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## Pay Policy

Autumn 2016

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### Summary

This policy outlines the pay policy and procedures for Fieldhead Carr Primary School.

### Recommendation

Governors are requested to pay particular attention to the areas that are **in green**. These are the sections that are outside of the model policy and relate only to Fieldhead Carr Primary School.

Author's Role	Headteacher
Date	Autumn 2016
Internal Review Date	Autumn 2017
Official Review Date	Autumn 2017

# MODEL PAY POLICY FOR SCHOOLS 2016/17

Adopted by *Fieldhead Carr Primary School* Governing Body on *October 2016*

To be reviewed by Governors on *October 2017*

All school governing bodies should note that this policy has been agreed by the teacher trade unions on the condition that the wording in pink in the following sections should not be altered: 1.6.5 (pay portability), 1.6.6 (retaining MPS1-6), 1.7.1 (retaining UPS1-3), 2.2 (retaining UQ1-6). Please note it is best practice to consult with staff and Leeds union officers in the event of any changes to this model pay policy. **Sections in green are specific to Fieldhead Carr Primary School.**

## **INTRODUCTION**

The statutory pay arrangements for teachers give significant discretion to “relevant bodies” – normally governing bodies, but LAs in some instances – to make pay decisions. The School Teachers’ Pay and Conditions Document has since September 2004 placed a statutory duty on schools and LAs 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 LAs, when taking pay decisions, must have regard both to their pay and appraisal policies and to the teacher’s particular post within the staffing structure. A copy of the staffing structure – revised as appropriate following any review of school staffing - should be attached to the pay policy, together with the implementation plan for bringing in changes.

The Governing Body must meet its duty to ensure the head teacher complies with the terms of the School Teachers' Pay and Conditions Document both in respect of the employment of teaching staff and in the application of their own pay and benefits.

Maintained schools which do not implement the new system will be in breach of their legal duties.

All procedures for determining pay should be consistent with the principles of public life, including: objectivity, openness and accountability. The pay and performance management policy should make clear the school’s compliance with, [The Employment Relations Act 1999](#) , [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](#) and [The Equality Act 2010](#)

From the DfE recent guidance: [Equalities considerations as part of the appraisal and pay determination process](#)

Heads and governing bodies will consult staff and unions on changes to their pay policy and review it at least annually, 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 will comply with the current School Teachers’ Pay and Conditions Document (STPCD) and the accompanying statutory guidance. It will be used in conjunction with them, but, in the event of any inadvertent contradictions, the STPCD and guidance take precedence.

This model pay policy only covers school teachers, whose statutory pay and conditions of service fall under the terms of the STPCD. It does not cover support staff, who have their own pay determination mechanism.

In determining teacher pay levels in accordance with statutory pay and conditions of service under the terms of the STPCD, the Governing Body will also ensure these are set in accordance with the school’s staffing structure (a copy of which is appended to this policy at Annex 1).

**The figures used are incorporating the pay increase as stipulated in STPCD 2016**

### **1.0 POLICY ON SCHOOL TEACHERS’ PAY**

#### **1.1 Basic Principles**

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time. A copy of the latest version may be found in the school office and is also on-line at <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2016>

Additional Guidance can be found at

<https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-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.

The process for making decisions on the pay of teachers at the school is as follows.

The SLT (Head, Deputy and SBM) decide on the process for making decisions on the pay of teachers. This is then agreed at the resource sub-committee at the Summer term as part of the budget setting process, this is also linked to future priorities on the school improvement plan. These decisions are then shared at the main governing body meeting.

## **1.2 Pay Reviews**

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 head teacher, where it should be no later than 31 December) each year and give them a written statement setting out their salary, any other financial benefits and decisions following any review 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.

Where a pay determination leads or may lead to the start of a period of safeguarding (pay protection), the governing body will give the required notification as soon as possible and no later than one month after the date of the determination.

Pay determination of Leadership posts will be reviewed annually for those who have completed a full year of employment since the previous pay determination subject to paragraph 11 (STPCD)

## **1.3 The Pay Committee**

The terms of reference for the pay/resources committee are as follows:

The SLT (Head, Deputy and SBM) and the Governor Resources Committee has fully delegated powers to determine the pay of all staff working in the school subject to the relevant statutory requirements.

The School Business Manager will prepare statements of pay and this is communicated with staff through performance management by the Head, Deputy Head and Line Managers. Decisions on the pay of the head will be communicated by the chair of the governing body in writing in accordance with the relevant section of the School Teachers' Pay and Conditions Document.

#### **1.4 Equalities and Performance Related Pay**

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. maternity or long term absence. The exact adjustments will be made on a case by case basis, depending on the individual teacher and the school's circumstances.

We recommend the Governing Body carry out an equality impact assessment to determine whether the structures agreed will affect some groups differently to others (see appendix 4). The intended outcome of the assessment is that it will reduce likelihood that it discriminates and that, where possible, it promotes equality and fairness.

#### **1.5 Pay Appeals**

A teacher may seek a review of any recommendation in relation to their pay.

The usual reasons for seeking a review of a pay determination are that the person or committee by whom the decision was made:

- a) incorrectly applied the school's pay policy
- b) incorrectly applied any provision of the STPCD;
- c) failed to have proper regard for statutory guidance;
- d) failed to take proper account of relevant evidence;
- e) took account of irrelevant or inaccurate evidence;
- f) was biased; or
- g) otherwise unlawfully discriminated against the teacher.

The above list is not exhaustive.

The order of proceedings is as follows:

##### **Informal Stage**

1. The teacher receives written confirmation of the pay recommendation and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the appraiser or Headteacher before the recommendation is actioned and a pay decision made.
3. Following formal pay determination if the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

##### **Formal Stage**

4. The teacher 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 formal meeting, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the formal meeting the employee should be informed in writing of the decision and the right to appeal.

**6. Appeal Stage**

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 teacher 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. This is the end of the Pay Appeal process and there is no further right of appeal.

