



St. Aidan's Pay Policy

1. INTRODUCTION

- 1.1 This Policy has been adopted by the Governing Body (Directors) and applies to all teachers and support staff employed to work at St. Aidan's School (hereafter referred to as 'the school'). It has been consulted on with staff and the recognised trade unions.
- 1.2 Nothing in this Policy should be interpreted as contradicting or overriding the provisions of the current School Teachers' Pay and Conditions Document ("STPCD") which is mandatory. As a voluntary aided maintained school, the school will also adhere to the Council's Employment Based Cost Review (EBCR) and job evaluation arrangements for support staff.

As an Academy Trust, the school has taken a decision not to adopt and implement the single status and Council's Employment Based Cost Review EBCR agreement. The purpose of the Policy is to set out adopted local agreements and supplement the nationally agreed salary arrangements, clarifying, in particular, how areas of discretion are to be exercised by the school.

- 1.3 The Policy will be reviewed annually by the Governing Body and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the 'relevant body'. The review of the policy will include trends of progression across specific groups of staff to assess its effect and the school's continued compliance with equalities legislation.
- 1.4 The Policy should be read in conjunction, as appropriate, with other Human Resources policies and procedures, including in particular the school's Recruitment Policy. Reference should also be made to the related documents section below.
- 1.5 The school will maintain a staffing structure, which shows the number and grades of jobs within the school. Staff, through their professional associations and trade unions, will be consulted on any proposed changes to this structure. This will

include the school's policy for rewarding TLR3s, for example stating remuneration levels and whether all TLR3s will be of the same duration or whether duration will vary according to circumstances. *The current staffing structure is attached as Appendix 1.

1.6 The Governing Body has delegated full powers to the Finance Committee. This Committee is responsible for determining all pay matters in accordance with the Pay Policy, the schools appointments procedure and the school's Performance Management Policy. The Governing Body, operating through this Committee, will ensure that discretionary pay elements are used in a fair, equitable and consistent manner. Appendix 2 confirms the terms of reference of the Finance Committee.

1.7 The headteacher will make recommendations on pay for all staff in the school, and the Personal Committee will make the recommendation to the Finance Committee for the pay of the Headteacher. The Finance Committee will oversee all pay decisions.

*** The school should attach their current staffing structure to this policy.**

Related Documents

This Pay Policy will be applied as supplemented by specific provisions contained within:-

- The School Teachers Pay & Conditions document
- The NJC National Agreement on Pay and Conditions of Service ("the Green Book")
- The Council's Policy covering job evaluation, grading and other local agreements
- The School's Restructuring & Reorganisation Policy
- The Teachers Pension & Local Government Pension Scheme and the Council's policy regarding "discretionary" pension provisions, as determined by Croydon Council and the school's governing body
- The School's Capability procedure for Teachers and for support staff as recommended to Governing Bodies
- The Council's Employment Base Cost Review
- The Council's Single Status Agreement
- The Rewarding Additional Duties policy & procedure
- The School's Redeployment policy
- The Schools PDCS/ appraisal policy
- The 'Burgundy book' for teachers
- Teachers Performance Management Regulation

2. PRINCIPLES AND OBJECTIVES

2.1 This model pay policy is not intended to duplicate the School Teachers' Pay and Conditions Document ("STPCD"), however, there are some sections within the Document which are discretionary. This Policy will indicate how Governing Bodies will apply this.

2.2 The school recognises the need to manage pay equitably and will ensure through this policy that pay has a positive influence by undertaking to:

- support the school's development including current priorities and targets;
- demonstrate that all pay decisions are made consistently and fairly, in compliance with anti-discrimination legislation;
- ensure that appropriate arrangements are made for staff to appeal against any pay decision affecting them personally, and for such appeals to be heard by a panel of governors whose members have not been involved previously in the decision against which an appeal is made;
- within its budget, and recognising the different terms and conditions, to reward all staff appropriately, with similar considerations being given to teaching staff and support staff;
- to use the nationally and locally agreed pay scales, together with any discretions available to them, to best advantage in order to recruit and retain the highest quality staff at the appropriate rate of pay;
- to ensure that all staff have confidence that they are receiving fair and equal treatment;
- to inform staff of changes to their pay;
- to ensure that staff are aware of the procedures within which pay decisions are made and that any appeals arising from decisions on remuneration are addressed objectively, fairly and within agreed timescales.

