

MODEL PAY POLICY

Hove Park School

Committee	FGB	Governor Link		Staff Link	Barbara Cohen
Date Ratified		Frequency of Monitoring Report		Frequency of Review	Next Review date
14/9/09				Annually	Summer Term 2010

MODEL PAY POLICY FOR SCHOOLS IN BRIGHTON & HOVE

SEPTEMBER 2010

Note: This model pay policy includes updates reflecting the September 2008 changes to teachers' pay & conditions.

For the original national model pay policy published on 16 January 2009 see <http://www.teachernet.gov.uk/pay/>

Approved by Heads' Steering Group: –)

Approved by SCG: - ?

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INTRODUCTION

The statutory pay arrangements for teachers give significant discretion to "relevant bodies" – normally governing bodies, but LEAs in some instances – to make pay decisions. The School Teachers' Pay and Conditions Document ("The Document") has since September 2004 placed a statutory duty on schools and LEAs to have a pay policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions.

Schools and LEAs, when taking pay decisions, must have regard both to their pay policy and to the teacher's particular post within the staffing structure. A copy of the staffing structure should be attached to the pay policy, together with the implementation plan for bringing in changes.

The model pay policy is agreed by ATL, DCSF, NAHT, NASUWT, NEOST, ASCL and Voice. It recommends a structure for schools to follow and covers all key areas of pay discretion that schools need to consider. Some items –

such as the residential allowance – will clearly only apply to some establishments. All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability. The pay and performance management policies should make clear the school's compliance with The Race Relations Act 1976, The Sex Discrimination Act 1975 and 1986, The Equal Pay Act 1970, The Disability Discrimination Act 1995, 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, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Equality (Age) Regulations 2006, The Employment Equality (Sexual Orientation) Regulations 2003, and The Employment Equality (Religion and Belief) Regulations 2003.

Heads and governing bodies should consult staff and unions on their pay policy and review it each year, or when other changes occur to the School Teachers' Pay and Conditions Document, to ensure that it reflects the latest legal position. The pay policy should comply with the current School Teachers' Pay and Conditions Document and the accompanying statutory guidance. It should be used in conjunction with them, but, in the event of any inadvertent contradictions, the Document and guidance take precedence.

In determining teacher pay levels in accordance with statutory pay and conditions of service under the terms of the Document, governing bodies should also ensure these are set in accordance with the school's staffing structure (a copy of which is appended to this policy).

Safeguarded payments and allowances

Safeguarding will apply according to the provisions of the Document.

The following safeguarding arrangements will come to an end on 31 December 2008 if they have not already done so:

- Management allowances (paragraph 21),
- Assimilation safeguarding (paragraph 27),
- Social priority allowance and Inner London Area supplement.

Please note that this model pay policy has been slightly amended from the DCSF model to include support staff. As regards Support Staff, the school should operate in line with Brighton & Hove City Council policies – especially those relating to pay and allowances.

Summary of main changes to teachers' pay and conditions since 2007

Pay scales, payments and allowances have been increased by 2.45% from 1 September 2008.

As signalled previously, closer links between performance management/appraisal arrangements and pay decisions have been introduced (except in respect of unqualified teachers and the annual increment for main scale teachers). In Wales the changes were effective from 2007, under the School Teacher Appraisal (Wales) Regulations 2002; in England they are effective from 1 September 2008 after the first reviews take place under the Education (School Teacher Performance Management) (England) Regulations 2006.

Additional increases have been made for some main and upper pay scale teachers in inner and outer London.

From 1 September 2008, excellent teachers are paid on a spot salary within a range (paragraph 35).

The unqualified teachers' pay scale has been shortened from 10 points to six, to meet concerns on gender and age discrimination. The criteria for the award of the unqualified teachers' allowance have also been revised (paragraph 38).

A standardisation of the method of calculating pay (paragraph 49) and working time (paragraph 77) for part-time teachers has been introduced to bring about consistency of practice.

Annex 4 of the Document signals future changes to arrangements for assessment against post-threshold teacher standards and the determination of pay on the re-appointment of unqualified teachers that will have effect from September 2009.

[] SCHOOL – POLICY ON SCHOOL TEACHERS’ PAY FOR 1
SEPTEMBER 2008 TO 31 AUGUST 2009

1. BASIC PRINCIPLES

Recommended text

All teachers employed at Hove Park School are paid in accordance with the statutory provisions of the School Teachers’ Pay and Conditions Document as updated from time to time. A copy of the latest version may be found in the school office and is also on-line at <http://www.teachernet.gov.uk/pay/>. All pay-related decisions are made taking full account of the school improvement plan and teachers and unions have been consulted on this policy. All pay related decisions are taken in compliance with The Race Relations Act 1976, The Sex Discrimination Act 1975 and 1986, The Equal Pay Act 1970, The Disability Discrimination Act 1995, 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, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Equality (Age) Regulations 2006, The Employment Equality (Sexual Orientation) Regulations 2003, and The Employment Equality (Religion and Belief) Regulations 2003.

The process for making decisions on the pay of teachers at the school is as follows. **Insert any particular arrangements for your school that differ from those set out below, and amend as necessary. For example decisions may be made by an individual (e.g. a governor or the head) rather than by a committee of the governing body.**

<i>Recommended Text</i>	<i>Guidance</i>
<p>2. Pay Reviews</p> <p>The governing body will ensure that every teacher's salary is reviewed with effect from 1 September and no later than 31 October (except in the case of the headteacher) each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. 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.</p> <p>Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will give the required notification as soon as possible and no later than one month after the date of the determination.</p>	<p>31 October is the latest date set in the statutory pay guidance except in the case of headteachers for whom the deadline is 31 December.</p> <p>A revised pay statement must also be given where there are any other changes in pay arrangements in the year.</p>
<p>3. The Pay Committee</p> <p>The terms of reference for the pay/personnel committee are as follows:</p> <p>Determinations of pay, including annual performance points, are made, by the Governing Body's Pay Review Committee, in accordance with the Hove Park School/Sixth Form Language College pay policy. Decisions made by the committee will be communicated to each member of staff by the Director of Human Resources.</p>	<p>It is recommended that the governing body establish a committee to make determinations of pay in accordance with the pay policy. This function might either be performed by a dedicated pay committee or be part of a more wide ranging personnel committee. It is recommended that the committee has fully delegated powers and if so must be established in accordance with the School Governance (Procedures) (England) Regulations 2003 SI No 2003/1377, as amended. Regulation 16 gives power of delegation to a committee and Regulation 20 deals with the establishment of a committee.</p> <p>It is recommended that this specifies that decisions will be communicated to each member of staff by the head,</p>

	in writing, in accordance with paragraph 4.4 of the Document. Decisions on the pay of the head will be communicated by the chair of the governing body, in writing, in accordance with paragraph 4 of the Document.
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4. USE OF DISCRETIONS IN BASIC PAY DETERMINATION