At each stage of this procedure the teacher is entitled to be accompanied by a colleague or trade union representative. This includes both the hearing and the appeal hearing. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal Hearings must be reasonable. Appeals should be formally clerked and a note of proceedings should be produced.

**1.6 Use Of Discretion In Basic Pay Determination**

**1.6.1 Pay Range for Head Teachers**

**1.6.1.1**

**Existing Headteachers 1<sup>st</sup> September 2016**

Existing pay ranges will apply with new percentage increase. .

There should be no other changes unless responsibilities have significantly changed in line with section 4.2 STPCD and an appropriate process has been carried out by pay committee to address this in line with the 3 stage process (summary document).

It will be for the governing body to determine in the light of a school's particular circumstances and context the extent to which any change should be regarded as 'significant'. In doing so, the governing body will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members.

**1.6.1.2**

**Pay on Appointment from 1<sup>st</sup> September 2016**

This applies to those who are appointed to a Headteacher post on or after 1<sup>st</sup> September 2016.

Overall leadership pay range has a minimum value of **£52503** and maximum of **£63147** based on group size of school- the Group size must be decided in accordance with paragraphs 5,6,7,8 (STPCD). This indicates the school is group size **2**

The school has decided the following **7** point Pay Range for Headteachers in line with benchmarking recommendations.

The Governing Body will retain a pay structure with reference points that mirrors the previous Leadership scale for the year 2016/17 and will review this as appropriate.

The pay committee will use reference points set out in appendix 5

13 = £52,405  
 14 = £53,712  
 15 = £54,503  
 16 = £55,951  
 17 = £57,237  
 18 = £58,096  
 19 = £60,131

The relevant body has discretion to take account of the additional responsibility and accountability associated with the provision of extended services on their site as part of the local authority's local area plan when determining the Pay Range. Headteachers cannot be remunerated for running and managing a freestanding Childrens' Centre.

Where the school is part of a hard federation with a single governing body, remuneration should be based on the total number of pupil units across all school to give a group size for the federation. A 7 point range will then be determined within that group range.

In accordance with paragraphs 9.3, 10, 25, 26, 27 (STPCD) or in limited circumstances (school causing concern, substantial difficulties in recruiting or retaining a head teacher, or where the Headteacher is appointed as a temporary head of one or more additional schools) the relevant body has discretion to make additional payments to the Headteacher, the total of which will be between 1% and 25% of the Headteacher's pay point, and providing that in each case the Governing Body has not previously taken such reason into account when determining the Pay Range under an earlier School Teachers' Pay & Conditions Document.

## **1.6.2 Pay Range for Deputy Headteachers and Assistant Headteachers**

### **1.6.2.1.**

#### **Existing Deputy and Assistant Headteachers 1<sup>st</sup> September 2016**

Existing pay ranges will apply plus the percentage increase agreed unless schools choose to review leadership pay arrangements.

AHT	DHT	
3 - £40,552		6 - £43,665
4 - £41,562		7 - £44,841
5 - £42,597		8 - £45,876
6 - £43,665		9 - £47,021
7 - £44,841		10 - £48,228

### **1.6.3**

#### **Pay on Appointment from 1<sup>st</sup> September 2016**

This applies to those who are appointed to a Deputy and Assistant Headteacher post on or after 1<sup>st</sup> September 2016.

This pay range for the Deputy or Assistant Headteacher should not overlap the Headteacher's pay range except in exceptional circumstances (9.4 STPCD)

The school has determined a **5 point Pay Range** for deputies and assistant heads when they propose

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

They may determine the pay range as of 1 September, 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 if they consider it necessary to retain a Deputy or Assistant Head

#### **1.6.4 Pay Range for Leading Practitioner Posts**

Leading Practitioner as detailed within paragraph 16 (STPCD 2016). Leading Practitioner role to include:

- An exemplar of teaching skills,
- Lead the improvement of teaching skills in their school and the wider school community which impact significantly on pupil progress,
- Improve the effectiveness of staff and colleagues, particularly in relation to specific areas such as **whole school improvement in line with the school improvement plan**.
- Carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the head teacher,
- Leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

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

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

The relevant body should determine the individual post range for leading practitioners, taking account that different teachers in the same school may be placed on different individual ranges, in line with paragraph 16 of the document.

Please note there is no external assessment of skill or competence required.

They may determine the pay range as of 1 September, 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.

Leading practitioner pay range has minimum value **£38984** and a maximum value **£59264**. Exact Increments will be decided dependent on the role.

**We do not have this role within our current structure**

#### **1.6.5 Pay on appointment for Classroom teachers**

Main scale pay range has minimum value **£22467** and a maximum value **£33160**.



Pay on appointment will have due regard to:

- The requirements of the post
- Any specialist knowledge required for the post
- The experience required to undertake the specific duties of the post
- The wider school context
- Relevant experience from overseas

The Governing Body will consider use of recruitment and retention payments to secure the candidate of choice (see paragraph 27).

Please note that whilst there is no longer automatic portability from school to school with regards to pay point the Governing Body will honour portability from school to school with regard to pay point. This means the school will not restrict the pay available for appointees to vacant classroom teacher posts other than the lower limit of the MPR and the upper limit of the UPR.

#### **1.6.6 Existing main scale teachers 1<sup>st</sup> September 2016**

The Governing Body will retain a pay structure with 6 points that mirrors the existing MPS range for the year 2016/17 and will review this as appropriate.

The pay committee will use reference points set out below:

<b>MPS1</b>	<b>£22467</b>
<b>MPS2</b>	<b>£24243</b>
<b>MPS3</b>	<b>£26192</b>
<b>MPS4</b>	<b>£28207</b>
<b>MPS5</b>	<b>£30430</b>
<b>MPS6</b>	<b>£33160</b>

Annual pay progression is based on successful performance management. The pay committee will be advised by the Headteacher in making all such decisions and be able to justify them.

