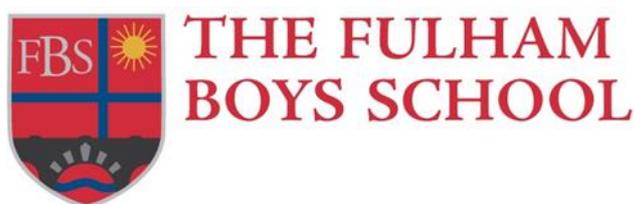




<i>Policy Title</i>	Pay Policy
<i>Policy Author</i>	Alun Ebenezer
<i>Reviewed By</i>	Ruby Sutherland
<i>Approved By Finance and Resources Committee</i>	Summer 2018
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<i>Version</i>	<i>Date</i>	<i>Edited by</i>	<i>Description of Change</i>
Summer 2018	Summer 2018	Ruby Sutherland	Following items were amended: 1.5 3.2, 3.15 5.4

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



## PAY POLICY

Date of Next Review: Summer 2019

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## **1. INTRODUCTION**

- 1.1 This policy sets out the framework of The Fulham Boys School for making decisions on staff pay.
- 1.2 In formulating this policy we have taken into account the guidance attached to the School Teachers' Pay and Conditions Document, the LDBS Model Policy, extracts from Ofsted documentation (Appendix 1), the ESFA Finance handbook (Appendix 2), and the Teachers Standards.
- 1.3 In this policy the appropriate pay scales and ranges are those for Inner London.
- 1.4 This policy is disclosable under the Freedom of Information Act.
- 1.5 The Fulham Boys School is committed to recruiting and retaining the highest quality staff.

## **2. AIM AND PURPOSE OF THIS POLICY**

- 2.1 To focus on the central importance of high quality teaching and learning, improving standards and making a positive impact on boys' progress and outcomes.
- 2.2 For all teaching in all lessons by all teachers to be good or outstanding to ensure the best possible education for all our boys.
- 2.3 Recognise that the contribution of non-teaching support staff is equally important for the successful organisation and development of the school, as is determination of their appropriate pay.
- 2.4 To create and support a staffing structure, which responds to the current and future needs of the school identified through its School Development Plan, OFSTED reports, Review and Developments Programme and Annual Performance Reviews, and the changing requirements and needs of the curriculum.
- 2.5 To value the contribution of every member of staff collectively and individually.
- 2.6 To recognise the importance of pay in recruiting, motivating, retaining and rewarding quality staff and in maintaining high morale, thus ensuring the best possible delivery of the curriculum in the interests of all the boys.
- 2.7 Give due recognition to the financial implications of pay reviews so that overall costs remain within the limits defined by the Governing Body and the school's budget.

2.8 Ensure that decisions on pay are managed in a fair, just and transparent way recognising the sensitive issues in determining pay.

2.9 Ensure that its decisions on pay:

2.9.1 take into account the most recent STPCD, and

2.9.2 Conform to the legal requirements of Education Acts, and legislation on Employment, Equal Opportunities, Equal Pay, Sex Discrimination, Race Relations and People with Disabilities

### **3 STRUCTURES AND PROCEDURES**

3.1 The Governing Body shall establish a Pay Review Committee with fully delegated powers to consider and decide all matters relating to staff pay.

3.2 This committee will oversee the formulation and implementation of a whole school policy in fulfilment of the school aims.

3.3 This committee will arrange the annual pay review for the Headmaster, Deputy Head Teachers, Assistant Head Teachers and all other staff.

3.4 It will ensure that procedures required by the school Government regulations are complied with, especially with regard to agenda and minutes.

3.5 The committee will be accountable for decisions taken on matters of pay.

3.6 The membership of the Pay Review Committee will consist of the Chairman of Governors and the respective Chairmen of the Personnel and the Finance & Resources Committees. The Headmaster, or his representative, may be asked to attend in an advisory capacity, together with any other person as the committee deems appropriate.

3.7 The Headmaster may choose to involve members of the School's Leadership Team or Teaching and Learning Responsibility ("TLR") holders in assessing evidence before making a decision or recommendation.

3.8 The Pay Review Committee shall receive a report from the Headmaster on the objectives and appraisal of members of the school staff.

3.9 Each member of staff will have a job description in accordance with the relevant conditions of service, identifying key areas of responsibility. The job description should be reviewed regularly in consultation with the individual employee concerned to ensure

the post reflects a staffing structure, which is flexible to meet the current and future needs of the school in fulfilment of the school aims.

