staff do not fall within the scope of this policy.

Principles

- 4.1 The provisions of the Equality Act 2010 and all other relevant legislation will be applied throughout the implementation of this policy.
- 4.2 The role of the Teacher Standards as set out in the STPCD underpins this document, providing the basis for all objectives set, informing performance appraisals and substantiating any subsequent pay progression recommendations. Such standards are considered absolute.
- 4.3 In cases where teachers performance falls short of acceptable professional standards and objectives are not met then the school will initiate capability or disciplinary procedures as appropriate. Such procedures fall outside the remit of this policy. Instead they will be carried out in accordance with, and with reference to, the appropriate procedure.
- 4.4 The Governing Body will ensure that all Appraisers, Pay Committee Members, and Pay Appeal Committee Members will be informed by the Teacher Standards, in setting meaningful objectives and in analysing the overall performance of a teacher.
- 4.5 In accordance with the arrangements for teacher appraisals, as set out in the school's Appraisal Policy, teachers and appraisers will work together to ensure objectives meet all the relevant criteria and to establish a common understanding of the levels of performance required for pay progression.
- 4.6 All teachers can expect to be provided with the opportunity, skills, encouragement, feedback and support they need to perform well and therefore be rewarded. Teachers will be informed at the earliest opportunity of any risk to pay progression arising from performance.
- 4.7 The Governing Body will ensure quality assurance processes are in place to make certain consistency of approach. Objectives, performance assessments and recommendations for pay progression will all be subject to moderation.
- 4.8 All information relating to performance assessment and subsequent pay progression recommendations will be treated confidentially and details only released to those parties fundamental to the decision making process. Anonymised data will be supplied to Ofsted Inspectors as required.
- 4.9 Any party involved in decisions regarding a teacher's recommended level of pay progression shall, in the event of an appeal against the decision made, play no further role in a decision making capacity.
- 4.10 Any teacher whose performance merits pay progression will be entitled to such progression.
- 4.11 The Governing Body will act with integrity, objectivity and honesty in the best interests of Cheetwood School, will be open about pay decisions made and actions taken and will be prepared to explain decisions and actions as required.

Pay Structures

- 5.1 The 2020 school teachers' pay and conditions document (STPCD) provides the minimum and maximum of all the teacher pay ranges.
- The Governing Body has agreed that for 2020/2021 the minimum and maximum of each of the pay ranges, as specified within the 2020 STPCD will be adopted. For transparency purposes and in order to effectively support the pay progression process, the school has identified points between the minima and maxima of each pay range and midway points will also be included between each main point. Therefore, Cheetwood's Main Pay Range consists of 6 points, with a midway point between each main point; Cheetwood's Upper Pay Range consists of 3 points, with a midway point between each main point and Cheetwood's Unqualified Teacher Range consists of 6 points, with a midway point between each main point.
- In the 2020 STPCD, the Department for Education confirmed a differentiated pay award for teachers, consisting of:
- a 5.5% uplift to the minimum of the main pay range, decreasing on a tapering scale to a 2.75% uplift to the maximum of the main pay range
 - a 2.75% uplift to the minima and maxima of all other pay ranges and allowances
- Cheetwood will apply this recommendation.
- Furthermore, in accordance with joint teaching union advice, **Cheetwood will apply the 2.75% uplift across all points on all pay ranges** (not just to the minima and maxima).
- The salary scale information contained within the Appendix at the end of this policy therefore reflects the STPCD **and** joint teaching unions' recommendations.
- 5.2 Cheetwood's pay structures will be reviewed on an annual basis and adapted accordingly to reflect the changing circumstances and context of the school.