Teachers will need to demonstrate good progress towards performance management objectives and have shown competence in all elements of Teachers' Standards. Reviews will be deemed successful unless significant concerns about standards of performance, which may affect pay progression, have been raised and recorded with the teacher during the formal annual performance management/appraisal cycle and have not been sufficiently addressed by the conclusion of that process. If following a review the decision is made to withhold a pay point and/or enter capability procedure then this should be confirmed in writing.

Each class teacher will have 3 targets, 2 of which relate directly to the School Improvement Plan. 1 target being numerical, this will relate to achievement and progress within their class.

To evidence 'good progress' towards achieving these targets teachers will:

- Agree their targets with their line manager at the initial Performance Management meeting that takes place usually during the 3<sup>rd</sup> week of the Autumn Term, but no later than October 31<sup>st</sup>. These targets are linked to the Teachers' Standards.
- Be pro-active in achieving these targets, seeking support/training where it is needed
- At the second Performance Management Meeting, which takes place mid-year in term 2, class teachers should be able to evidence progress towards achieving their targets with their line manager, agreeing at the meeting any further support/training that may be necessary.

- At the final Performance Management meeting in July, class teachers must be able to evidence the progress that they have made towards achieving all 3 targets.
- In the case of the class teacher and line manager agreeing that a target has not been fully achieved, the line manager must consider the evidence put forward by the class teacher to determine whether good progress towards achieving the target has been made. The line manager may take into account extenuating circumstances such as (e.g. illness/mobility of children within class etc). The line manager will then recommend to the pay committee whether pay should be awarded.
- The pay committee will meet to discuss any case where all three targets have not been fully met. Taking into account the advice of the line manager and the evidence provided by the class teacher. This should be anonymized as far as possible in case of any subsequent pay appeal.
- Reviews will be deemed successful unless significant concerns about standards of performance, which may affect pay progression, have been raised and recorded with the teacher during the formal annual performance management/appraisal cycle and have not been sufficiently addressed by the conclusion of that process. If following a review the decision is made to withhold a pay point/enter capability procedure then this should be confirmed in writing.

Where exceptional performance has been evidenced the pay committee may consider a bonus payment of £500 for that school year. (See appendix 6)

Teachers in their induction year will be awarded pay progression following successful completion of induction.

### **1.7.0 Threshold applications**

From 1<sup>st</sup> September 2013 ANY qualified teacher can apply to be on Upper Pay scale. Schools will make individual decisions about pay should a teacher work in multiple schools.

The evidence needed to apply for threshold will be based on the appraisal process and consist of the following:

- Evidence to support they are working at upper pay scale level i.e. highly competent
- Evidence to show achievements and contribution are substantial and sustained (as per definitions below)
- Evidence to support wider school contribution
- Evidence from recent appraisals (usually 2 consecutive successful ones)

For our school the process for applying to go through Threshold will make reference to the above criteria and consist of the following:

The Applicant will make their application using the Leeds Threshold pro forma. This application is to be forwarded to the Headteacher no later than the Friday of the first week back in September. This will then go to the pay committee to decide, after which the applicant will be informed of the decision and pay adjusted accordingly by the SBM.

### **1.7.1 Existing Upper pay scale teachers 1<sup>st</sup> September 2016**

Upper scale pay range has minimum value **£35571** and a maximum value **£38250**.

The pay committee will use the reference points set out below:

<b>UPS1</b>	<b>£35571</b>
<b>UPS2</b>	<b>£36889</b>
<b>UPS3</b>	<b>£38250</b>

Pay progression will be based on successful performance management. The pay committee will be advised by the Headteacher in making all such decisions will be able to justify its decisions. Account will be taken of the provisions in paragraph 15 STPCD.

Teachers will need to demonstrate good progress towards performance management objectives and shown to be highly competent in all elements of Teachers' Standards.

The evidence will need to demonstrate that their achievements and contribution to the school have been substantial and sustained using the following definitions:

**Highly competent** – performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' standards.

**Substantial** – achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with groups of children, but also in making a significant wider contribution to the school, which impacts on pupil progress and the effectiveness of staff and colleagues.

**Sustained** – usually have two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. Have shown their expertise has grown over the relevant period and is consistently good to outstanding.

Where exceptional performance has been evidenced and the teacher has exceeded their objectives the governing body will consider paying a bonus of £500 to the class teacher. See appendix 6 for the criteria.

Reviews will be deemed successful unless significant concerns about standards of performance, which may affect pay progression, have been raised and recorded with the teacher during the formal annual performance management/appraisal cycle and have not been sufficiently addressed by the conclusion of that process. If following a review the decision is made to withhold a pay point/enter capability procedure then this should be confirmed in writing.

## **1.8 Part-Time Teachers**

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. After consultation where appropriate, the governing body will give them a written statement (see Appendix 3 for example) detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements.

The salary and allowances, if any, of any person appointed as a part-time teacher must be determined in accordance with the pro-rata principle.

Part-time teachers entitlement to PPA time will be a minimum of 10% of their timetabled teaching week.

## **1.9 Short Notice / Supply Teachers**

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers.

Teachers paid on a daily basis will have their salary paid at their own rate i.e. 1/195 x annual salary, which includes an element of holiday pay.

Teachers who work less than a full day will be hourly paid at their own rate i.e. 1/1265 x annual salary, which includes an element of holiday pay.

Teachers should be paid for all the hours they are required to be on the school premises. Consideration should be given to their entitlement to PPA time.

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/she would have received had he/she been in regular employment throughout the period.

## **2.0 Instructors (Unqualified teachers)**

The governing body, will, when determining on which point to place Instructors on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience.

Minimum value **£16461** and Maximum value **£26034**

Pay on appointment will have due regard to:

- Relevant Qualifications
- Relevant Experience

Please note that whilst there is no longer automatic portability from school to school with regards to pay point the Governing Body will honour portability from school to school with regard to pay point.