4a) Pay range for head teachers

The Pay Review Committee will determine the pay range for head teachers when they propose to make a new appointment or at any time if they consider it necessary to retain a head, or if there has been a significant change in the responsibilities of the head teacher.

When determining the Individual School Range (ISR), within the permitted parameters set out in paragraphs 12.2.3, 12.2.5 and 12.2.6, the relevant body will take account of any difficulties there may be in recruiting and retaining a head teacher. The relevant body will not take account of the salary of the serving head teacher if they re-determine the ISR when recruiting a new head teacher. In these limited circumstances (school causing concern, and substantial difficulties in recruiting or retaining a head teacher) the relevant body has discretion to move the pay range for a head teacher by up to two school groups, and will consider the possibility of exceeding the maximum of the spine. Where the ISR exceeds the maximum of the leadership group pay spine, the relevant body will determine the level of any points above the spine maximum.

New head teacher

When determining the salary of a new head teacher, the Pay Review Committee will take account of the responsibilities of the post, the background of the students at the school and whether the post is difficult to fill.

A new head teacher may be placed at any of the four bottom points of the ISR.

4b) Pay range for deputy heads and assistant head teachers

The relevant body will determine the pay range for deputies and assistant heads when:

- it proposes to make new appointments;
- or where there is a significant change in the responsibilities of serving deputy or assistant heads.

The pay range may be determined as of 1 September 2008, at any time of

the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time it is considered necessary to retain a deputy or assistant head (paragraphs 12.2.3, 14 and 16 of the 2008 Document and paragraph 29 of the guidance on the Document – Section 3).

New deputy or assistant head teacher

A new deputy or assistant head teacher may be paid on any one of the bottom three points of their pay range.

4c) Pay range for Advanced Skills Teachers (ASTs)

AST eligibility

Hove Park School does not currently employ any Advanced Skills Teachers. Should this position change in the future, the AST grade will be open to all teachers who can meet the AST standards regardless of their length of service.

A teacher may only be assessed for an AST post after having been selected for interview for that post.

When determining an appropriate five point range for an AST, consideration be given to; the nature of the work to be done, including any work with teachers from other schools; the degree of the challenge; the professional competencies required; and such other criteria as considered appropriate (paragraph 29.3 of the 2008 Document and paragraphs 75 and 76 of the 2008 statutory guidance).

Newly appointed ASTs must be placed on the lowest point on their pay range.

4d) Excellent Teachers

Hove Park School does not currently employ any Excellent Teachers. If this position changes in the future, the following eligibility criteria will be adhered to.

ET eligibility

A teacher may be appointed to an ET post if he/she has previously held such a post, or has been on U3 for at least two years and –

(i) in accordance with the 2004 Document or any previous Document, has been assessed as meeting the standards for ASTs applicable at the relevant time; or

(ii) has been certified by an assessor as meeting the standards set out in Annex 2 of the 2005 Document or of the 2006 Document or Annex 1 of the

2007 Document; or

(iii) meets the appropriate standards in Annex 1 of the 2008 Document.

A teacher may only be assessed for an ET post if the post is available in the school's staffing structure.

The ET is placed on an appropriate spot salary; no less than £37,672 and no more than £48,437.

When determining the spot salary on the range for an excellent teacher, the relevant body must have regard only to the following:

- a) the nature of the work to be undertaken; and
- b) the degree of challenge of the role.

<i>Recommended Text</i>	<i>Guidance</i>
<p>4e. Discretionary experience points for classroom teachers</p> <p>When placing a classroom teacher on the main scale, the governing body will consider awarding an extra point or points on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances:</p> <ul style="list-style-type: none">- One point on the main scale for each year of service as a qualified teacher in an Academy, a city technology college, a city college for the technology of the arts or an independent school.- One point on the main scale for each period of one year of service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of the country concerned.- One point on the main scale for each period of one year of service teaching in further education, including sixth form colleges.- One point on the main scale for each period of one year of service teaching in higher education.	<p>The Governing Body will need to insert the appropriate figure where indicated.</p>

<p>One point on the main scale for each period of one year of service as an un-qualified teacher in any educational institution.</p> <p>The governing body will consider awarding on a case by case basis:</p> <ul style="list-style-type: none"> - One point on the scale for each period of three years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people. 	
<p>4f. Part-time teachers</p> <p>Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The governing body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and by comparison with the school's timetabled teaching week for a full time teacher in an equivalent post.</p> <p>Governing bodies are responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work.</p>	<p>Part-time teachers must be paid the pro rata percentage of the appropriate full-time equivalent salary. The same percentage must be applied to any allowances awarded to a part-time teacher.</p> <p>Any additional hours such a teacher may agree to work from time to time at the request of the head teacher (or in the case where the part-time teacher is a head teacher, the relevant body), should also be paid at the same rate.</p> <p>A calculator is available on Teachernet to assist with this calculation.</p> <p>http://www.teachernet.gov.uk/docbank/index.cfm?id=12828</p> <p>The salary of any person employed as a part-time teacher on 31 August 2008 must be re-determined by the relevant body in accordance with sub-paragraph 49.3 of the 2008 STPCD with effect from 1 September 2008. In the event that this re-determination, plus any additional points awarded, results in a lower</p>