All appointed teachers 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 from the school or on-line at <http://www.education.gov.uk/search/results?q=schools+teachers+pay+and+conditions>.

All pay-related decisions are made taking full account of STPCD and the teachers' professional associations and trade unions have been consulted on this pay policy. All pay related decisions are taken in compliance with current employment legislation including The Equality Act 2010, The Equal Pay Act 1970, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

3. TERMINOLOGY

3.1 The “relevant body” for pay purposes in respect of teachers employed at the school is the Governing Body.

3.2 Unless otherwise stated the words in Part One of this Policy shall have the same meaning as the words in the STPCD

4. PAY RANGES AND PAY SCALES

4.1 The School Teachers Pay and Conditions September 2019 Document lists the payscales for the Leadership Group and Leading Practitioner Range. It gives a national minimum and maximum for the pay ranges for Unqualified Teachers, Main Scale Teachers and Upper Pay Ranges Teachers. The Governing Body determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Governing Body of this school are shown in appendix 5 of this policy.

5. PAY REVIEWS

5.1 The Governing Body will ensure that each teacher’s salary is reviewed annually, with effect from 1 September and all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled within one week of October half term, following performance management reviews.

This will mean that recommendations about teacher’s pay should be completed in the week following October half term (typically on the inset day following Oct h/t) of each year in order to allow for any appeals against the recommendation to be lodged and heard.

5.2 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual’s pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

5.3 Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

6. BASIC PAY DETERMINATION ON APPOINTMENT

6.1 The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the

successful candidate. The starting salary will therefore be by negotiation following consideration of previous experience.

6.2 In making such determinations, the Governing Body may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context
- ***the school may decide to issue other criteria and these should be included here***

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school although in practice this may be the norm in order to recruit able staff.

7. PAY PROGRESSION BASED ON PERFORMANCE

7.1 To move up the main pay range, one reference point at a time, teachers will need to have met their objectives and have shown that they have met all elements of the Teachers' Standards at career stage expectations. Teaching should be consistently 'good', as defined by Ofsted criteria.

If the overall appraisal evidence shows that a teacher has demonstrated exceptional performance, the governing body will consider awarding enhanced pay progression, up to a maximum of 2 reference points. Teaching should be exceptionally above career stage expectations, The overall impact on standards and progress throughout the school in their area of responsibility should be exceptional (consistent and sustained).

Upper Pay Scale

To move through the upper pay range teachers will need to have met their objectives and have shown that they have met all elements of the Teachers' Standards at career stage expectations as well as post threshold standards. Much of teaching should be 'outstanding' as defined by Ofsted criteria.

Evidence

Judgments will be properly rooted in evidence. As a teacher moves up the pay range, this evidence should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, eg behaviour management or lesson planning

- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

7.2 In this school 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. The arrangements for teacher appraisal are set out in the school's appraisal policy.

7.3 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

7.4 There will be meetings throughout the appraisal process so that all teachers are aware of their progress towards meeting the criteria for pay progression. In the event that a teacher is unlikely to meet the criteria for pay progression they can expect to be alerted to this and given support to improve their performance.

7.5 NQTs receive regular feedback during their induction year, and the termly assessments will be used to inform the decision about whether they will receive an increment at the end of their first year of teaching.

7.6 To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by quality assurance and moderation by the governing body.

7.7 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

Appendix 4 details how pay will be linked to performance in the school.

8. MOVEMENT TO THE UPPER PAY RANGE

8.1 Decisions made about movement to the upper pay range in one school will not be binding on another school

8.2 Applications and Evidence

8.2.1 Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

8.2.2 Applications may be made in writing to the headteacher once a year. The deadline for receipt is 30 September for progression from the start of that academic year.

8.2.3 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

8.2.4 All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay for the 2 years immediately preceding the application for assessment. Teachers have the option of submitting additional evidence to support their application.