- 3.10 All teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice (see Performance Management and Staff Appraisal Policy).
- 3.11 Each teacher's salary will be reviewed annually, with effect from 1 September and no later than 31 October each year, and the committee will ensure that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- 3.12 Where the Pay review's Committee proposes the total annual remuneration of any individual exceeds £150,000, the Governing Body must be consulted before the decision is confirmed.
- 3.13 As posts become vacant, they will be reviewed and, where appropriate, adjusted to reflect any new staffing structure, approved by the Governing Body. When there are narrow time frames required for advertising, interviewing and appointment of new staff, the Head Teacher will consult with the Chair of Governors before advertising a vacant post.
- 3.14 The appraisal process will include an appropriate mechanism to ensure that performance objectives and pay recommendations to the relevant decision maker are moderated.
- 3.15 We will ensure that those making pay recommendations and decisions are trained or experienced in such matters and have sufficient time to undertake the process.
- 3.16 For budget planning purposes, we shall assume all staff will progress one increment every year. Whilst all decisions by the Pay Review Committee will be reviewed by the Finance & Resources Committee to confirm affordability, any decision that leads to the total staff budget rising by more than 2.5% against budget, would require approval by the Governing Body.
- 3.17 Governors will consult with staff when considering the adoption of, or change to, the School Pay Policy. The most recent version of the Pay Policy will be available to all staff.
- 3.18 Members of the Pay Review Committee or the Governors' Appeal Panel (see 4.4) will withdraw from any Governing Body agenda item in which they have a pecuniary

interest. There is a responsibility on both the Governing Body and individual members of staff to be satisfied that they have no pecuniary interest.

- 3.19 Decisions must be minuted and reported without comment to the Governing Body, as confidential items, in order to protect the appeal procedure.
- 3.20 The policy will be reviewed annually, usually in the summer term, and take into account the changing needs of the school and current local and national legislation.
- 3.21 We will monitor the implementation of this policy and the Head Teacher will present annually to the Governing Body the data at Paragraphs 86-90 of the Ofsted documentation extracted at Appendix 1.
- 3.22 Given the ongoing need to ensure equal pay the school shall retain all paperwork relating to any decision whether or not to make a pay rise and shall not destroy any records until at least 7 years after the relevant employee has ceased to be employed by the School.

#### **4 APPEALS**

- 4.1 Within ten working days of receiving a pay statement a member of staff may request, in writing, to make representations at a meeting of the Pay Review Committee. This meeting will take place within ten days of receiving the request and the decision will be communicated to the member of staff in writing as soon as possible after the meeting. The meeting shall follow the agenda at Appendix 3.1.
- 4.2 In the event of continued dissatisfaction with the decision of the Pay Review Committee the member of staff may submit a formal appeal to the Governors' Appeal Panel. The member of staff must inform the Head Teacher and the Clerk to the Governing Body in writing of their intention to appeal within five working days of receiving the decision of the Pay Review Committee. An appeal hearing will be heard within 15 working days of the appeal. Any hearing shall follow the agenda at Appendix 3.2.
- 4.3 The decision of the Governors' Appeal Panel will be final, and will be reported back to the Pay Review Committee and communicated to the member of staff concerned within a week of the appeal hearing.
- 4.4 The membership of the Governors' Pay Appeal Panel will consist of a minimum of three governors who are not members of the Pay Review Committee.

4.5 Any member of staff making representations to the Pay Review Committee or the Governors' Appeal Panel will be entitled to be accompanied/represented by a friend or associate/trade union representative.

4.6 Dissatisfaction with a decision, which has been properly reached, would not be a legitimate cause for invoking the Complaints Procedure.

## **5 HEAD TEACHER**

5.1 There is no right of appeal against a salary level to which a person is appointed.

5.2 The review of the Headmaster's performance will normally take place in the Autumn Term when evidence of the school's achievements in Key Stage 3 and exam results are in.

5.3 Progression up the Individual School Range ("ISR") scale will be dependent on sustained high performance taking into account the Performance Management Targets established at the beginning of the previous academic year and will relate to school leadership and management, and to student progress. No movement up the pay scale can take place without this review.

5.4 The Performance Review will be carried out by the Chair of Governors and the Performance Review statement will be submitted to the Pay Review Committee. The Chair must ensure the Review includes external and independent challenge from at least one other individual with experience in good or outstanding schools, who should also attend the review meeting. Such a representative could come from, but not to be limited to, the London Diocesan Board for Schools.