	<p>salary then the difference will be safeguarded for up to three years.</p> <p>The relevant body should ensure that, with effect from 1 September 2008, all teachers employed on a part-time basis are provided with a written agreed statement which sets out the expectations of the school, and the part-time teacher, regarding the deployment of directed time both within and beyond the school day in accordance with the professional duties as stated in Part 12 of the Document,</p> <p>NB: the contractual change from September 2005 gives part-time teachers entitlement to PPA time pro-rata to full-time teachers.</p>
<p>4g. Short notice/supply teachers</p> <p>Teachers employed on a day-to-day or other short notice basis in accordance with the provisions of the 2008 STPCD 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..</p> <p>Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 and divided by 5.417 hours (a Hove Park Teaching day) to arrive at the hourly rate.</p>	<p>Teachers should be paid for all the hours they are required to be on the school premises. Allowance should be made for non-contact time.</p> <p>The factor used for the hourly calculation could be either 6.48 (1265/195) or the total length of the school's student day (e.g.5.417 hours).</p> <p>A short notice teacher who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more in respect of that period than he would have received had he been in regular employment throughout the period.</p>
<p>4h. Unqualified teachers</p> <p>With the exception of Graduate Trainee Teachers' training periods, which will always be remunerated at Point 1 of the Unqualified Teachers' Pay Spine, the governing body, will, when determining</p>	

<p>on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:</p> <p>Qualifications: One point for a recognised overseas teaching qualification.</p> <p>One point for a recognised post-16 teaching qualification.</p> <p>One point for a recognised qualification relevant to their subject area.</p> <p>Experience</p> <p>One point on the unqualified teachers' scale for each period of one year of service as an overseas-trained teacher</p> <ul style="list-style-type: none"> - One point on the unqualified teachers' scale for each period of one year of service teaching in further education, including sixth form colleges. - One point on the unqualified teachers' scale for each period of one year of service teaching in higher education. <p>The governing body will consider awarding on a case by case basis:</p> <ul style="list-style-type: none"> - one point on the unqualified teachers' scale for each period of three years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people. <p>Unqualified teachers on employment based routes into teaching may be paid on the qualified or unqualified teachers' scale.</p>	<p>The Governing Body will need to insert the appropriate figure where indicated.</p> <p>From 1 September 2008, the unqualified teachers' scale is reduced from 10 points to six. Unqualified teachers in post on 31 August 2008 receive points on the previous pay scale before assimilation to the new scale.</p> <p>The relevant body's pay policy should set out the way in which decisions are taken on allowances for unqualified teachers, so that there is transparency.</p> <p>Where an unqualified teacher is in receipt of an additional allowance awarded prior to 1 September 2008,</p>
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The Governing Body will need to insert the appropriate figure where indicated.

Unqualified teachers' allowance

The governing body may pay an unqualified teachers' allowance to unqualified teachers when the governing body consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience. **unqualified teachers' allowances will be awarded in the following circumstances, where the teacher is required to:**

- (a) taken on a sustained additional responsibility which is –
 - i) focussed on teaching and learning
 - ii) requires the exercise of a teachers' professional skills and judgment;
- or
- (b) qualifications or experience which bring added value to the role he is undertaking.

Where an allowance is awarded, it will be based upon the difference between the teachers salary, assessed in accordance with un-qualified teachers' pay spine, and its corresponding salary on the qualified teachers' pay spine.

The governing body will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teachers' scale
1The values may be set out here in addition to being set out in the staffing structure which is published as an Annex to the pay policy.

the relevant body must consider whether the allowance is in line with the new criteria and if necessary re-determine that allowance in accordance with the criteria below. With effect from 1 September 2008, an allowance may be awarded where the teacher has:

If this results in a new allowance which is lower, then the difference will be safeguarded for up to three years. Please note that when employing unqualified, overseas teachers further advice should be taken from the Authority in relation to time limits that may be applicable to continuing employment.

5. PAY PROGRESSION

The governing body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Governing Body recognises that funding cannot be used as a criterion to

determine progression.

5a. Head teacher

The head teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and student progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded. “**Application of Leadership Group Pay Progression Criteria - Clarification**” can be found in the box following paragraph 30 in Section 3 of the Document and this will be taken fully into account when considering progression.

Annual pay progression within the range for this post is not automatic. The governing body will consider whether to award one or two pay progression points. The governing body will wish to consult with their SIP (Schools Improvement Partner) where more than one point of pay progression is being considered.

See paragraph 30 and the box which follows in Section 3 of the School Teachers’ Pay and Conditions Publication 2008.

The Education (School Teacher Performance Management)(England) Regulations 2006 came into force on 1 September 2007 for teachers in England. Any review of performance objectives for head teachers set prior to this date, or any cases where these regulations do not apply, will be carried out as required under paragraph 7.2 of the School Teachers’ Pay and Conditions Document 2008.

The governing body has discretion to move a head teacher by more than one point (to a maximum of two).

5b. Deputies and assistant heads

Deputies and assistant heads must demonstrate sustained high quality of performance in respect of school leadership and management and student progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. “**Application of Leadership Group Pay Progression Criteria - Clarification**” can be found in the box following paragraph 30 in Section 3 of the Document and this will be taken fully into account when considering progression.

Annual pay progression within the range for these posts is not automatic. The governing body will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows:

[insert]

See paragraph 30 and the box which follows in Section 3 of the School

Teachers' Pay and Conditions Publication 2008.

The Education (School Teacher Performance Management)(England) Regulations 2006 came into force on 1 September 2007 for teachers in England. Any review of performance objectives for deputy or assistant head teachers set prior to this date, or any cases where these regulations do not apply, will be carried out as required under paragraph 13.3 (deputies) or 15.3 (assistant heads) of the School Teachers' Pay and Conditions Document 2008.

The governing body has discretion to move a deputy or assistant head by more than one point (to a maximum of two).

5c. Advanced Skills Teachers (ASTs)

ASTs must demonstrate sustained high quality of performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance points will be awarded. Any work undertaken at other schools, in higher education facilities, at facilities of the LA and elsewhere will be taken into account. "**Application of Advanced Skills Teacher Pay Progression Criteria – Clarification**" can be found at paragraph 78 to 80 in Section 3 of the Document and this will be taken fully into account when considering progression.