## **2.2 Existing unqualified teachers 1<sup>st</sup> September 2016**

Unqualified Teachers pay range has minimum value **£16461** and a maximum value **£26034**.

The pay committee will use reference points set out below:

<b>UQ1</b>	<b>£16461</b>
<b>UQ2</b>	<b>£18376</b>
<b>UQ3</b>	<b>£20289</b>
<b>UQ4</b>	<b>£22204</b>
<b>UQ5</b>	<b>£24120</b>
<b>UQ6</b>	<b>£26034</b>

The above award will be based on successful performance management.

The pay committee will be advised by the Headteacher in making all such decisions will be able to justify its decisions. Teachers will need to demonstrate good progress towards performance management objectives and shown competence in all elements of Teachers' Standards with reference to the appraisal policy.

### **2.3 Additional Allowance to Unqualified teachers**

The governing body will consider additional payments in line with paragraph 22 STPCD as outlined below:

- Taken on sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgment

Or

- Qualifications or experience which bring added value to the role being undertaken

### **2.4 Instructors Employed on Employment Based Routes into Teaching**

Instructors employed on one of the employment based routes into teaching are deemed to be trainees on placements and will be paid at a level to be individually determined by the Governing Body taking into account the minimum salary set by the scheme.

### **2.5 Recognition of Qualified Teacher Status (QTS)**

On obtaining QTS salary will be transferred from UQ to MPS range in line with paragraph 18 STPCD.

### **2.6 Qualified Teacher Learning and Skills (QTLS) status**

From 1 April 2012, further education teachers who have been awarded QTLS by, and are members of, the Society for Education & Training (SET) will be recognised as qualified teachers in schools. This allows them to be appointed to permanent posts and they will be paid on the qualified teacher's pay scale (MPS). In order to continue to be recognised as a qualified school teacher, a QTLS holder must maintain their SET membership.

## **3.0 Pay progression**

The governing body determines the annual pay budget taking account paragraph 19 (STPCD 2016).

Due to budget constraints there will be no accelerated progression. (Exceptions are the Headteacher and Deputy Headteacher as paragraphs 3.1 & 3.2) However, where exceptional performance has been evidenced the pay committee may consider a bonus payment of £500 for that school year. (See appendix 6). A maximum of £2,500 per year is in the budget for these potential bonus payments.

### **3.1 Headteacher**

Annual pay progression within the range for this post is not automatic. The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded. 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 and must not already be taken account of when determining the pay range:

- Achieving an 'Outstanding' from Ofsted/Local Authority Advisor in Leadership and Management

- Supporting other local schools in raising their standards

### **3.2 Deputies and Assistant Heads**

Annual pay progression within the range for these posts is not automatic. Deputies and Assistant Heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. 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:

- Achieving an 'Outstanding' from Ofsted/Local Authority Advisor in Leadership and Management

### **3.3 Leading Practitioners**

Leading Practitioners 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.

Pay progression for Leading Practitioner posts are not automatic. The governing body will consider whether to award one or two pay progression points following their annual performance review but backdated to 1 September of that year. The circumstances in which two points may be awarded are as follows:

(insert)

## **4.0 ALLOWANCES AND OTHER DISCRETIONARY PAYMENTS**

### **4.1 Teaching and Learning Responsibility Payments (TLRs)**

#### **4.1.1 Teaching and Learning Responsibility (TLR) Value**

The values of the TLRs to be awarded are set out below:

- TLR2s will be awarded to the following values:
  - £2640 to the holder of Computing (Website, Social Media, ICT curriculum) and Attendance
- TLR1s will be awarded to the following value:
  - There are currently no TLR1 posts within our staffing structure
- TLR3s will be awarded to the following value:
  - £523 for PE leadership (team member)

#### **4.1.2 Criterion and Factors for Award of Teaching and Learning Responsibility Payments**

Criterion

A Teaching and Learning Responsibility payment (“TLR”) may be awarded to a classroom teacher in accordance with paragraph 20 STPCD and section 3 of the guidance.

TLR 1 or 2 will be 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 s/he is made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder, for example, cover for secondments, maternity or sick leave or vacancies pending permanent appointment.

TLR3 may be awarded for school improvement projects or one off externally driven responsibilities for a discrete period of time. The governing body will set out in writing, at the outset, to the teacher the duration of the fixed term, and the amount to be paid in monthly instalments. TLR3 payments should not be used to replace or otherwise limit teachers’ pay progression on the main, upper or leading practitioner pay ranges.

No safeguarding will apply in relation to TLR3s.

TLRs may only be awarded in the context of the school’s staffing structure and pay policy.

A TLR1 or 2 is a payment integral to a permanent post in the school’s staffing structure and therefore may only be held by two or more people when job-sharing that post. TLR1 or 2 awarded to part-time teachers **must** be paid pro-rata at the same proportion as the teacher’s part-time contract. (Paragraph 42 STPCD)

#### Factors

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:

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

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.

#### Values

The values of TLRs must fall within the following ranges subject to pay awards:

- the annual value of a TLR1 is **£7,622 - £12,898**;

- the annual value of a TLR2 is **£2,640 - £6,450**.
- the annual value of a TLR3 is **£523 - £2603** for a clearly defined period

Due regard must be taken of differentials between same band TLRs of different values in line with the responsibility of the post.

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.

A teacher may not hold a TLR 1 and a TLR2 concurrently; however a teacher in receipt of either a TLR1 or 2 may also hold a concurrent TLR3.

If a teacher is given a new post or revised responsibilities, then the relevant body must determine whether a different TLR (or no TLR) applies to the post, and whether the teacher is entitled to any safeguarded sum if no TLR, or a lower one, applies to the new post/revised responsibilities.

Teachers should not be expected to undertake permanent additional TLR responsibilities without payment of a permanent TLR1 or TLR2 payment.