5.5 The decision made regarding the Headmaster's salary will take effect from 1<sup>st</sup> September each year and will be communicated to the Headmaster in writing.

## **6 DEPUTY HEADTEACHER AND ASSISTANT HEADTEACHERS**

6.1 Neither a new post on the leadership pay scale nor any vacant post on the leadership pay scale will be advertised without prior approval of the Governing Body who shall set the appropriate range for the relevant role by reference to the relevant STPCD.

6.2 The Governors' Pay Review Committee will review the performance of the Deputy Head Teachers and Assistant Head Teachers on an annual basis taking into account previously set and agreed performance objectives. Progression up the scale will be dependent on

sustained high performance taking into account the Performance Management Targets established at the beginning of the previous academic year that take into account their contribution to school leadership and management and to student progress. The performance objectives will be realistic, attainable, related to the job description and to the context and circumstances of the school. The objectives covering leadership and management, student progress and professional development will be established through negotiation with the Head Teacher in accordance with the Performance Management Policy.

6.3 The review of members of the Leadership Group will normally take place early in the Autumn Term when evidence of the schools achievements in Key Stage 3 and exam results are in

6.4 The Deputy and Assistant Head Teachers will receive a written statement confirming his/her annual salary.

## **7 PART TIME TEACHERS**

7.1 Teachers employed on an on-going basis who work less than a full working week are deemed to be part-time. We will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. We shall follow Paragraphs 57-63 of the STPCD guidance.

## **8 SUPPLY TEACHERS**

8.1 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.

## **9 MAIN PAY TEACHERS**

9.1 Teachers on the Main Pay Scale will be paid in accordance with published rates. For 2018-2019 these were:

	Inner London*
--	------------------

M1	28,947
M2	30,457
M3	32,043
M4	33,713
M5	36,306
M6	39,396

\* Note 2018/19 Pay scales (not yet published), and Pay Scales noted are based on 2017/18 Published pay scales increased by a 1% inflationary factor.

9.2 On appointment, the Headmaster will determine the starting salary within those ranges to be offered to the successful candidate in conjunction with a Governor involved in the recruitment process.

9.3 In making such determinations, a range of factors may be considered including the following:

- 9.3.1 The current salary earned by the candidate
- 9.3.2 The requirements of the post
- 9.3.3 Any specialist knowledge required for the post
- 9.3.4 The experience required to undertake the specific duties of the post
- 9.3.5 The wider school context
- 9.3.6 The local labour market for teachers of particular subjects
- 9.3.7 The candidate's academic qualifications
- 9.3.8 The candidate's experience of teaching
- 9.3.9 Any verified evidence of the candidate's responsibility for improvement in pupil progress achievement or attainment or in modelling school improvement

9.4 There is no assumption that a teacher will be paid on appointment at the same rate as they were being paid in a previous school but the school anticipates it will be an unusual occurrence to pay less than the candidate was currently earning.

9.5 There is no right of appeal against the salary level to which a person is appointed.

9.6 There shall be no incremental pay rises on the Main or Upper Pay Range for Classroom teachers unless justified in relation to performance. There may be cost of living increases for each point on the Main Pay Range or the Upper Pay Range but this cannot be guaranteed.

9.7 In coming to a decision to make a pay recommendation in the teacher's appraisal and in coming to a decision on that recommendation or on an appeal in relation to

that decision, a holistic consideration of all of the following evidence and sources of guidance will be given to evidence of:

- 9.7.1 Performance Management/Staff appraisal
- 9.7.2 Documentation from departmental or whole school reviews
- 9.7.3 Information from line manager
- 9.7.4 Data tracking pupil progress
- 9.7.5 Lesson observations
- 9.7.6 Learning walks
- 9.7.7 Book reviews
- 9.7.8 Work scrutiny
- 9.7.9 Homework tracking
- 9.7.10 Examination results
- 9.7.11 Teacher's attendance and punctuality record
- 9.7.12 Any additional evidence supplied by the teacher and guidance from the following sources:

- 9.7.13 Job description for each role held by the teacher
- 9.7.14 The Teachers' Standards
- 9.7.15 Relevant Ofsted grade descriptors
- 9.7.16 The expectations of each role held by the teacher given the teacher's length of time in the profession

9.8 As a teacher progresses through the Main Pay Range their objectives will naturally become more challenging and judgements will need to be based on secure evidence of:

- 9.8.1 Increasing quality of teaching and learning
- 9.8.2 An increasingly positive impact on pupil progress
- 9.8.3 An increasing impact on wider outcomes for pupils
- 9.8.4 Improvements in specific elements of practice identified in the appraisal process to the teacher
- 9.8.5 An increasing contribution to the work of the school
- 9.8.6 An increasing impact on the effectiveness of colleagues and staff.
- 9.8.7 Increasingly good behaviour management
- 9.8.8 Increasingly positive use of assessment for learning and differentiation

9.9 A teacher will **only** progress on the Main Pay Range if all of the following conditions are met in relation to the appraisal cycle:

- 9.9.1 The teacher has fully met all the Teachers' Standards
- 9.9.2 The teacher has substantially or significantly met all objectives set for the appraisal cycle

- 9.9.3 The teacher has delivered teaching which is at least consistently good or better in the light of all evidence
- 9.9.4 The teacher has brought about expected levels of pupil progress
- 9.9.5 The teacher has not been issued with a formal warning under either the disciplinary or capability process (not overturned on appeal) during the appraisal cycle.
- 9.9.6 A teacher who has not met all of these conditions will not be entitled to an incremental pay award on the Main Pay Range.

9.10 If the Pay Review Committee accepts a recommendation from the Headmaster that a teacher progress more than two points on the pay scale, the Pay Review Committee must circulate that recommendation to members of the Governing Body before that recommendation is ratified.

## 10. THE UPPER PAY RANGE

10.1 Teachers on the Upper Pay Range will be paid in accordance with published rates. For 2018-2019 these were:

	Inner London
U1	44,052
U2	46,218
U3	47,771

\* Note 2018/19 Payscale (not yet published), and Pay Scales noted are based on 2017/18 Published pay scales increased by a 1% inflationary factor.

10.2 For teachers at the top of the Upper Pay Range (U3) who do not progress to the Leadership Scale, a supplementary pay scale can be used.

U3a	49,230
U3b	50,805
U3c	52,583

10.3 Any qualified teacher within the School (even if not yet at M6) may apply to be promoted to the Upper Pay Range. Only one such application may be made in an academic year.

10.4 If a person is placed on the Upper Pay Range that promotion will take effect immediately unless further evidence is required to support the application, e.g. examination results, when it will be implemented from the date the evidence is presented. It will not be backdated to the start of the academic year or the date of the application.

10.5 Applications should be made to the Head Teacher in writing, using the School's application form, with whatever supporting evidence the teacher considers appropriate.

10.6 The Headmaster may only allow a teacher to join the Upper Pay Range if the Headmaster is satisfied that:

10.6.1 The teacher is highly competent in all elements of the Teachers' Standards and

10.6.2 The teacher's achievements and contribution to the School are substantial and sustained.

10.6 To pass these two tests, the teacher must demonstrate clear and secure evidence of:

10.6.1 All their teaching being at least consistently good with a significant proportion outstanding

10.6.2 Excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards and of developing adherence to those Standards by colleagues

10.6.3 Consistently positive impact on pupil progress to achieve or exceed expected outcomes

10.6.4 Consistently positive impact on raising standards across the school, not just in the teacher's own classroom

10.6.5 Effectively demonstrating to colleague's good and outstanding teaching and learning practice and how to make a contribution to the work of the school

10.6.6 Effectively working collaboratively across the school in a wider role or outside the School

10.6.7 Effectively leading and developing a team

10.6.8 Effective or innovative use of CPD opportunities

10.7 A teacher's objectives will become more challenging as they progress through the Upper Pay Range and judgements will need to be based on secure evidence of:

10.7.1 An increasing and sustained high quality of teaching and learning

10.7.2 An increasing sustained and consistently positive impact on pupil progress

10.7.3 An increasing sustained and consistent impact on wider outcomes for pupils

- 10.7.4 Improvements in specific elements of practice identified to the teacher
- 10.7.5 An increasing sustained and consistent contribution to the work of the school
- 10.7.6 An increasing sustained and consistent impact on the effectiveness of colleagues and staff

10.8 A teacher will be recommended for a rise on the Upper Pay Range if:

- 10.8.1 They have remained highly competent and their contribution to the school has remained substantial and sustained
- 10.8.2 The teacher has been assessed under the appraisal process as having fully and consistently met the Teachers' Standards
- 10.8.3 The teacher's teaching has been mostly outstanding.
- 10.8.4 The pupils taught by the teacher have made better than expected progress
- 10.8.5 All of the teacher's objectives have been fully met
- 10.8.6 The teacher has not been issued with a formal warning under either the disciplinary or capability process (not overturned on appeal) during the previous two appraisal cycles.
- 10.8.7 A teacher who has not met all of these conditions will not be entitled to an incremental pay award on the Upper Pay Range.

