

## REVISED PAY POLICY

### AIM/PURPOSE

The purpose of the policy is to set out the pay conditions which the Governing Body will apply regarding the remuneration of the school's teaching and support staff.

### GENERAL PRINCIPLES

The policy will be implemented with due regard to the nationally agreed or statutory framework within which staff will be paid and the advice and guidelines set out by the Diocesan Board of Education. These are:

- For teachers: the current School Teachers' Pay and Conditions Document and the Conditions of Service for School Teachers in England and Wales.
- For support/manual staff: the current national Joint Council Local Government Services National Agreement on Pay and Conditions of Service.
- Any applications for re-grading/salary increase should be given in writing to the Head, by the person applying, before the end of September.
- The Governors' Pay Committee will meet following the October half term to review salaries. A re-grading or salary increase will normally only be justified if the post-holder has assumed significant additional responsibilities or if the job description has significantly changed. All staff are expected to work to the best of their ability, and doing an existing job well is not sufficient grounds for a re-grading/salary increase.
- The pay cycle for teachers will run from 1 September to 31 August the following year.
- Incremental pay rises for support staff will be paid in April each year.

### PAY POLICY AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

1. The Governing Body will establish a Pay Committee with delegated powers.
2. Each year the Pay Committee, advised by the Head, will review the pay of staff. The Head will provide relevant documents and information to the Pay Committee. Individual pay requests will not be considered outside of the annual review cycle. The Head will maintain up-to-date salary records for staff.
3. Staff pay will be considered in the context of the school's overall finance.
4. As part of the annual pay review, the Pay Committee will consider the position of support staff in line with the criteria set out in the Management Support Group's Salaries and Grading document. The Governing Body will meet their statutory duties under the Staffing Regulations when considering the grade appropriate for support staff. A staffing structure for support staff will be drawn up.
5. The Governing Body will ensure that teacher's pay is reviewed annually and that teachers will be given a written statement setting out their salary and any responsibility allowances.
6. The pay range for a vacancy will be determined prior to advertising it.
7. A teacher will be appointed on the nearest scale point on the Trinity Teachers' Pay Scale above that which they were being paid in their previous school.

8. Pay progress is linked to the performance management process. In order to be fair and transparent, assessments will be evidence based. To ensure fairness, objectives and assessments will be monitored by a senior member of staff, delegated by the Head.
9. The evidence to be used in the performance management process will include:
  - Meeting the Teachers' Standards as outlined in the Trinity Exemplar document;
  - Meeting the set performance management objectives;
  - Lesson evaluations;
  - Leadership Team lesson observations;
  - Attendance data;
  - Meeting upper pay level criteria for those on the upper pay levels.All decisions will be made on reasonable judgements.
10. Performance management reviews will contain pay recommendations. Final decisions will be made by the Pay Committee having regard to performance management reports and advice from the Head.
11. Subject to evidence from the performance management process, a *no progression* judgement can be determined without recourse to the capability procedure.

Subject to evidence from the performance management process, exceptional performance can be determined and lead to enhanced pay progression equivalent to two progression points.

Subject to evidence from the performance management process, good performance can be determined and lead to standard pay progression equivalent to one progression point.
12. Progression onto and through the Trinity upper pay levels will be subject to evidence from the performance management process that the qualified teacher is:
  - a) Highly competent in all areas of the Teachers' Standards and meets the Trinity Upper Pay Scale (UPS) criteria.
  - b) Making a substantial and sustained contribution to the school's development  
Teachers who are already on Trinity 6 will indicate whether they wish to be assessed against the upper pay scale criteria before the autumn performance management review meeting.
13. NQTs who pass their statutory induction process will be given an incremental pay rise that year, equivalent to one progression point.
14. There will be no detriment to pay progression for a teacher who is on maternity leave or long term sick leave. It will be deemed reasonable for a teacher who has been undertaking their professional duties in school for 75% of the year to have sufficient evidence for their performance management review.
15. Teaching and Learning Responsibility payments (TLRP1 & TLRP2) will be awarded subject to appointment to a management role in school. TLRP3 will be awarded and paid for a specified teaching and learning related responsibility.