8.2.5 The fact that a teacher is paid on the upper pay range does not imply that they have to take on additional management responsibilities although they do have responsibilities for the wider work of the school including for example coaching and mentoring other teachers and assisting them to develop their teaching practice.

8.3 The Assessment

8.3.1 An application from a qualified teacher will be successful where the Governing Body is satisfied that:

(a) the teacher is highly competent in all elements of the relevant standards;

□□ 'highly competent' means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

and

(b) the teacher's achievements and contribution to the school are substantial and sustained.

□□ 'substantial' means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and

□□ 'sustained' means maintained continuously over the previous 2 academic years and demonstrated by an overall grade of Level 1 in the appraisals for the 2 years immediately preceding the application for assessment. A lesser period of time can be considered in situations such as maternity or long term sickness. If a teacher is working on a part time basis, the period of time remains 2 years and is not lengthened on a pro rata basis.

8.3.2 The application will be assessed by the headteacher who will make a recommendation to the Finance Committee of the governing body so that they can make the final determination

8.4 Processes and procedures

8.4.1 The assessment and determination of the governing body will be made following October half term and applicants will receive a response within 10 working days of the date of the determination.

8.4.2 If successful, applicants will move to the upper pay range from the start of the academic year. Successful applicants will be placed on the minimum of the upper pay range.

8.4.3 If unsuccessful, feedback will be provided by a member of the senior leadership team within 10 workings of the date of the determination by the Governing Body and will be confirmed in writing

8.4.4 Any appeals against a recommendation or a decision not to move the teacher to the upper pay range will be heard under the arrangements outlined in paragraph 22..

9. PART-TIME TEACHERS

9.1 Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body 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.

10. SHORT NOTICE/SUPPLY TEACHERS

10.1 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.

11. PAY INCREASES ARISING FROM CHANGES TO THE SCHOOL TEACHERS PAY AND CONDITIONS DOCUMENT

11.1 All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

12 UNQUALIFIED TEACHERS

12.1 The School will only employ unqualified teachers where they are:

- giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) and have special qualifications and/or experience and where no

suitable qualified teacher, graduate teacher, registered teacher or teacher on an employment-based teacher training scheme is available;

- overseas trained teachers;
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or
- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

12.2 Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Governing Body determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.

12.3 It may be determined that an additional allowance is payable where it is considered that the unqualified teacher has:

- a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teachers professional skills and judgement ; or
- qualifications or experience which bring added value to the role s/he is undertaking.

12.4 Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits.

An unqualified teacher who becomes qualified

12.5 Upon obtaining qualified teacher status an unqualified teacher will be transferred to a salary within the Main Pay Range for Teachers.

12.6 Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status the teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Governing Body considers to be appropriate.

12.7 A teacher who obtains qualified teacher status retrospectively under the regulations will be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when qualified teacher status was effectively obtained.

12.8 The aforementioned lump sum will be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from

the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

13. LEADING PRACTITIONER

13.1 Teachers are entitled to be paid on the pay range for leading practitioners if they are in a post whose primary purpose is to model and lead improvement of teaching skills.

13.2 Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the head teacher.

13.3 A teacher on the pay range for leading practitioners must take a 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.

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

14. LEADERSHIP GROUP

14.1 Headteachers, Deputy Headteachers and Assistant Headteachers employed at the school shall be paid on the salary ranges determined in accordance with the provisions of the STPCD.

14.2 The provisions of the STPCD relating to differentials shall apply to the Headteacher, any Deputy Headteacher, any Assistant Headteacher and the highest paid teacher. Note that the STPCD defines the salary of the highest paid classroom teacher to be that salary the teacher would receive if he/she were on the minimum salary of the upper pay range (regardless of the salary point that the teacher is actually on) plus any TLR and SEN allowance they are paid but excludes any recruitment or retention incentive or benefit.

14.3 Where consideration is given to the Headteacher being appointed to as a

Headteacher of more than one school, either on a temporary or permanent basis then the provisions of the STPCD will apply.