10.9 If the Pay Review Committee accepts a recommendation from the Head Teacher that a teacher progress more than two points on the pay scale, the Pay Review Committee must circulate that recommendation to members of the Governing Body before that recommendation is ratified.

## **11. LEADING PRACTITIONERS**

11.1 The Leading Practitioner Range for 2018-19 will have the same 18 points as L1-L18 on the Leadership Pay Scale.

11.2 Leading Practitioner roles which must have the primary purpose of modelling and leading improvement of teaching skills may only be advertised with the approval of the Governing Body.

11.3 The Leading Practitioner will be appointed on a five-point range on the above scale.

11.4 TLRs may not be paid to Leading Practitioners.

11.5 A teacher's objectives will become more challenging as they progress through the Leading Practitioner Range and judgements will need to be based on evidence of:

- 11.5.1 An increasing and sustained high quality of teaching and learning
- 11.5.2 An increasing sustained and consistently positive impact on pupil progress
- 11.5.3 An increasing sustained and consistent impact on wider outcomes for pupils
- 11.5.4 Improvements in specific elements of practice identified to the teacher
- 11.5.5 An increasing sustained and consistent contribution to the work of the School

11.5.6 An increasing sustained and consistent impact on the effectiveness of colleagues and staff

11.6 A Leading Practitioner may be progressed within their range if:

11.6.1 The teacher has fully met all the Teachers' Standards.

11.6.2 The teacher has fully met objectives set

11.6.3 The teacher has delivered consistently outstanding

11.6.4 The teacher has brought about better than expected levels of pupil progress.

11.6.5 The teacher has not been issued with a formal warning under either the disciplinary or capability process (not overturned on appeal) during the previous year.

11.7 If the Pay Review Committee accepts a recommendation from the Headmaster that a teacher progress more than two points on the pay scale, the Pay Review Committee must circulate that recommendation to members of the Governing Body before that recommendation is ratified.

## **12. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS**

12.1 TLR1 and 2 payments are allowed only for posts of significant responsibility which are:

12.1.1 Focused on teaching and learning

12.1.2 Require exercise of professional skills and judgement,

12.1.3 Require leading managing or developing a subject or curriculum area or pupil development across the curriculum,

12.1.4 Has an impact on the educational progress of pupils other than the teacher's own class involves leading developing and enhancing the teaching practice of other staff.

12.2 A TLR 1 post must also involve management responsibility for a significant number of people.

12.3 The values for TLR 1 and TLR2 will be consistent with National Teachers Pay.

12.4 TLR1 and TLR2s may only be created as part of the staffing structure by Governing Body.

12.5 Fulham Boys School may make use of TLR3 between to a classroom teacher for clearly time-limited school improvement projects, or one off externally driven responsibilities. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Each such TLR3 must be advertised internally and requires prior approval of the Governing Body. A TLR is not subject to safeguarding.

12.6 No TLR is payable to a member of the Leadership Pay Scale or the Leading Practitioner Range.

12.7 All TLR payments are pensionable under the Teachers' Pension Scheme.

12.8 The Governing Body will award management allowances within limits determined following advice from the Head Teacher on the staffing structure required for the school.

12.9 The Head Teacher and the Governing Body will identify a staffing structure for the school that takes account of any financial limitations and also satisfies the requirements of the curriculum model, shaped by statutory requirements and the needs and entitlement of students.

### 13. CHAPLAIN PAY SCALE

13.1 It is recognised that the Chaplain of The Fulham Boys School does not fit standard grades, since the focus of the role is not only on teaching, but on leading the Christian ethos of the school and, in particular, pastoral care and attending Senior Leadership Scheme meetings. Therefore, a specific Chaplain Pay Scale exists.

	Chaplain Grades
1	40,356
2	41,820
3	43,076
4	44,583

### 14. UNQUALIFIED TEACHERS

14.1 The Fulham Boys School may pay unqualified teachers on the published unqualified teachers' pay range. For 2018/19 that was as follows:

	Inner London
1	21,118
2	23,070
3	25,024
4	26,976
5	28,927
6	30,878

\* Note 2018/19 Pay scales (not yet published), and Pay Scales noted are based on 2017/18 Published pay scales increased by a 1% inflationary factor.

14.2 Pay reviews for unqualified teachers shall follow the same process as for teachers on the Main Pay Range but taking into account the lack of Qualified Teacher Status and the need to evidence substantial progress to achieving the Teachers' Standards.