Annual pay progression within the range for these posts is not automatic. The governing body will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows:

[insert]

See Section 3 paragraphs 78 to 80 of the School Teachers' Pay and Conditions Publication 2008.

The Education (School Teacher Performance Management)(England) Regulations 2006 came into force on 1 September 2007 for teachers in England. Any review of performance objectives for ASTs set prior to this date, or any cases where these regulations do not apply, will be carried out as required under paragraphs 29.5 and 29.6 of the School Teachers' Pay and Conditions Document 2008.

The governing body has discretion to move an AST by more than one point (to a maximum of two).

5d. Post threshold teachers

"**Application of Upper Pay Scale Progression Criteria - Clarification**" can be found in the box following paragraph 35 in Section 3 of the Document and this will be taken fully into account when considering progression.

The relevant body when making decisions about progression on UPS must have regard to two successful consecutive performance management reviews, other than under the exceptional circumstances as provided for in paragraph 1.8 of the Document.

Only in exceptional circumstances will post-threshold teachers be awarded a further point on the upper pay scale more frequently than at two yearly intervals.

Where a teacher is a post-threshold teacher by virtue of paragraphs (b), (c), and (e) – (i) of the definition of post-threshold teachers in Part I of the School Teachers' Pay and Conditions Document (pages 28-30), the governing body may determine which point on the upper pay scale to place them, rather than being required to place them on to U1. When doing so, the governing body should consider any pay progression which such teachers made in their previous employment which was based on an assessment of standards and contribution comparable to the requirements for progression on the upper pay scale; and should not unreasonably withhold appointment at the equivalent point on the upper pay scale.

See Section 2 Paragraph 20.5 of the School Teachers' Pay and Conditions Document 2008

Progression depends on meeting the STPCD criterion, 'that the teacher's achievements and contribution to the school or schools in which he has previously worked have been sustained and substantial', and is not automatic.

The governing body should set out what 'exceptional circumstances' may apply, their definition of a 'successful performance management review' subject to the wording in section 3 and what 'grown professionally' means in the context of the school.

This gives flexibility to schools, who may determine that a teacher who has, for example, stepped down from a leadership post or been assessed as meeting the Northern Ireland threshold standards, the sixth form college professional standards or who has been assessed against the threshold standards while working in an academy or non-maintained special school, may be placed on a point other than U1, thus enabling post-threshold experience to be taken into account.

5e. Threshold Assessment

Teachers who wish to do so should apply for threshold assessment to the headteacher by the final day of the Summer Term prior to the September within which the salary increase is expected to occur.

Teachers may apply and should be assessed against the post-threshold standards, See paragraphs 19 and 20 of the STPCD.

Paragraph 34 of Section 3 of the STPCD gives advance notice of changes to be introduced from 1st September 2009.

The school should, as part of the performance management process, inform teachers of their eligibility to apply for threshold assessment two years ahead of their becoming eligible and of the mandatory deadline for applications and any local administrative deadline.

(NB: A school may set a local date for administrative purposes for receipt of applications, e.g. **February half term** but this is not binding on teachers, who are still free to apply at any time in the year up to and including 31 August)

(Heads should set a time-scale for governors to review those eligible to progress onto UPS1, 2 or 3 of the upper pay scale in the same way as above. See also para. 5d above.)

5f. Classroom teachers on the main scale

Main scale classroom teachers will receive one extra point for each year of satisfactory performance.

Those subject to formal capability proceedings are usually deemed unsatisfactory performers, but the governing body still has discretion to determine that such a person receive a point.

In exceptional circumstances and at the Governing Body's discretion, a classroom teacher may be awarded an extra point on the main scale for excellent performance over the previous academic year, having regard to all aspects of their professional duties, but in particular classroom teaching.

6. DISCRETIONARY ALLOWANCES AND PAYMENTS

<i>Recommended Text</i>	<i>Guidance</i>
<p>6a. Teaching and Learning Responsibility Payments (TLRs)</p> <p>TLRs are awarded to the holders of the posts indicated in the attached staffing structure.</p> <p>TLRs will be introduced in Hove Park School/Sixth Form/Language College from 1 January 2006 as set out in the attached implementation plan.</p>	<p>TLRs could be awarded from 1 January 2006. They have replaced management allowances, but may co-exist during a transitional phase, which will end at the latest by 31 December 2008, at which point all safeguarding of management allowances will cease.</p> <p>TLRs may only be awarded in the context of the school's staffing structure and pay policy.</p>