Performance Review

14.4 Progression through the appropriate pay range for all teachers in the leadership group will not be automatic.

14.5 An annual review of the performance of Assistant and Deputy Headteachers must be undertaken by the end of the week following October half-term for Headteachers using the schools performance management process. This will mean that recommendations about the pay of Assistant and Deputy Heads should be completed by 10 October and recommendations about the pay of Headteachers should be completed by 1 December of each year in order to allow for any appeals to be lodged and heard.

14.6 To achieve progression there must be a demonstration of sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and a review of performance against performance objectives and teacher standards.

14.7 To be fair and transparent, judgements will be properly rooted in evidence and there must have been a successful review of performance.

14.8 A successful performance review, as prescribed by the appraisal regulations, will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant)
- teacher standards
- other evidence.

14.9 To ensure that there has been a high quality performance, the performance review will assess that the individual has grown professionally by developing their leadership and (where relevant) teaching experience.

15. DETERMINATION OF DISCRETIONARY PAYMENTS TO HEAD TEACHERS

15.1 Regulations concerning the determination of discretionary payments to headteachers can be found in paragraph 11 of the STPCD

16. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)

16.1 TLRs will be awarded to classroom teachers undertaking a sustained responsibility in accordance with the conditions laid down in the STPCD. Such TLRs will be assigned to specific posts within the school's staffing structure.

16.2 In awarding a TLR 2 payment, the school is satisfied that the teacher's duties include a significant responsibility for which s/he is accountable, 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;
- e) involves leading, developing and enhancing the teaching practice of other staff.

16.3 In awarding a TLR 1 payment, the school is satisfied that in addition to the criteria detailed above the teacher will also carry line management responsibility for a significant number of people.

16.4.1 The relevant body will award a fixed-term third TLR (TLR3) for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 must be no less than £500 and no greater than £2,500. The duration of the fixed term must be established at the outset and payment will be made on a monthly basis for the duration of the fixed term.

16.4.2 All TLR3s will be advertised internally, and all qualified teachers employed in the school will have an opportunity to apply for them.

16.5 The values of TLRs have been set by the Governing Body and are shown in the school's staffing structure (Appendix 1). The school will review the cash value of the TLRs annually in the light of pay awards made under the STPCD.

17. SPECIAL EDUCATIONAL NEEDS ALLOWANCES (FOR CLASSROOM TEACHERS)

17.1 An SEN allowance will be paid to eligible classroom teachers under the provisions of the STPCD. The STPCD sets maximum and minimum values for such payments.

17.2 Where an SEN allowance is paid the spot value will be determined by taking account of the school's SEN provision and:

- i) whether any mandatory qualifications are required for the post;
- ii) the qualifications or expertise of the teacher relevant to the post; and

iii) the relative demands of the post.

18. RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

18.1 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified. Any use of such payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined by the Governing Body from time to time. Please refer to current criteria in Appendix 3 to this policy.

18.2 Where it is determined to pay such an incentive/benefit, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the teacher concerned.

18.3 Where the Governing Body makes one or more such payments, or provides such financial assistance, support or benefits in one or more cases, the Governing Body will conduct a regular formal review of all such awards. The expected duration of any such incentives and benefits will be made clear at the outset, including the review date after which they may be withdrawn.

19. OUT-OF-SCHOOL LEARNING ACTIVITIES (“OOSLA”)

19.1 The school acknowledge that some teachers supervise out of school activities i.e. sports club, drama and music productions, revision classes and other events purely on a voluntary basis. The school is extremely grateful to teachers who support pupils in this way. The school acknowledges that these activities are entirely voluntary and that teachers should not feel under any obligation (moral or contractual) to provide these services. The school also acknowledge that many other teachers support pupils in other ways.

19.2 There may be times where the governors feel that it is in the best interest of the school to provide certain out of school learning activities on a more formal basis. In these cases the school may offer a payment to a teacher who undertakes such activities. No teacher will be compelled to offer such an activity but, where they do, the governors will expect a more formal commitment from the teacher and that the head teacher may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the school will offer a payment to the teacher equating to the annual outer London salary at the top of the main scale divided by 975. This amount includes an element for preparation/marking etc.