## **15. RECRUITMENT AND RETENTION ALLOWANCES**

15.1 The Governing Body will normally only award a maximum of two Recruitment and Retention Allowances.

15.2 Recruitment and Retention Allowances and incentives require the prior approval of the Governing Body.

15.3 All Recruitment and Retention Allowances are pensionable under the Teachers' Pension Scheme.

15.4 The school will only use these allowances where a post has been difficult to fill, in view of the possible effect it may have on staff morale. The school will review these allowances regularly.

## **16. SPECIAL EDUCATIONAL NEEDS ALLOWANCES**

16.1 The Governing Body will award a first SEN allowance to any teacher who teaches wholly students with statements of special educational needs.

16.2 A discretionary allowance may be awarded in respect of special needs students without statements.

16.3 A second allowance for experience or qualifications is discretionary.

## **17. ACTING UP ALLOWANCES**

17.1 Acting up allowances may only be awarded on a temporary basis to a teacher occupying the post temporarily for secondments, maternity cover, sick leave or vacancies pending permanent appointment. The teacher must be notified at the start of a temporary allowance of either the date or circumstances in which the temporary allowance will end.

17.2 In the event of a management post-holder suffering from long-term absence, it is expected that their responsibility will be assumed by other staff, without pay, for up to half a term before payment is considered.

## **18. MATERNITY / PATERNITY**

18.1 A teacher who is absent from work on maternity or paternity leave at the time of the annual pay review in September/October, shall have a pay decision made on the basis of all available evidence for the previous appraisal year. This evidence may include the performance of pupils whom the teacher taught prior to maternity or paternity leave in exams taken during the teacher's maternity or paternity leave.

18.2 In the unlikely event of there being no evidence at all on which to base a pay decision because of a teacher's absence on maternity or paternity leave the school may make a pay decision based on the previous two years' performance and appraisals.

18.3 Where a pay decision requires evidence of two years performance this period may be extended to three years if the teacher was absent for one year on maternity leave.

18.4 The purpose of these provisions is to ensure that a teacher on maternity or paternity leave is not unfairly prejudiced in his or her career progression. We believe that this is a proportionate approach as it does not give an automatic pay rise but rather allows one that is connected to past performance.

## **19. ADDITIONAL PAYMENTS**

19.1 We shall not make additional payments to staff in relation to:

19.1.1 Activities relating to the provision of initial teacher training as part of ordinary conduct of the School

19.1.2 Participation in out-of-school hours learning activity agreed by the Head Teacher

19.1.3 Additional responsibilities and activities due to or in respect of the provision of service by a Head Teacher relating to the raising of educational standards to one or more additional schools

19.2 We will aim, where possible, to support staff who undertake further accredited study.

19.3 The total of such payments are to be reported termly to the Governing Body.

19.4 The school may, from time to time, make a bonus scheme available to staff.

## **20. NON TEACHING SUPPORT STAFF**

20.1 Through a staffing structure for non-teaching support staff, the Headmaster and Governing Body will ensure that every member of staff is aware of his/her contribution to the successful organisation of the school.

20.2 Every member of the non-teaching support staff will have an up-to-date job description.

20.3 The structure of posts and job descriptions of the non-teaching support staff will be reviewed and re-evaluated regularly and any changes made in consultation with the members of staff concerned.

20.4 Re-evaluation of posts will always take place as vacancies arise to ensure that replacement posts meet the changing needs of the school. For new appointees the Finance & Resources Committee will determine the appropriate point on the pay scale, having regard for:

20.4.1 relevant qualifications and/or experience

20.4.2 recruitment/retention needs of the school in respect of the post

20.5 Salaries for non-teaching support staff are intended to be competitive with similar administrative roles, and should be benchmarked accordingly.

20.6 Any appeal against a determination of salary by non-teaching support staff will be heard by a Governors' Appeals Panel, as outlined in Section 4.

## **Appendix 1**

### **Extracts from OFSTED documentation**

#### **April 2018 Ofsted Framework for Inspection:**

##### **Quality of leadership in, and management of the School**

Inspection examines the impact of all leaders, including those responsible for governance, and evaluates how efficiently and effectively the School is managed. In particular, inspection focuses on how effectively leadership and management at all levels promote improved teaching, as judged within the context of the School, and enable all pupils to overcome specific barriers to learning, for example through the effective use of the pupil premium.