Teaching and Learning Responsibility Payments (TLRs)

- 6.1 TLRs will be awarded to a teacher who undertakes a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which they are accountable. The award may be made while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.
- 6.2 Before awarding a TLR1 or TLR2 payment to a Teacher the Pay Committee will satisfy itself that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that
- is focused on teaching and learning
 - requires the exercise of a teachers professional skills 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 classes or group of pupils; and
 - involves leading, developing and enhancing the teaching practice of other staff
- 6.3 The Governing Body has agreed that for 2020/2021 the value of a TLR1 and TLR2 will mirror the ranges of those payments specified in the 2020 Teachers' Pay and Conditions Document (see Appendix i).
- 6.4 A TLR3 award can be made to a teacher who undertakes a time-limited or one-off project. The annual value of any TLR3 paid must be between £571 and £2833 per annum, paid pro-rata for the duration of the fixed-term. The duties undertaken must be focused on teaching and learning and meet the same criteria as for existing TLR2s. Teachers awarded a TLR3 should be informed at the outset how long the project and payment will last.
- 6.5 The STPCD states that TLR3 payments can only be made to qualified classroom teachers and they can be made to existing TLR1 or TLR2 post holders

Leadership Groups

- 7.1 The Governing Body will determine the size, remuneration and composition of the leadership group, (i.e. the number of deputy headteachers and the number of assistant headteachers). All members of the leadership group will have substantial strategic responsibilities for school leadership. The Governing Body will ensure that there are appropriate salary differentials within the leadership group's membership to take account of differing levels of responsibility.
- 7.2 The Governing Body will also ensure that the ISR of the headteacher (comprising 7 consecutive points on the leadership spine) does not overlap with any other leadership pay ranges (comprising 5 points on the leadership spine); that the pay range of any deputy starts at a higher point than the lowest point on the pay range of any assistant headteacher and, where there is no assistant headteacher, is greater than the salary of the highest paid teacher.

- 7.3 The Governing Body will review the pay structure of the leadership group annually. In particular they will consider (a) whether the ISR and pay ranges are sufficient to retain members of the leadership group; and (b) the reasonableness of the salary differentials both within the group and in relation to classroom teachers. Where, following such a review, a new ISR or pay range is set, the Governing Body will minute the ISR or pay range selected and their reasons for selecting it.
- 7.4 When, following a reassessment of the school's total unit, the school is assigned to a lower group, the Governing Body will review the ISR of the headteacher in accordance with the provisions of the Teachers' Pay and Conditions Document.

Pay Reviews & Timings

- 8.1 The Governing Body will ensure that every teacher's salary is reviewed with effect from 1 September and no later than the 31 October each calendar year.
- 8.2 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.
- 8.3 Following any review a written statement, detailing the teacher's salary and any other financial benefits to which they are entitled, will be issued to them. This written statement will also, where applicable, provide information as to basis of any decisions made.

Basic Pay Determinations on Appointment

- 9.1 The Governing Body 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
- 9.2 In making such determinations, the Governing Body may take into account a range of factors, including:
- the nature of the post
 - the level of qualification, skills and experience required
 - the recommendations of the headteacher

Appointment of Leading Practitioners

- 10.1 Following the discontinuation of the current Advanced Skills Teacher (AST) and Excellent Teacher (ET) positions, a Leading Practitioner position may be introduced into the staffing structure at the discretion of the Governing Body. However, it is not the intention of the Governing Body to create a leading practitioner role at this time, but will keep the matter under review.

Assessing Performance – Evidence and Measures

- 11.1 In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.
- 11.2 To be fair and transparent, assessments of performance will be rooted in evidence. In this school we will make certain fairness and consistency of approach by an assessment of objectives set, quality of evidence collated and levels of pay progression recommended.
- 11.3 The evidence that the school will use to assess performance against objectives set will include but not be limited to the following:
- pupil performance data
 - lesson observations
 - self-assessment
 - peer review
- 11.4 In this school assessments 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:
- the progress of pupils
 - the attainment of wider outcomes for pupils
 - personal improvements in specific elements of practice, e.g. behaviour management, lesson planning
 - the effectiveness of other teachers and staff
 - the wider work of the school