#### **4.2 Special Educational Needs Allowances**

With effect from 1 September 2010 the relevant body must award a SEN allowance of no less than **£2085** and no more than **£4116** per annum to a classroom teacher-

- (a) in any SEN post that requires a mandatory SEN qualification (since 1 September 2009 all SENCOs are required to hold the National Award for SEN Co-ordination unless they had been in post for at least 12 months prior to this date);
- (b) in a special school;
- (c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- (d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post-
  - (i) involves a substantial element of working directly with children with special educational needs;
  - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
  - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit of the service.

Where a SEN allowance is to be paid, the relevant body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors-

- (a) whether any mandatory qualifications are required for the post;
- (b) the qualifications or expertise of the teacher relevant to the post; and
- (c) the relative demands of the post.



#### **4.3 Special Educational Needs Allowances and Teaching and Learning Responsibility Payments Combined**

Special Educational Needs (SEN) allowances may be held at the same time as TLRs. However, relevant bodies should, when reviewing their staffing structures and keeping them under review:

- 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 *instead of* a discretionary SEN allowance of a lower value;
- SEN payments made by the relevant body should not be used for the purposes of recruitment and retention. There are 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.

#### **5.0 OTHER PAYMENTS**

**5.1** The Governing Body may make such payments as they see fit (discussed and agreed in advance) to teachers (other than the Headteacher) in respect of (paragraph 26 STPCD):-

##### **a) Continuing Professional Development**

continuing professional development undertaken outside of the school day.

##### **b) Initial Teacher Training Activities**

Activities that may attract payment include:

- supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences;
- planning an initial teacher training course.

Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school should be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment. Areas of work that will attract a payment of a suitable National Joint Committee scale include:

- 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.

##### **c) Out-Of-School Learning Activities**

Activities that may attract payment equivalent to short notice supply staff rates 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.

## **5.2 Provision of Services by the Head Teacher**

The relevant body has discretion to make payments to Head Teachers who provide an external service to one or more additional schools, and also to any of the school's teachers whose post acquires additional responsibility as a result of the Head's activities. Payments are not automatic and must take account of (Paragraphs 10.1 to 10.4 and 26 and paragraph 65 STPCD).

## **5.3 Recruitment and Retention Payments**

The governing body will make such payments to a teacher as it considers necessary as an incentive for the recruitment of new teachers and the retention of existing teachers. These can be made as a lump sum, periodic payments or via other financial assistance as deemed appropriate.

The pay committee must be clear on the reasons for such payments, making it clear at the outset in writing the expected duration and the review date, after which they may be withdrawn.

Where exceptional performance has been evidenced the pay committee may consider a bonus payment of £500 for that school year. (See appendix 6)

Awards made under this section may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for any other reasons as per paragraph 26. See summary of changes document for Headteacher, Deputy and assistant posts.

## **5.4 Honoraria**

The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

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.

## **5.5 Review of Policy**

The pay policy will be monitored and reviewed on an annual basis. An annual written report on the operation of the policy, recording pay decisions taken and equality impact, will be provided by the Headteacher to the Governing Body.

### **PAY POLICY ANNEXES**

**Appendix 1 School Staffing Structure**

**Appendix 2 Procedure for the Hearing of Appeals Against Pay Determinations**

**Appendix 3 Sample Written Statement for Part-time Teachers**

**Appendix 4** Equality, Diversity, Cohesion and Integration Screening

**Appendix 5** Leadership discretionary reference points

Appendix 1

**School Staffing Structure**

<b>Headteacher - Beki Vargassoff</b>			
<b>Assistant Headteacher – KS2 and Literacy and SENCO – Lianne Jackson</b>			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Anna Longhawn PSHCE/RE	Michelle Quinn Science/Students/FO FC	Sammy Ellis AHT/Maths Leader/Interventions manager/School Council	Rebecca op den Brouw SMSC/Curriculum Team
Michelle Pound (am) Connor Waring (am) Dawn Jarrett (pm) Karen (pm)	Di Gray Janet Jordan(am)	Becky Burrows Kat Moody (am) Janet Jordan (pm)	Lisa Sinker Bev Gledhill(am)

<b>Assistant Headteacher – KS1 and Maths - Sammy Ellis</b>				
<b>Year 1</b>		<b>Year 2</b>		
Alice Marchant (NQT) MFL		Stuart Cooke PE		
Sandra Coomber Calli Jones (am)		Julie Holmes Claire Colthorpe (am) Hannah Duplex (pm)		
<b>Deputy Headteacher – EYFS, Staff Management and Curriculum -Sheena Critchley</b>				
<b>FS2</b>		<b>FS1</b>		
Lisa Warner Computing /Literacy Writing through the Foundation Subjects		Sheena Critchley (am) Rachel Winstanley (pm)		
Karen Horn Jenny Johnstone Meranda Dimery (Aut term 1)		Ann Frisby (am Aut term 1) Calli Jones (pm)		
<b>Non-Class Based Teaching Staff</b>				
RE/PSHCE (KS2) Zoe Kendrick	PE COACH External Connor Waring (pm)	KS1 Cover Michelle Pound (Y2/FS2) Sandra Coomber (Y1)	PASTORAL LEAD Lisa Stevens	Interventions Ann Frisby
<b>Non-Class Based Non-Teaching Staff</b>				
<b>Business Manager</b> Deb Hillerby				
Site Manager Derek Howden	Admin Team Jo Glover Dawn Scargill	School Clubs Keely Marsh Cheryl McManus	Rainbow Room Zoe Kendrick Dawn Jarrett	

## Appendix 2

### Procedure For The Hearing Of An Appeal Against a Pay Determination

The Chair is in control of the procedure. The sequence listed below enables both sides to present their evidence fairly and fully. It is:

1. The Chair shall introduce those present, explain the procedure to be used and ensure that it is agreed by the employee and/or his/her representative.
2. The management representative shall present his/her case and may call witnesses to clarify the evidence.
3. The employee and/or his/her representative may raise questions of the management representative.