Inspectors will consider the extent to which leaders and managers:

- demonstrate an ambitious vision for the School and high expectations of all pupils and teachers
- improve the School and develop its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among all staff
- ensure that all teaching staff benefit from appropriate professional development and that performance is rigorously managed

Inspectors will also evaluate how effectively governors, or those with a similar responsibility, challenge and hold senior leaders to account for all aspects of the School's performance and ensure financial stability.

#### **April 2018 School Inspection Handbook:**

Inspectors should consider:

- the robustness of performance management and effectiveness of strategies for improving teaching, including the extent to which the School takes account of the 'Teachers' Standards'<sup>1</sup> – this is demonstrated through:
  - the robustness of procedures for monitoring the quality of teaching and learning and the extent to which underperformance is tackled
  - a strong link between performance management and appraisal and salary progression

- the coherence and effectiveness of the programme of professional development, and the opportunities provided for promotion. Particular attention should be given to the extent to which professional development is based on the identified needs of staff and the needs of newly qualified teachers and teachers at an early stage of their career
  - the accuracy with which best practice is identified and modelled
- the effectiveness of governance including how well governors:
    - provide challenge and hold the Head Teacher and other senior leaders to account for improving the quality of teaching, pupils’ achievement and pupils’ behaviour and safety
    - use performance management systems, including the performance management of the Head Teacher to improve teaching, leadership and management
    - ensure solvency and probity and that the financial resources made available to the School are managed effectively

**April 2018 Subsidiary guidance to Inspectors:**

84. In reaching their judgement on leadership and management, inspectors evaluate how well the Head Teacher and where relevant, other senior staff are managing staff performance and using the staff budget to differentiate appropriately between high and low performers. However, inspectors do not consider or report on any individual’s performance or whether the quality of teaching of an individual is accurately reflected in that individual’s progression on the salary spine.
85. Inspectors consider the extent to which the Head Teacher /principal ensures that all staff undergo performance management procedures which enable them to benefit from appropriate professional development. Where teachers’ performance is less than good, inspectors will seek evidence that this is rigorously managed, and that appropriate training and support are provided. Where teachers’ performance is good, inspectors will expect to see evidence that this is recognised through the performance management process.
86. Inspectors should ask the Head Teacher for anonymised information from the last three years, which shows the proportions of teachers who have:
- progressed along the main pay scale
  - progressed to, and through, the upper pay scale
  - progressed along the leadership scale
  - received additional responsibility payments, such as teaching and learning responsibility payments and special needs allowances.

87. The information provided should include information about patterns of progression through the different salary scale points, and comparisons between subject departments and/or teachers deployed in different key stages.
88. Inspectors should compare this with the overall quality of teaching, and determine whether there is a correlation between the two, and if there is none, find out why, taking into account the length of time the Head Teacher has been in post.
89. Examples of the information Head Teachers could provide include:
  - the proportion of staff that progressed through thresholds over the last three years
  - the proportion that did not progress through thresholds over the last three years
  - a table showing for each salary point, the number of staff, points they have moved from, and the number that met their performance management objectives
  - performance management information the School provides to governors
  - any other relevant information with regard to the performance management process.
90. The performance management information must be provided in an anonymised format that takes all reasonable steps to avoid identifying individuals in any School. Inspectors should take account of the particular concerns of those working in small Schools. In all cases, the information provided:
  - must be recorded in such a way that individual members of staff are not identified on inspectors' evidence forms or in inspection reports
  - must not leave the School site
  - must not be sent to inspectors electronically.

## **Appendix 2**

### **Extracts from the 2018 Academies Finance Handbook.**

#### **1. Roles and responsibilities**

If you are a trustee, the handbook explains that you must oversee the trust's financial affairs and hold the executive leadership to account. You hold statutory duties as a company director to exercise care, skill and diligence and avoid conflicts of interest. The executive leader, as accounting officer, is required to ensure regularity, propriety and value for money. Their chief financial officer must ensure appropriate financial arrangements operate day to day.

#### **2. Key financial and governance requirements**

There are certain financial disciplines that any well-run organisation should be expected to deploy, including:

- having rigorous procedures for preparing and monitoring financial plans
- delivering effective operational controls
- maintaining a system of internal scrutiny to remain compliant

#### **1.3 Trustees**

1.3.1 The trustees of the academy trust are both charity trustees and company directors. This handbook refers to them as trustees. However, in some academy trusts, such as church academies, those on the board are known instead as 'directors'. In church academies, the term 'trustees' is reserved for those on the board of the separate trust that owns the land.

1.3.2 The trustees should focus on the three core functions of governance:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- overseeing and ensuring effective financial performance.