<p>The values of the TLRs to be awarded are set out below:</p> <p>TLR2s will be awarded to the following values from September 2008:</p> <p>TLR 2.1 (£2,478) to the following post-holders:</p> <ul style="list-style-type: none"> • English Key Stage 5 Leader • English Progression & Achievement Leader • Key Stage 3 Food Technology • Geography Team Leader • Key Stage 3/4 Technology Team Leader <p>TLR 2.2 (£4,130) to the following post-holders:</p> <ul style="list-style-type: none"> • Business Studies Leader • Geography Team Leader • Health & Social Care Leader • History Team Leader • ICT • Maths Key Stage 4 Leader • Maths Learning & Teaching Development Leader • Maths Year 8/9 Progress & Achievement Leader • Year 7 Project Leader • Year 8/9 Language Leader • Year 10/11 Language Leader • Year 12/13 Language Leader • Key Stage 4 PE Leader <p>TLR 2.3 (£6,057) to the following post-holders:</p> <ul style="list-style-type: none"> • Art Team Leader • Drama Team Leader • Language Team Leader • Music Team Leader • PSHE & Citizenship Team Leader • 2nd In Languages/NVQs • Senior Learning Mentor • Special Facility Co-ordinator 	<p>Following the review of staffing structures, the implementation plan should be attached to the school's pay policy.</p> <p>Criterion and factors for award of TLRs</p> <p><u>Criterion</u></p> <p>A Teaching and Learning Responsibility payment ("TLR") may be awarded to a classroom teacher for undertaking 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 he is made accountable.</p> <p>The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.</p> <p><u>Factors</u></p> <p>Before awarding a TLR, the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that -</p> <ol style="list-style-type: none"> 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 student development across the curriculum; d) has an impact on the educational progress of students other than the teacher's assigned classes or groups of students; and e) involves leading, developing and enhancing the teaching practice of other staff.
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<p>TLR 1.1 (£7,158) will be awarded to joint faculty leaders, during times of post-holder absence</p> <p>TLR 1.1 (£7,158) to the following post-holders:</p> <ul style="list-style-type: none"> • Assistant Director of the Sixth Form • Directors of Culture For Learning • Directors of Progress & Achievement • Gifted & Talented Team Leader • International Dimension Team Leader • Maths Intervention Leader • Science Team Leader • PE Team Leader • Special Educational Needs Co-ordinator • Technology Team Leader 	<p>Before awarding a TLR 1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.</p> <p><u>Values</u></p> <p>The values of TLRs must fall within the following ranges:</p> <p>a) the annual value of a TLR1 is £6,997 - £11,841;</p> <p>b) the annual value of a TLR2 is £2,422 - £5,920.</p> <p>If the relevant body awards TLRs of different values to two or more teachers, the minimum difference in value between each award of a TLR1 is £1,500; and between each award of a TLR2 is £1,500. Details of TLRs to be awarded at the school will depend on the outcome of the review of the staffing structure and the timing of introduction will be in line with the implementation plan.</p> <p>A teacher may not hold more than one TLR1 of any value, but a TLR could be based on a job description that itemises several different areas of significant responsibility.</p> <p>A TLR is a payment integral to a post in the school's staffing structure and therefore may only be held by two or more people when job sharing that post.</p> <p>TLRs awarded to part-time teachers must be paid pro-rata at the same proportion as the teacher's part-time contract.</p>
<p>6b. Special educational needs allowances</p> <p>SEN allowance 1 will be awarded:</p>	<p>The statutory pay guidance states that:</p> <p>'SEN allowances may be held at the same time as TLRs. However, relevant bodies should, when reviewing their</p>

<ul style="list-style-type: none"> • [• • SEN allowance 1 may be awarded to classroom teachers who make a particular contribution to the teaching of students with special educational needs which is significantly greater than that which would normally be expected of a classroom teacher. For example, teachers who work solely in the Special Facility for students with specific learning difficulties or those who work solely in special needs areas with students whom have been withdrawn from mainstream classrooms on account of individual need. Teachers in receipt of TLR Allowances for leading special needs areas within the school will NOT be entitled to SEN allowances in addition to their TLR allowances <p>SEN 2 Allowances are not included in Hove Park School/Sixth Form/Language College's current staffing structure.</p>	<p>staffing structures and keeping them under review:</p> <ul style="list-style-type: none"> • ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff; • consider whether, if teachers have responsibilities that meet the principles for the award of TLR payments it would not be more appropriate to award a TLR payment <i>instead of</i> a discretionary SEN allowance of a lower value; • consider whether discretionary SEN payments made by the relevant body under its pay policy primarily for the purposes of recruitment and retention might not more appropriately be made using the separate provisions available within the Document for these purposes; • ensure that any responsibilities are clearly specified in individual teachers' job descriptions, and are clear in the school's published staffing structure.' <p>When considering the award of SEN2, the relevant body should in particular consider what relevant qualifications or experience holders of SEN1 have, and whether these are being used for the benefit of the school or service. SEN2 should be awarded to all whose qualifications or experience are in line with the relevant body's policy.</p>
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7. OTHER PAYMENTS

<p>7a. Continuing professional development</p> <p>Teachers (including the headteacher)</p>	<p>One possibility would be to determine an</p>
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<p>who undertake voluntary (i.e. over and above the statutory 5 days training and development days per year) continuing professional development outside the school day will be entitled to claim the corresponding supply teaching rate (up to a maximum of UPS 3) for the additional hours worked.</p>	<p>hourly rate as per short notice/supply teachers then multiply by a factor, eg x1.5, x2 etc to compensate for out of hours work. Another possibility would be a flat rate payment in line with the teacher's level of responsibility and size of the commitment.</p>
<p>7b. Initial teacher training activities</p> <p>Teachers (including the headteacher) who undertake voluntarily school-based initial teacher training activities will be entitled to a reduced teaching time-table as compensation for this increased responsibility within the school. In the fairly rare circumstance that the individual's teaching timetable is NOT reduced for these activities, the teacher may claim the corresponding supply teaching rate (up to a maximum of UPS 3) for the additional hours worked, unless an alternative rate is agreed in advance.</p> <p>Activities that will attract reduced teaching time include - i.</p> <p>Some possibilities include: supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences.</p> <p>Suggested areas include: planning an initial teacher training course; preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students.</p> <p>Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment. These include planning an</p>	<p>One possibility would be a flat rate allowance.</p> <p>Some possibilities include: supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences.</p> <p>Suggested areas include: planning an initial teacher training course; preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students.</p>

<p>initial teacher training course; preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students.</p>	
<p>7c. Out-of-school learning activities</p> <p>Teachers (including the headteacher) and members of the Support Staff Team who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a payment of £20.00 per hour.</p> <p>Activities that will attract payment include after school language classes, summer schools, school holiday revision and coursework catch-up classes.</p> <p><u>Those who run Breakfast Clubs are entitled to receive remuneration at the hourly rate corresponding to their annual contractual salary.</u></p>	<p>It is for the relevant body to determine such payments, but one possibility would be to determine an hourly rate as per short notice/supply teachers then multiply by a factor, eg x1.5, x2 etc to compensate for out of hours work. Another possibility would be a flat rate payment in line with the teacher's level of responsibility and the size of the commitment.</p> <p>Some possibilities include: breakfast clubs, homework clubs; summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.</p> <p>With the advent of remodelling the school workforce and the need to ensure downward pressure on teachers' working hours many schools are using support staff and other adults to undertake these activities.</p>
<p>7d. Recruitment and retention incentives and benefits</p> <p>The governing body will pay recruitment and/or retention awards to teachers in shortage subjects or posts, in situations where advertisements have failed to produce a suitable candidate for appointment or where posts become vacant immediately prior to a statutory teaching resignation date of £2,364 for a maximum of three years. This may be extended in "exceptional circumstances"*.</p>	<p>The governing body should specify clearly the basis on which such incentives may be paid (e.g. to all teachers; to those in shortage subjects as defined by the school; or after one/two advertisements have failed to produce a suitable candidate for appointment).</p> <p>Payments may only be made for recruitment and/or retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.</p>