4. The employee and/or his/her representative shall present his/her case and may call witnesses to clarify the evidence.
5. The management representative may raises questions of the employee.
6. Where new evidence is presented both parties are to be given the opportunity to comment.
7. The Chair (and through him/her the other Governors, if appropriate) may question either side and any witnesses called at any time.
8. The employee or his/her representative shall be given an opportunity to sum up his/her case.
9. The management representative shall be given an opportunity to sum up his/her case.
10. The Chair shall ask both parties to leave while the decision is made, only recalling the two parties to clear points of uncertainty on evidence already given.
11. The Chair shall recall the two sides and give the decision. He/she shall explain the reasons for the decision. Alternatively he/she may inform the employee that the decision will be made known to her/him within three working days. The Chair shall explain that the decision and reasons shall be confirmed in writing.

The order of the proceedings may be augmented at appropriate stages.

Appendix 3

#### **MODEL AGREEMENT FOR PART TIME TEACHER'S WORKING TIME**

**This model agreement is intended to record clearly the agreed terms of each part time teacher's working time obligations, in terms of teaching and non-teaching activities, in order to ensure that any subsequent uncertainty or dispute is avoided and that every part time teacher's pay reflects the full extent of their work.**

**Name .....**

### **Days of Work**

Monday am	.....	Monday pm	.....
Tuesday am	.....	Tuesday pm	.....
Wednesday am .....		Wednesday pm .....	
Thursday am	.....	Thursday pm	.....
Friday am	.....	Friday pm	.....

### **Teaching Duties**

#### ***Teaching***

- Teaching time will be for a maximum of ..... hours per week of the school's timetabled teaching week of..... hours, allocated as follows:

Monday am	.....	Monday pm	.....
Tuesday am	.....	Tuesday pm	.....
Wednesday am .....		Wednesday pm .....	
Thursday am	.....	Thursday pm	.....
Friday am	.....	Friday pm	.....

“Trapped time” in timetabling arrangements will be treated as paid non-contact time.

#### ***PPA and Non-Contact Time***

- PPA & non-contact time will be pro-rata to that for full-time teachers in similar positions and will be for ..... hours/periods per week.

### **Non-Teaching Duties**

#### ***Registration***

[delete as appropriate]

- Be responsible for registering a class on every working day morning and/or afternoon.
- Be available for other duties as reasonably directed.

#### ***Assemblies and Mid-Session Breaks***

- Be present during the above and be available as reasonably necessary in the same way as full time teachers during this time.

#### ***Other Duties***

[delete as appropriate]

- Be required to undertake other duties for up to ..... hours per week.
- Be available to undertake other duties as reasonably required for which directed time will be allocated.

**Staff/Departmental Meetings**

[delete as appropriate]

- Attend staff meetings only on days normally worked.
- Attend all staff meetings with additional paid working time as appropriate.
- Attend on some other basis (please specify).

**Parental Consultation Meetings & Open Meetings**

[delete as appropriate]

- Attend parents/open meetings only on days normally worked.
- Attend all parents/open meetings, with additional paid working time as appropriate.
- Attend on some other basis (please specify).

**INSET/non-pupil days**

[delete as appropriate]

- Attend INSET/non-pupil days only on days normally worked.
- Attend non-pupil days only on days normally worked and attend all INSET days, with additional paid working time as appropriate.
- Attend on some other basis (please specify).

**“Disturbance” Travel Time** (to use this facility there should be reference to the provisions in Section 4 of the School Pay Policy)

[delete as appropriate]

- Receive ..... minutes/hours in “disturbance” travel time in relation to all meetings and INSET/non-pupil days on non-working days.

**Contingency Time**

[delete as appropriate]

- Be allocated ..... hours per year to cover unforeseen needs pro rata to contingency time allocated to full time teachers.

**Changes to these Arrangements**

Any reasonable changes to these arrangements will be subject to consultation and discussion between the two parties. Additional paid working time will be added when additional duties accrue.

**Signed:** ..... Teacher



Appendix 4

Equality, Diversity, Cohesion and Integration Screening

As a school via the public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of [Equalities considerations](#)

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>School:</b>	<b>Chair of committee:</b>
<b>Lead person:</b>	<b>Contact number:</b>

**1. Title:**

---

Is this a:

**icy**

**If other, please specify**

**2. Please provide a brief description of what you are screening**

---

### 3. Relevance to equality, diversity, cohesion and integration

All the school's policies affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		
Have there been or likely to be any public concerns about the policy or proposal?		
Could the proposal affect how services are organised, provided, located and by whom?		
Could the proposal affect our workforce or employment practices?		
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>		

### 4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?**

(think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, , perception that the proposal could benefit one group at the expense of another)

<ul style="list-style-type: none"> <li>• <b>Actions</b> (think about how you will promote positive impact and remove/ reduce negative impact)</li> </ul>

<b>5. Governance, ownership and approval</b>		
Please state here who has approved the actions and outcomes of the screening		
<b>Name</b>	<b>Job title</b>	<b>Date</b>

<b>6. Publishing</b>	
This screening document will act as evidence that due regard to equality and diversity has been given.	
For record keeping purposes a copy will be kept on file with a copy of the policy and one with the governor minutes.	
<b>Date screening completed</b>	
<b>Date agreed at Governors</b>	



### Discretionary leadership reference points

Where a head teacher is paid within the school's headteacher group range, she/he must not be paid above the top point of this range,

The STPCD sets out the limits on head teachers' pay for each of the eight school groups. These apply unless the governing body has exercised its discretion, in accordance with the STPCD, to exceed these limits. Leadership group teachers who were at the maximum of their individual pay ranges last year and whose pay point coincided with the maximum of the relevant school group range may have had their pay frozen last year. Where this is the case, the maximum point of their individual pay range from September 2016, assuming no other adjustments are being made, will be as set out below.