Making Recommendations for Pay Progression

Teachers on the Main Pay Range

- 12.1 Teachers will be eligible for one point's progression if they meet all their appraisal objectives, are assessed as fully meeting the relevant Teacher Standards, subject to consideration on how they have performed against their job description, including any teaching and learning responsibilities and taking into account the level of pupil progress.
- 12.2 Teachers will be eligible for enhanced progression if they fully meet all Teacher Standards and exceed their appraisal objectives, subject to consideration on how they have performed against their job description, including any teaching and learning responsibilities and taking into account the level of pupil progress.
- 12.3 Teachers who do not fully meet the Teacher Standards and/or their appraisal objectives may still be eligible for one point's progression at the headteacher's discretion, subject to consideration of other relevant factors, otherwise such teachers may be eligible for progression to a midway point. However, in the cases where teachers have not achieved the minimum standard a "no progression" recommendation will be made.

Teachers on the Upper Pay Range

- 12.4 Teachers on UPR will be eligible for one point's progression if they successfully meet their objectives in their annual appraisal review, are highly competent in all elements of the Teacher Standards and their achievements and contributions to the school are substantial and sustained (see 18.2, 18.3 and 18.4 for definitions of "highly competent" "substantial" and "sustained").
- 12.1 Teachers on UPR who do not fully meet their appraisal objectives, but are still highly competent in all elements of the Teacher Standards and their achievements and contributions to the school are substantial and sustained, may still be eligible for one point's progression at the headteacher's discretion, subject to consideration of other relevant factors, otherwise such teachers may be eligible for progression to a midway point.

Unqualified Teachers

- 12.2 Unqualified teachers will be eligible for one point's progression if they meet all their appraisal objectives.
- 12.1 Unqualified teachers who do not fully meet their appraisal objectives may still be eligible for one point's progression at the headteacher's discretion, subject to consideration of other relevant factors, otherwise such teachers may be eligible for progression to a midway point. However, in the cases where teachers have not achieved the minimum standard a "no progression" recommendation will be made.

Further considerations

- 12.2 In cases where teachers have not achieved the minimum standard required and therefore are not eligible for pay progression, it will be possible to make a "no progression" recommendation without recourse to the capability procedure.
- 12.3 All pay progression recommendations should, in the first instance, be submitted to the headteacher.
- 12.4 The headteacher will review the evidence collated and subsequent pay progression recommendations made to ensure compliance with this pay policy and consistency of approach.
- 12.5 The headteacher will also review objectives set for the forthcoming academic year to ensure they clearly reference the Teacher Standards and are sufficiently challenging and rigorous when compared with those of a teacher at a similar level.

Establishment of a Pay Committee

- 13.1 The Governing Body will establish a Pay Committee with fully delegated powers to make decisions on performance related pay progressions. The Pay Committee will comprise three governors elected at a meeting of the full Governing Body at which 50% of those governors holding office at that time were present. One named governor will act as reserve. The quorum will be three.
- 13.2 Membership of the committee (and its terms of reference) will be reviewed annually but with due regard to continuity in what is a technical area. The headteacher will act as adviser (non-voting) to the committee. The Pay Committee will meet in accordance with the school's published timetable for appraisal.

Reviewing the Recommendations for Pay Progression

- 14.1 The headteacher will submit the list of proposed pay progressions to the Pay Committee for review. Each submission must contain a clear recommendation for pay progression that includes reference to the teacher meeting or not meeting the standards required.
- 14.2 Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee, having regard to the appraisal report and taking into account advice from the headteacher.
- 14.3 Final decisions about whether or not to accept a pay recommendation will be communicated to staff members in writing, together with, where appropriate, notification of the right to appeal against the decision.

Establishment of a Pay Appeal Committee

- 15.1 The Governing Body will establish a Pay Appeal Committee with fully delegated powers to which all pay appeals will be directed. The Pay Appeal Committee will comprise three governors elected at a meeting of the full Governing Body at which 50% of those governors holding office at that time were present. One named governor will act as reserve. No member of the Pay Appeal Committee will work at the school. There shall be a quorum of three. No member of the Pay Appeal Committee will have been a member of the original Pay Committee.