<p>The governing body will review the level of payment/benefits annually.</p> <p>N.B. awards for recruitment and/or retention should be given for a fixed period i.e. specific and time limited, and can be for no more than 3 years.</p>	<p>Incentives may, for example, include a cash sum, a percentage up-rating of salary, or defined benefits such as childcare costs of health care provision.</p> <p>A review of rates will be necessary if the governing body intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the governing body may determine.</p> <p>Schools should consider making use of existing pay flexibilities within the STPCD - particularly to help with the recruitment of teachers of shortage subjects such as mathematics, science and, in Wales, Welsh. Schools will be expected to meet the costs of any payments from within the budgets they have available.</p>
<p>7e. Honoraria</p> <p>The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.</p>	<p>There is no provision within the School Teachers' Pay and Conditions Document for the payment of honoraria. Any such award to a teacher for their teaching work would be unlawful. (Section 3 paragraph 4)</p>

8. SUPPORT STAFF

<i>Recommended Text</i>	<i>Guidance</i>
<p>8a. Determination of salaries</p> <p>The governing body will ensure that the salaries determined for support staff are in accordance with nationally or locally agreed conditions of service.</p> <p>The salaries of all support staff will normally be assessed:</p> <ul style="list-style-type: none"> • upon appointment to the school • annually to take effect from 1st April • if a post-holder's role changes significantly post-appointment • upon an appropriate request by 	

- at any other time deemed appropriate by the Governing Body.

Grading for support staff will be in line with the Authority's job evaluation scheme. If a new post is created, the job description must be submitted to the authority for evaluation and grading prior to advertising.

New recruits to the council who have not completed 6 months service at 1 April will receive their first increment 6 months after appointment, subject to satisfactory performance

This assessment will be determined by the following criteria:

- Responsibilities of the post
- Satisfactory performance of the post holder in accordance with previously agreed objectives
- Taking into account any current grading / job descriptions/ job evaluation framework in operation in the Local Authority
- In accordance with any career progression scheme for support staff adopted by the school

The Pay Review Committee will determine the starting salary within the range and will base this decision on the following criteria:

- Level of experience
- Former salary if employed within a Local Authority(LA) within England and Wales
- Former salary if employed within a non-LA institution
- Qualifications
- Added value to the school
- Level of training required to fulfil the needs of the post

The starting salary will usually be the minimum of the grade except those cases where a higher salary point is agreed by the appropriate panel taking into account experience, qualifications and previous salary level

<ul style="list-style-type: none"> • Present salary • Protection in cases of redeployment * • Date next increment due • Formal evaluation. <p>• the majority of Protected Earnings Allowances are payable for a maximum of 3 years. However, alternative time-limits occur within certain circumstances. The Governing Body will adhere to the time-limits designated by local and/or national legislation.</p> <p>The starting salary will usually be the minimum of the grade except those cases where a higher salary point is agreed by the appropriate panel taking into account experience, qualifications and previous salary level. If previous non-LA, experience is taken into account, additional increments will be awarded in accordance with Section 4e of this policy.</p> <p>8b. Accelerated Increments</p> <p>The Governing body may award accelerated increments within the range at any time. Criteria for such a decision will be:</p> <ul style="list-style-type: none"> • Successful completion of job related examination / qualifications • Achievement exceeding normal job requirements but at an equivalent level of responsibility • Completion of key tasks to a degree which exceeds line manager recorded expectations • Undertaking a specialist project at an equivalent level of 	<p>In exceptional circumstances up to 2 additional increments may be awarded to support staff at any time until the maximum of the grade is reached. In considering the possibility of accelerated increments the following criteria shall be applied:</p> <ul style="list-style-type: none"> • Consistent performance for at least 6 months of high quality work over and above that normally expected of the postholder • Consistent high performance of work of the same quality and level as employees at a higher salary point on the same grade (where applicable) • Performance of work to such a high standard that little supervision is required in circumstances where there is usually a strong supervisory element • A permanent measurable increase in responsibilities which is insufficient to warrant re-grading.
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Casual Support Staff

Support staff employed on a casual basis will receive reimbursement in accordance with the annual rate for the appropriate full-time annual salary for the post.

Examination Invigilators will receive payment in accordance with Scale 1/2 , Point 12 Chief Invigilators will be reimbursed in accordance with Scale 3, Point 17

8c. Payments for additional duties

Where an employee is required by the Governing body to undertake the full duties and responsibilities of a higher grades post for a continued period of at least four weeks, they will be entitled to receive the salary appropriate to the post temporarily occupied. The salary paid will be at the bottom of the appropriate salary range unless this is below the employee's existing incremental step, when the payment made will be equivalent to an increase of at least one increment. Once the qualifying period of 4 weeks has been completed, payment at the higher rate will be backdated to the first day the duties were undertaken and cease when they revert to their substantive post.

8d. Honoraria

The Governing body will pay an honorarium where, for an extended period, an employee is asked to undertake:

Honoraria payments may be made to local government staff in recognition of special merit. Such payments might be appropriate where:

- An employee makes a particular contribution to a substantial one-off project beyond that normally expected
- Due to staff shortage, an employee takes on a substantial increased workload for which no other payment has been granted

<ul style="list-style-type: none"> • Part of the duties of a higher graded post • Duties outside the scope of his/her post which are particularly onerous. 	
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9. GRADING APPEALS

<p>The arrangements for considering appeals are as follows:</p> <p>A member of staff may seek a review of any determination in relation to his pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his pay.</p> <p>The following list includes the usual reasons for seeking a review of a pay determination:</p> <p>That the person or committee by whom the decision was made –</p> <p>a) Incorrectly applied any provision of the School Teachers Pay and Conditions Document or Local Authority Job Evaluation Scheme;</p> <p>b) Failed to have proper regard for statutory guidance;</p> <p>c) Failed to take proper account of relevant evidence;</p> <p>d) Took account of irrelevant or inaccurate evidence;</p> <p>e) was biased; or</p> <p>f) Otherwise unlawfully discriminated against the member of staff.</p> <p>The order of proceedings is as follows:</p> <p>1. The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.</p> <p>2. If the member of staff is not satisfied, he/she should seek to</p>	<p>Appeals against pay decisions must meet the requirements of the dispute resolution provisions of employment law (further information on these can be found at the following link http://www.berr.gov.uk/employment/employment-legislation/employment-guidance/other-employment-legislation/page39822.html</p> <p>The process in the opposite column is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.</p> <p>This option may be more useful if the decision-maker is a person rather than a</p>
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resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.