Notes:

L18# - scale point to be used only by schools in Group 1 where it is the maximum value of the head teacher group range for the school

# - scale point to be used only by schools in Groups 2 to 8 respectively where it is the maximum value of the head teacher group range for the school

\* - scale points to be used unless the above applies

Minimum	L1	38984
	L2	39960
	L3	40958
	L4	41978
	L5	43023
	L6	44102
	L7	45290
	L8	46335
	L9	47492
	L10	48771
	L11	49976
	L12	51127
	L13	52405
	L14	53712
	L15	55049
	L16	56511
	L17	57810
	L18#	58677
	L18*	59264
	L19	60733
	L20	62240
	L21#	63147
	L21*	63779
	L22	65363
	L23	66982
	L24#	67963

	L24*	68643
	L25	70349
	L26	72089
	L27#	73144
	L27*	73876
	L28	75708
	L29	77583
	L30	79514
	L31#	80671
	L31*	81478
	L32	83503
	L33	85579
	L34	87694
	L35#	88984
	L35*	89874
	L36	92099
	L37	94389
	L38	96724
	L39#	98100
	L39*	99081
	L40	101554
	L41	104091
	L42	106699
maximum	L43	108283

**Appendix 6**

**Fieldhead Carr Primary School**  
**Performance Management Reference Document**

**Teacher Standards**

Please see separate document

**Considerations and Context**

Fieldhead Carr Primary is a good school (Ofsted 2014), in order for us to attain our aim of becoming an outstanding school, we need the best practitioners to be performing at the highest professional level at all times. Our standards are improving steadily, meaning that there is a challenge for leaders and teachers to maintain outcomes for the school, both academically and through the delivery of a high quality, relevant curriculum which develops our children as effective learners.

We have an effective leadership structure with well devolved responsibilities. This ensures that teachers do not work in isolation but very much as part of a team, ensuring that there is appropriate frameworks available for teachers who identify where their difficulties lie and where they are able to share their good practice.

Teachers know what outstanding teaching and learning looks like, and support and training is provided to reflect on what aspects of teachers’ lessons can be improved to make them consistently outstanding. As outlined in the school pay and appraisal policies, progression of pay will now be determined by the Governing Body as recommended by the Headteacher. From September 2014, it will be at the discretion of the Governing Body to reward the highest performing teachers accordingly. Equally, where performance has not been good, despite support and guidance, there will be restrictions to pay and progression. I believe that the pay policy is fair, transparent and appropriately implements a system which fits according to the context of our school and our aspirations for its future.

In order to reward outstanding practice, and to implement a pay structure which ensures that we are aiming to provide the best quality education to our children, teachers’ performance will be assessed using the grading system below. Failure to progress through the pay scales would be addressed by the appraisal and capability procedures. Exceeding targets for performance will lead to the awards detailed, as agreed by Fieldhead Carr Primary Pay Committee.

B. Vargassoff

Performance Management leader

Grade		Award	Criteria for Success
<b>1</b>	Performance Management	Up to £500 award, as	<ul style="list-style-type: none"> <li>You will reach all of the criteria outlined in the table below at your current point (Criteria for pay</li> </ul>

	Targets and the relevant standards are clearly and quantifiably exceeded	agreed by the pay committee	<p>progression).</p> <ul style="list-style-type: none"> <li>All Performance Management targets will be achieved or exceeded.</li> <li>Your teaching will be judged as Outstanding in every formally observed lesson, as shown in the lesson level descriptors.</li> <li>Over the full academic year, your class pupil progress data will show achievement of 6 or more points progress in each of the subjects: Reading, Writing, Maths as an average.</li> <li>You will make a directed or self-initiated contribution to an area of whole school leadership, which evidences your leadership capacity and a significant impact on the quality of teaching, learning and standards in that area</li> <li>Accelerated progress will be made amongst at least half of the children achieving below age related expectations, meaning their attainment realigns with their peers.</li> </ul>
<b>2</b>	Performance Management Targets and the relevant standards are clearly and quantifiably met	Movement along the pay scale	<ul style="list-style-type: none"> <li>You will reach all of the criteria outlined in the table below at your current point (Criteria for pay progression).</li> <li>You will have been judged as having made good progress towards achieving all Performance Management targets.</li> <li>Your teaching will be judged as outstanding or good in every formally observed lesson, as shown in the lesson level descriptors.</li> <li>Over the full academic year, your class pupil progress data will show achievement of 6 or more points progress in each of the subjects: Reading, Writing, Maths as an average.</li> <li>You will contribute to the co-ordination of an area of whole school leadership</li> </ul>
<b>3</b>	Performance Management targets are partially met and development needs are identified and documented.	No movement along the pay scale.	<ul style="list-style-type: none"> <li>You will reach all of the criteria outlined in the table below at your current point (Criteria for pay progression).</li> <li>You will have been judged as having made good progress towards achieving only 2 of 3 Performance Management targets.</li> <li>Your teaching will be judged as less than good in 1 out of 3 of every formally observed lesson, as shown in the lesson level descriptors.</li> <li>Over the full academic year, your class pupil progress data will show achievement of less than 6 points progress in each of the subjects: Reading, Writing, Maths as an average.</li> <li>You will have made limited contribution to the co-ordination of an area of whole school leadership</li> </ul>