The Appeal Process

- 16.1 Teachers wishing to appeal should inform the headteacher within 5 working days of the formal notification of the original decision. The teacher must set out their reasons in writing and give them to the headteacher within 10 working days of the notification of intention to appeal.
- 16.2 The grounds for appeal will be that the person(s) by whom the decision was made:
 - incorrectly applied a provision of the STPCD
 - failed to have proper regard to statutory guidance
 - failed to take account of relevant evidence
 - took account of irrelevant or inaccurate evidence
 - was biased; or
 - otherwise unlawfully discriminated against the teacher
- 16.3 The headteacher will not act as advisor to the Pay Appeal Committee, although they may be called upon to provide information.
- 16.4 As Cheetwood has an existing Service Agreement with One Education's HR and People the school may request advice from or the attendance of a HR Support Advisor.
- 16.5 The Pay Appeal Committee will normally meet within 20 working days of the receipt of the appeal, review all the available evidence, reach a decision and communicate this decision in writing to the teacher.
- 16.6 All decisions of the Pay Appeals Committee will be final.

Movement to the Upper Pay Range (UPR)

Applications and Evidence

- 17.1 Any qualified teacher may apply to be paid on the UPR and any such application will 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 UPR.
- 17.2 Applications may be submitted from 1 September and no later than the 30 September each calendar year; application forms can be obtained from the headteacher.
- 17.3 Applications may be made 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.
- 17.4 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school or schools. This school will not be bound by any pay decision made by another school.
- 17.5 Any qualified teacher who has been absent on maternity, paternity, adoption or parental leave is still eligible to apply to be paid on the UPR.
- 17.6 Any qualified teacher who has been absent for a period on long term ill health is still eligible to apply to be paid on the UPR.
- 17.7 All applications should include the results of reviews or appraisals of the previous two years' performance.
- 17.8 Applications should contain supporting evidence that covers the two year period leading up to and ending at the date of application.
- 17.9 However in certain circumstances, teachers will only be required to submit supporting evidence covering the reduced period of time they were at school rather than the full two year period. In some cases this may mean that the teacher only has evidence from one performance review to submit.

17.10 All applications for entry onto the UPR should be submitted to the headteacher for assessment.

The Assessment

- 18.1 An application from a qualified teacher will be successful where the headteacher is satisfied that
- the teacher is highly competent in all elements of the Teacher Standards; and
 - the teacher's achievements and contributions to the school are substantial and sustained
- 18.2 For the purposes of this pay policy "highly competent" means performance which is not only good but also good enough to have provided coaching and mentoring to other teachers, given advice to them and demonstrated 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.
- 18.3 For the purposes of this pay policy "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.
- 18.4 For the purposes of this pay policy "sustained" means maintained continuously over two successive school years as demonstrated within two consecutive appraisal reports and evidence that teaching expertise has grown and is consistently good to outstanding.
- 18.5 The above criteria will also be used to determine pay progression within the upper pay range (see 12.4).

Procedure

- 19.1 It is the responsibility of the eligible teacher to complete the school's application form, obtainable from the headteacher.
- 19.2 All applications should be made by the 30 September.
- 19.3 The application will be reviewed initially by the headteacher who will then establish and publicise a timetable for the assessment process. The headteacher will draw the school's timetable to the attention of all eligible teachers and team leaders and other staff who will be involved in reviewing performance and verifying evidence. Following completion of this assessment a recommendation will be made to the Pay Committee.
- 19.4 Final decisions about whether or not to approve a teacher's application to the UPR will be made by the Pay Committee, having regard to the appraisal report and taking into account advice from the senior leadership team.
- 19.5 The applicant will be informed of the decision no later than 20 working days following the Pay Committee's receipt of the headteacher's initial recommendation.
- 19.6 If successful the applicant will move to the UPR at the start of the autumn academic term.
- 19.7 If unsuccessful feedback will be given by the headteacher to the teacher no later than 10 working days following communication of the original decision. The feedback will make specific reference to any areas for further development, supported by tangible evidence wherever possible.