16. Trinity Leading Practitioner roles, (former ASTs), were established in September, 2013.
17. The award of Special Needs Allowances and Retention and Recruitment Allowances may be used in appropriate circumstances.
18. Unqualified teachers will only be appointed in exceptional circumstances.
19. The Governing Body will approve the size and composition of the leadership group. Criteria outlining the pay range of Head, Deputy Heads and Assistant Heads are set out in the Management Support Group's Salaries and Grading document. Appropriate salary differentials between staff will be maintained.
20. The Governing Body has noted the provision for assimilation safeguarding set out in the School Teachers' Pay and Conditions.
21. Appeal Procedure

A teacher may seek a review of any determination in relation to her/his pay taken by the Governing Body. This can be done after receiving written confirmation of the pay determination and, where applicable, the basis on which the decision was made.

The teacher should seek to resolve the matter by discussing it informally with the Head within 10 working days of receiving notification.

If the teacher remains dissatisfied, she/he may follow the formal appeal process by making notification to the Chair of Governors' Personnel Committee within 10 days of the informal discussion with the Head.

Any appeal must be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of receipt of the written appeal notification. The teacher will be given the opportunity to make representation in person, accompanied, if they wish, by a trade union representative or friend. The decision of the appeal panel will be final and given in writing.
22. Further guidance may be obtained by consulting the school's Performance Management Policy.

### MONITORING AND EVALUATION

The policy will be the responsibility of the Governors' Personnel Committee and ratified by the Full Governing Body.

## **APPENDIX 1**

Programme for the gathering of information that will form the evidence for the Performance Management Review meeting.

### **Autumn Term**

Setting objectives in performance management meeting.

Two lesson observations carried out in the Leadership Team Departmental monitoring.

Subject Leader monitoring feedback.

### **Spring Term**

Two lesson evaluations carried out under the performance management process by the reviewer.

Subject Leaders' meeting with Curriculum Deputy.

Subject Leaders' termly feedback.

Half Year Review Performance Management meetings – reviewing progress towards achieving objectives and attaining the requirements of the Teachers' Standards as exemplified at Trinity High.

### **Summer Term**

Subject Leaders' monitoring feedback

Subject Leaders' meetings with Curriculum Deputy.

### **Autumn Term**

Public examination results analysis

Subject Leaders' meeting with Curriculum Deputy

Performance Management Review meeting

## **APPENDIX 2**

Judgements relating to the public examination results analysis at the beginning of the summer term will take the follow three sets of data into consideration:

- Students' achievement and progress against national expectations and benchmark data.
- Residuals (where applicable).

Progress of KS3 students will be judged against benchmark data.

### **APPENDIX 3**

To progress onto the Trinity Upper Pay Scale requires evidence in the two previous Performance Management Reviews that:

- Students in the teacher's classes make achievement and progress as good as or better than similar learners nationally;
- The teacher has an excellent knowledge and understanding of the subject and curriculum area;
- The teacher has an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to provide opportunities for learners to achieve their full potential;
- The teacher has to be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners. These should integrate recent developments, including those relating to subject/curriculum knowledge;
- The teacher has an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/ curriculum areas taught, including those related to public examinations and qualifications;
- The teacher contributes significantly to implementing workplace policies and practice and to promoting collective responsibility for implementation;
- The teacher is able to give advice on the development and wellbeing of students to other colleagues, supporting them in their own understanding and development of good practice;
- The teacher works effectively as a team member;
- The teacher contributes to the professional development of colleagues through mentoring, sharing good practice or providing professional development;
- Evidence of making a substantial and sustained contribution to school development can include:
  - Organising extra-curricular events;
  - Organising out of the classroom learning activities for students;
  - Membership of a working party;
  - Mentoring an ITT student;
  - Regularly supporting colleagues who organise events;
  - Leading on research-based project in school.

Progression up the Trinity upper pay scale will be assessed every two years with evidence of progress related to the criteria outlined.