<b>4</b>	Performance Management targets and or relevant teacher standards are not met and concerns have clearly been discussed and documented	It is expected that the member of staff would be receiving support through the performance appraisal policy	<ul style="list-style-type: none"> <li>You will not reach all of the criteria outlined in the table below at your current point (Criteria for pay progression).</li> <li>You will have been judged as not having made good progress towards achieving 2 of 3 Performance Management targets.</li> <li>Your teaching will be judged as less than good in 2 out of 3 every formally observed lesson, as shown in the lesson level descriptors.</li> <li>Over the full academic year, your class pupil progress data will show achievement of 6 or less points progress in each of the subjects: Reading, Writing, Maths as an average.</li> <li>You will have made limited or no contribution to the co-ordination of an area of whole school leadership</li> </ul>
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MPS Criteria for Pay Progression				
Criteria for award to next point to be evidenced				
Salary	Teacher Standards	Achievement	Curriculum	PM targets
MPS1: £22,467	NQT's to be placed at point 1 and a temporary contract is usually offered. Process of induction and assessment is in line with Leeds City Council policies and procedures Teachers meet the teachers' standards	Pupils made an average of 6 or more points progress in Reading, Writing and Maths	Contribution to the monitoring and improvement of a curriculum area taking direction from a more senior member of the curriculum team	Targets will relate to achieving a successful NQT year and may change according to the needs of the trainee as the year progresses. These will be made with the agreement of the NQT mentor
MPS2: £24,243	Teachers meet all the teacher standards, and begin to take some	Pupils made an average of 6 or more points progress in Reading, Writing and Maths	Leading in the monitoring and improvement of a foundation	PM targets will be based on areas of the SIP and areas of the

	leadership responsibility with support.		subject curriculum area taking direction from a more senior member of the curriculum team. Offer of an extra curricular activity.	teacher standards that the teacher and reviewer feel are an area for development. These will be determined by teacher observations and data from Impact Conversations during the reviewee's time on Point 1
MPS3: £26,192	Teachers meet all the teacher standards, and begin to be independent with some leadership responsibility	Pupils made an average of 6 or more points progress in Reading, Writing and Maths	Leading in the monitoring and improvement of a foundation subject curriculum area taking direction from a more senior member of the curriculum team. Offer of an extra curricular activity	PM targets will be based on areas of the SIP and areas of the teacher standards that the teacher and reviewer feel are an area for development. These will be determined by teacher observations and data from Impact Conversations during the reviewee's time on Point 2
MPS4: £28,207	Teachers meet the teacher standards in full. They are confident in their leadership of a subject/school initiative	Pupils made an average of 6 or more points progress in Reading, Writing and Maths	Leading in the monitoring and improvement of a foundation subject curriculum area or as part of a team of leaders for a core subject. Offer of an extra curricular activity	PM targets will be based on areas of the SIP and areas of the teacher standards that the teacher and reviewer feel are an area for development. These will be determined by teacher observations and data from

				Impact Conversations during the reviewee's time on Point 3
MPS5: £30,430	Teachers meet the teacher standards in full. In addition their leadership of a subject/whole school initiative is having an impact on school standards. This may be evidenced towards going through threshold (Year 1 of evidence)	Pupils made an average of 6 or more points progress in Reading, Writing and Maths	Initiating leadership of the monitoring and improvement of a curriculum area. Showing a proactive approach to evaluating and developing this curriculum area based on the needs of the school. Offer of an extra curricular activity	PM targets will be based on areas of the SIP and areas of wider school leadership. Providing the first year of evidence towards going through threshold. Impact should be "substantial and sustainable".
MPS6: £33,160	Teachers meet the teacher standards in full. In addition their leadership of a subject/whole school initiative is having an impact on school standards. This may be evidenced towards going through threshold (Year 2 of evidence)	Pupils made an average of 6 or more points progress in Reading, Writing and Maths	Initiating leadership of the monitoring and improvement of a curriculum area. Showing a proactive approach to evaluating and developing this curriculum area based on the needs of the school Offer of an extra curricular activity	PM targets will be based on areas of the SIP and areas of wider school leadership. Providing the second year of evidence towards going through threshold.
UPS 1: £35,571 2: £36,889 3: £38,250	The STPCD 2013 states that teachers on UPS should: Be highly competent in all elements of the relevant standards. The achievements and contribution to	Average of 6 or more points progress made in Reading/writing/maths. Leading a key area area of the school improvement plan/leading a core subject. Ability to coach and	Initiating curriculum improvements through research of 'best practice' and up to date initiatives with regard to the curriculum.	PM targets targets have a focus on whole school improvement that will be lead to 'substantial and sustained' developments within the

	(the school) are substantial and sustained	mentor other staff and trainees	Then motivating staff in order to successfully implement any new initiatives .	school. Movement from points 1 to 3 will depend on the successful achievement of these targets.
--	--	---------------------------------	--	---

Although the above chart illustrates that teachers may start gathering the evidence for their threshold applications from MPS5, teachers can now apply to go through threshold at any point. They will need to demonstrate that over the previous two years:

They have been highly competent in all elements of the relevant standards.

Their achievements and contribution to (the school) are substantial and sustained.

They have achieved or exceeded all their performance management targets.

It is also important that they consider that once they have gone through threshold it is difficult to go back to MPS. Therefore teachers must consider whether they are in a point in their career where they can sustain the high level of achievement necessary to move through the UPS.

## **Appendix 7**

### ***Main Scale Classroom Teacher's Salary Statement***

Name **An Example**

School **Fieldhead Carr Primary School –**

Effective Date **Sept 2016**

**Pay no. 000000000**

<p>New Starter N/A Experience points: Mandatory..... Discretionary ..... Additional fast track point (for newly qualified fast track teachers) ..... Additional performance point .....</p>
---

**Point on main scale from September 2016 – M2**

**Value of point £24243**

**Allowances**

SEN allowance (insert 1 or 2) .....Value £.....

Reason for award (*if discretionary*) .....

Teaching and Learning Responsibility Payment (insert TLR 1/TLR2) Value £.....

Award date .....

Reason for award (*specify*) .....

Recruitment or retention incentives/benefits Value £ 0

Start of award

End of award

Nature of safeguarded sum	Value	Start of safeguarding
Social Priority Allowance		
Management Allowance		
Leadership		
Advanced Skills Teacher		
Other		

**Total salary £ 24243**

Signed on behalf of the Governing Body .....

Name in capitals 'Chair of Governors'

Date .....

Reviewed by B.Vargassoff

October 2016

Fieldhead Carr Primary School