1.3.3 The trustees must apply the highest standards of governance and take full ownership of their duties. They must comply with the trust's charitable objects, with company and charity law, and with their funding agreement.

The duties of company directors are described in sections 170 to 181 of the Companies Act 2006, but in summary are to:

- act within their powers
- promote the success of the company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not to accept benefits from third parties
- declare interest in proposed transactions or arrangements

The duties of charity trustees are described in the Charity Commission's guidance **CC3: the essential trustee: what you need to know, what you need to do**. Trustees should also be aware of other Charity Commission guidance, including that in annex D.

1.3.4 The trustees must ensure regularity and propriety in use of the trust's funds, and achieve economy, efficiency and effectiveness – the three key elements of value for money.

## **1.5 The accounting officer**

1.5.3 The appointment of an accounting officer does not remove the responsibility of trustees for the proper conduct and financial operation of the trust.

1.5.4 The role of accounting officer includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to ESFA's accounting officer, for the financial resources under the trust's control. Accounting officers must be able to assure Parliament, and the public, of high standards of probity in the management of public funds, particularly regularity, propriety and value for money. Definitions are at annex A. Accounting officers must also adhere to the 'seven principles of public life'.

1.5.5 The accounting officer must have appropriate oversight of financial transactions, by:

- ensuring that the academy trust's property and assets are under the control of the trustees, and measures exist to prevent losses or misuse
- ensuring that bank accounts, financial systems and financial records are operated by more than one person
- keeping full and accurate accounting records to support their annual accounts

1.5.6 The accounting officer must complete and sign a statement on regularity, propriety and compliance each year and submit this to ESFA with the audited accounts. The accounting

officer must also demonstrate how the trust has secured value for money via the governance statement in the audited accounts.

1.5.7 The accounting officer must take personal responsibility (which must not be delegated) for assuring the board that there is compliance with the funding agreement and handbook. The accounting officer must advise the board in writing if any action it is considering is incompatible with the articles, funding agreement or handbook. Similarly, the accounting officer must advise the board in writing if the board fails to act where required by the funding agreement or handbook. Where the board is minded to proceed, despite the accounting officer's advice, the accounting officer must consider the board's reasons and if the accounting officer still considers the action proposed by the board is in breach of the articles, the funding agreement or handbook, the accounting officer must notify ESFA's accounting officer immediately in writing.

## **2.1 Financial oversight**

Trustees and managers must maintain robust oversight of the academy trust.

2.1.1 The academy trust must take full responsibility for its financial affairs and use resources efficiently to maximise outcomes for pupils.

## **Appendix 3**

### **Agendas**

#### **3.1 Agenda for Personal Hearing with Decision maker**

**1. Introductions**

Having agreed the order of the agenda with all present, the original decision maker introduces themselves and allows an opportunity for all others present to do so.

**2. Nature of the complaint**

The original decision maker checks that all parties have the relevant documents and identifies the specific complaint.

**3. Presentation by the decision maker**

The original decision maker explains that basis on which the original pay decision was made. This may include oral statements from the appraiser or pay recommender.

**4. Questions by member of staff**

The member of staff and/or companion may question the original decision maker and any other person giving oral statements.

**5. Presentation by member of staff**

The member of staff concerned and/or companion presents their case. Witnesses may be called.

**6. Questions by school management**

The original decision maker may question at this point in the procedure.

**7. Final statement by member of staff.**

**3.2 Agenda for Pay Appeal Panel Hearing**

**1. Introductions**

Having agreed the order of the agenda with all present, the Headteacher/Chair introduces her/himself and allows an opportunity for all others present to do so.

**2. Nature of the complaint**

The Chair of the Pay Appeal Panel checks that all parties have the relevant documents and identifies the specific complaint.

**3. Presentation by management**

The original decision maker explains that basis on which the original pay decision was made. This may include oral statements from the appraiser or pay recommender.

**4. Questions by member of staff**

The member of staff and/or companion may question the original decision maker and any other person giving oral statements.

**5. Questions by the Panel**

Members of the Pay Appeal Panel may question may question the original decision maker and any other person giving oral statements.

**6. Presentation by member of staff**

The member of staff concerned and/or companion presents their case. Witnesses may be called.

**7. Questions by original decision maker**

The original decision maker may question at this point in the procedure.

**8. Questions by the Panel**

Members of the Pay Appeal Panel may question may question the original decision maker and any other person giving oral statements.

**9. Final statement by the Original Decision Maker**

The original decision maker may make a final statement.