3. Where this is not possible or where the member of staff continues to be dissatisfied, he/she may follow a formal appeal process.

4. The member of staff should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

5. The committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the member of staff an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

6. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The member of staff will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

committee.

For any formal hearing or appeal the member of staff is entitled to be accompanied by a colleague or union representative (both the hearing and the appeal in paragraphs 5 and 6 opposite would apply). Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.

The Authority has included a full procedure for hearing a grading appeal and this is attached as Annex 1.

There are separate arrangements in place for appeals against single status pay.

PAY POLICY ANNEXES

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Annex 1 – Full salary appeals procedure	See note on appeals – section 9 above
Annex 2 - [insert copy of school's staffing structure]	See second paragraph of the introduction – above
Annex 3 - [insert copy of school's staffing structure implementation plan]	See second paragraph of the introduction – above

This policy is monitored annually by the Pay Review Committee of Hove Park School/Sixth Form/Language College. The Director of Human Resources will present that committee with an annual report of actions taken and changes made in accordance with its criteria.

ANNEX 1

SALARY GRADING APPEALS PROCEDURE

1 Introduction

- 1.1 This procedure applies to all staff employed to work at the school/college including the head teacher/principal. Where reference is made in the procedure to the role of the head teacher/principal, the chair of governors or such other governor or governors authorised by the governing body for the purpose shall fulfil that role in cases where the employee concerned is the head teacher/principal.
- 1.2 It is for the governing body of a school/college to determine the duties to be carried out by each post holder. For teachers this will be subject to the provisions of the Schoolteachers Pay and Conditions document. **In respect of support staff, posts will need to be sent to the Local Authority for job evaluation.** In order to carry out these responsibilities, governing bodies should agree a salary policy for their school/college and take carefully into account the resources available for the purpose. Governing bodies must also ensure, as far as possible, that all employees are treated fairly.
- 1.3 An individual employee may, however, consider that his/her post is not graded correctly. In this context, the grading of posts for qualified teachers shall represent the allowance(s) awarded and for the head teacher/principal, deputy head teacher/vice principal and assistant head teacher/assistant principal it shall represent the spinal column point determined for the post. In terms of support staff, the grading of posts shall be in accordance with the Local Authority job evaluation scheme. The procedure set out below will enable such employees to discuss their salary with the head teacher/principal on both an informal and formal basis and the right to a personal hearing before a panel of governors appointed and authorised for the purpose of hearing salary grading appeals. These arrangements are separate from other grievances and are not to be dealt with under the grievance procedure.
- 1.4 A salary grading appeal would be considered under this procedure where:
 - a) There has been a significant increase in responsibilities undertaken by the post holder since his/her post was graded.
 - b) The employee considers that the original grading of the post did not accurately reflect the responsibilities undertaken.
 - c) The employee considers that his/her post is not graded appropriately in comparison with other posts within the school/college or within the LEA generally.
 - d) The employee feels that an incorrect pay recommendation was

However, a grading appeal for an individual employee would not normally be considered in the cases of sub paragraph (b) and (c) above where that employee had made an appeal on the same basis within the last two years.

- 1.5 The time limits referred to in this procedure may be modified by mutual agreement. The time limits referred to are working days; i.e. Monday to Friday and do not include Saturdays, Sundays or school/college holidays.

2 Procedure - Stage 1

- 2.1 The employee should discuss his/her appeal on an informal basis with the head teacher/principal. The head teacher/principal must hold such a meeting within 10 days of the employee making the request.

In relation to the performance management process for teaching staff, teachers who feel either the review statement and/or objectives set are unfair, should not appeal until the moderation process as set out in the school's performance management policy, has been completed. If the teacher is still unhappy following the moderation process, they may add their own comments on the review statement/performance management objectives to be taken into account in the performance management cycle. If a teacher feels their pay progression has been unfairly affected they should move to stage 2 of this procedure.

The employee may be accompanied at the stage 1 meeting by a trade union representative or a colleague employed at the school. The head teacher/principal may be advised at the meeting by a senior colleague in the school/college or by an officer of the LA. At the meeting, the head teacher/ principal should allow the employee or his/her representative to make a statement. In addition, the employee should:

- a) Where appropriate, seek to agree a revised job description with the head teacher/principal or confirm that the existing job description adequately reflects his/her duties and responsibilities.
- b) In the case where the employee and the head teacher/principal cannot agree on a revised job description, the following issues should be explored:
 - i) Has the employee assumed duties and responsibilities, which the head teacher/principal does not accept as being part of the employee's work?
 - ii) If so, how long have these duties and responsibilities been undertaken and has the head teacher/principal or

other senior manager been aware that the employee has undertaken the duties and responsibilities in question?

- iii) Is there a lack of clarity in the duties and responsibilities of other employees at the school/college?
 - iv) Has there been a specific short term need for the employee to undertake work at a more senior level which will not continue on a permanent basis, e.g., cover for sickness absence? If so, should that additional responsibility be recognised by a temporary upgrading?
- c) In the case where the employee and head teacher/principal agree on a revised job description, the following issues should be explored:
- i) Are the responsibilities associated with the additional duties appropriate for the existing grading for the post?
 - ii) If not, how significant are the additional responsibilities in terms of the overall requirements of the post?
 - iii) Is there a change in the arrangements for the employee to report to senior staff and/or are there any changes in the number and seniority of staff for which the postholder has a supervisory responsibility.
- d) In the case where it is agreed that the existing job description adequately reflects the employee's duties and responsibilities, it shall be for the employee to outline specifically the reasons why he/she feels that the post should be upgraded. In considering such a request, the following issues should be considered:
- i) How long since the post was graded?
 - ii) What overall changes in responsibilities for staff in the school/college have taken place since then, including additional statutory responsibilities?
 - iii) Have any other similar posts been upgraded?
 - iv) How does the post holder's grade compare with other similar posts in the school (or in the LA generally)?
 - v) In the case of support staff the revised job description may be sent to the LA for re-evaluation to aid decision-making.