Pay Determinations upon Appointment to the UPR

- 20.1 Taking into account recommendations from the headteacher, the Pay Committee will have the final decision as to where to position a successful teacher on the UPR.
- 20.2 In making such determinations, the Governing Body may take into account a range of factors, including:
- the nature of the post and the responsibilities it entails
 - the level of qualification, skills and experience of the teacher
 - market conditions

Part Time Teachers

- 21.1 Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part time.
- 21.2 When a Pay Committee is required to review pay progression recommendations for a part time teacher they will do so with due regard to those hours that the part-time teacher usually works under the Contract of Employment. Direct consideration will be given to these hours in reviewing the objectives set, evidence gathered and pay progression recommendations made.

- 21.3 In approving a pay progression recommendation for a part time teacher the Pay Committee will do so in accordance with the “pro rata principle.” This means that the proportion of the total pay progression awarded will correspond directly to the number of hours that the teacher is employed in that capacity during the course of the school’s timetabled teaching week, (“total pay progression” means the pay progression that would be awarded to that person in the same post on a full time basis and “the school’s timetabled teaching week” means the aggregate period of time in school timetable during which pupils are normally taught.)

Short Notice/Supply Teachers

- 22.1 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.

Pay Increases Arising from Changes to the Teachers’ Pay and Conditions Document

- 23.1 Where applicable, teachers are paid in accordance with the statutory provisions of the Teachers’ Pay and Conditions Document as updated from time to time.

Other payments

Recruitment and Retention Incentives and Benefits

- 24.1 The Governing Body may consider making such payments where deemed necessary for the recruitment or retention of teachers. The duration of such payments will not be permanent and will be determined and notified at the outset and will be reviewed annually by the Governing Body.

APPENDIX i
Teacher Pay Scales
2020 to 2021

In the 2020 STPCD, the Department for Education confirmed a differentiated pay award for teachers, consisting of:

- a 5.5% uplift to the minimum of the main pay range, decreasing on a tapering scale to a 2.75% uplift to the maximum of the main pay range

- a 2.75% uplift to the minima and maxima of all other pay ranges and allowances
- Cheetwood will apply this recommendation.

Furthermore, in accordance with joint teaching union advice, **Cheetwood will apply the 2.75% uplift across all points on all pay ranges** (not just to the minima and maxima).

The following salary information therefore reflects the STPCD **and** joint teaching unions' recommendations.

CLASSROOM TEACHERS

MAIN PAY RANGE

	England (excl London Area)	Inner London Area	Outer London Area	Fringe Area
1 (minimum)	£25,714	£32,157	£29,915	£26,948
6 (maximum)	£36,961	£42,624	£41,136	£38,174

UPPER PAY RANGE

	England (excl London Area)	Inner London Area	Outer London Area	Fringe Area
1 (minimum)	£38,690	£46,971	£42,559	£39,864
3 (maximum)	£41,604	£50,935	£45,766	£42,780

TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS

	TLR payment 1	TLR payment 2	TLR payment 3	SEN allowance
minimum	£8,291	£2,873	£571	£2,270
maximum	£14,030	£7,017	£2,833	£4,479

UNQUALIFIED TEACHERS

	England (excl London Area)	Inner London Area	Outer London Area	Fringe Area
1 (minimum)	£18,169	£22,849	£21,582	£19,363
6 (maximum)	£28,735	£33,410	£32,151	£29,924

LEADERSHIP GROUP PAY RANGE

	England (excl London Area)	Inner London Area	Outer London Area	Fringe Area
1 (minimum)	£42,195	£50,167	£45,542	£43,356
43 (maximum)	£117,197	£125,098	£120,513	£118,356