It should be noted that the above list is not exhaustive but a suggested framework for discussing a grading appeal.

- 2.2 Having considered the factors set out above as appropriate together with any other relevant matters, the head teacher/principal will need to reach a decision in the matter. Where circumstances permit, the decision should be given orally, normally after an adjournment. The decision should be confirmed in writing within three days. Alternatively, the circumstances may require further review and/or enquiries. This should be confirmed orally at the end of the meeting and the decision should be given orally within five days of the meeting and confirmed in writing within three further working days.
- 2.3 Where the decision is to support the employee's request for regrading, it should be the responsibility of the head teacher/principal to refer the matter to the appropriate committee of the governing body. Where the head teacher/principal takes the matter forward in this way and the regrading is not supported by the governing body, the employee shall have the right to a grading appeal hearing before the appropriate appeals panel of the governing body as set out below - Stage 3. If the employee wishes to exercise his/her right to such a hearing he/she would do so in writing to the Clerk to the Governors.
- 2.4 Where the decision is not to support the request for regrading, the head teacher/ principal shall, in those cases where there was failure to agree a revised job description, issue to the employee the job description setting out the duties and responsibilities required of the postholder. The job description may be the original description or an amended version. In cases where a revised job description is issued, the employee should have the opportunity of stating in writing the part or parts of the job description that he/she disputes. Head teachers/principals should recognise that posts may not be changed significantly without consultation with the employee. Changes, which are reasonable, may be made from time to time.

3 Procedure - Stage 2

- 3.1 Where the employee is not satisfied following Stage 1, he/she should send written details of the reasons for his/her dissatisfaction to the head teacher/principal within 10 working days of receiving the written decision. The head teacher/principal should then arrange to meet with the employee again within 10 days of receipt of the written appeal. Teachers wishing to formally appeal against a performance management review statement/performance objective which unfairly affects pay progression should appeal in writing at this stage.
- 3.2 The employee may be accompanied at the meeting by a trade union representative or colleague employed at the school. The head teacher/principal may be advised by a senior colleague in the school/college or by an officer of the Local Authority.
- 3.3 The head teacher/principal shall allow the employee or his/her representative the right to make an oral statement in support of the

- 3.4 If the circumstances permit, the head teacher/principal should give his/her decision on the matter orally, normally after an adjournment to consider the decision. This decision shall be confirmed in writing within three working days. Alternatively, the circumstances may require further review and/or enquiries.

This should be confirmed orally at the end of the meeting and the decision should be given orally within 5 working days of the meeting and confirmed in writing within three further working days.

4 Appeals Procedure - Stage 3

- 4.1 Where the employee is not satisfied following Stage 2, he/she should notify the Clerk to the Governors in writing within 10 working days of receiving the written decision. The Clerk must then arrange a meeting of a panel of two/three governors authorised by the governing body to hear grievances. No governor should be a member of a panel where he/she has been involved in discussions about the grading appeal/involved in the original pay determination or be an employee of the school. Normally, the meeting shall take place within 20 working days of the receipt of the written appeal by the Clerk.
- 4.2 The employee and the headteacher/principal shall exchange statements to be considered at the appeal hearing seven working days before the notified date of the appeal hearing. Neither party shall be entitled to see a copy of the written statement by the other party before the preparation of their own. The statements prepared by both parties shall be sent to the members of the panel of governors authorised to hear appeals at least five working days prior to the hearing.
- 4.3 The procedure to be followed by the panel during the appeal hearing shall be as follows:
- i) The employee (or his/her representative) to put his/her case in the presence of the head teacher/principal and to call such witnesses as he/she wishes.
 - ii) The head teacher/principal to have the opportunity to ask questions of the employee (or his/her representative) on the evidence given by him/her and any witnesses.
 - iii) The appeals committee to have the opportunity to ask questions of the employee (or his/her representative) and his/her

witnesses.

- iv) The head teacher/principal to present the case in response to the employee's representations calling such witnesses as he/she wishes.
- vi) The employee (or his/her representative) to have the opportunity to ask questions of the head teacher/principal on the evidence given by him/her and any witnesses.
- vi) The appeals committee to have the opportunity to ask questions of the head teacher/principal and witnesses.
- vii) The head teacher/principal to have the opportunity to sum up his/her case.
- viii) The employee (or his/her representative) then to have the opportunity of summing up his/her case if they so wish.
- ix) The employee and head teacher/principal and any witnesses to withdraw.
- x) The appeals panel (with any adviser) to deliberate in private only recalling the parties where there are particular points of uncertainty on the evidence already given. If recall is necessary, both parties are to return notwithstanding only one is concerned with the point-giving rise to doubt.

4.4 The appeals panel is authorised to:

- a) Reject the appeal and confirm that the grading for the post/pay determination is correct;
- b) Agree that the overall range of duties and level of responsibility undertaken by the postholder is above that which could reasonably be expected of an employee at his/her salary level and:
 - i) Upgrade the post to the level they consider appropriate where it is determined that the work undertaken will continue to be expected of the postholder; or
 - ii) Ask the head teacher/principal in consultation with the employee concerned to make adjustments to the job description ensuring that the overall range of duties and level of responsibilities is consistent with the existing grade for the post
 - iii) Ask the head teacher/principal to implement the pay progression originally denied

- 4.5 The decision of the appeals panel will be notified to the employee and his/her representative at the meeting and confirmed in writing within five working days of the meeting.
- 4.6 The head teacher/principal may arrange for a representative to present the case on his/her behalf and the head teacher/principal (or representative) may be assisted in the presentation.
- 4.7 The decision of the appeals panel shall be final. There is no further right of appeal within the school or the LEA but the employee's right to any statutory recourse would remain.