19.3 One-to-One Tutors will be paid in accordance with the national framework.

20. ADDITIONAL PAYMENTS – TEACHERS

20.1 The Governing relevant body may make such payments as they see fit to a teacher, including a head teacher, in respect of-

- (a) continuing professional development undertaken outside the school day;
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- (c) participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body;
- (d) additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools, unless appointed to more than one school on a permanent basis.

21. SALARY SAFEGUARDING - TEACHERS

21.1 Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

22. REVIEW OF PAY DECISIONS AND APPEAL ARRANGEMENTS – TEACHERS

22.1 Review

22.1.1 Where a teacher is not satisfied with a pay recommendation, they should seek to resolve this informally with the appropriate manager within 10 working days of receiving the decision.

22.1.2 Where this is not possible, the teacher may request a formal review of pay. This should be made in writing to the headteacher.

22.1.3 A formal hearing will be arranged and the panel will normally consist of the headteacher and another senior leader in the school who has not been involved in the pay decision. Where this is not possible, it may be necessary for a governor to sit on the panel.

22.1.4 The outcome of the meeting will be conveyed to the teacher in writing within 7 working days.

22.1.5 There is a right to appeal against this decision.

22.2 .Grounds for Appeal

22.2.1 An appeal against a pay decision can be lodged within 10 working days of the date when the teacher receives written confirmation of their pay decision or of the date when the teacher receives the outcome of the pay review. It must clearly state the grounds for the appeal.

22.2.2 The only grounds which will be accepted as the basis of an appeal are that the person by whom the decision was made are claimed to have: -

- a. Incorrectly applied any provision in the School Teachers' Pay & Conditions Document
- b. Failed to have proper regard to statutory guidance
- c. Failed to take proper account of relevant evidence
- d. Taken account of irrelevant or inaccurate evidence
- e. Been biased and/or unlawfully discriminated against the teacher

22.2.4 The appeal will be heard by a committee of the Governing Body and their decision will be final

22.2.5 The outcome of the appeal will be conveyed to the teacher in writing within 7 working days of the hearing.

22.3 Right to be accompanied

22.3.1 The teacher has the right to be accompanied by a work based colleague or trade union representative at the pay review hearing and the appeal hearing. If the employee's representative is not available at the time fixed for the meeting, it must be rescheduled to accommodate the availability of the companion, so long as a reasonable alternative date is proposed which is within 5 working data of the originally proposed date.

22.4 This process performs the function of the grievance procedure on pay matters and decisions cannot therefore be reopened under general grievance procedures.

SUPPORT STAFF

As an academy school, different paragraphs within the pay policy will apply to support staff depending on decisions taken by this school in relation to Single Status and EBCR.

Starting Salary Point	Para 38
Incremental Progression &	Para 39

Acceleration	
Term Time Only Working & Annual Leave	Para 40
Authorising & Paying for Working Additional Hours	Para 41 /Policy adopted by school/ Green book
Rewarding Additional Duties	Policy adopted by school
Retirement	Para 45

36. STAFFING STRUCTURE

- 36.1 The school has agreed a staffing structure for support staff working at the school and this is attached at Appendix 1. The structure ensures that there is appropriate line management of all staff.
- 36.2 The work to be undertaken by each postholder and the outcomes to be achieved will be set out in a role profile, along with a person specification setting out the criteria for each post. Role profiles are available from the school.
- 36.3 The appointment of support staff is the responsibility of the governing body.
- 36.4 The arrangements for filling vacancies will be as set out in the school's policy on Recruitment and Selection.

37. GRADING OF POSTS

- 37.1 The school will consult the Council about the grading of all support staff posts in accordance with the requirements of the School Standards and Framework Act 1998.
- 37.2 The school acknowledges that the Council has, as part of its Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon schools.

38. STARTING SALARY POINT

- 38.1 The actual pay point within the salary range for each newly appointed employee will be at the minimum scale point of the grade unless:
- (i) The person appointed is an existing employee of Croydon Council (or an employee of the governing body of a voluntary aided or Foundation schools

within the LA) and the employee is being redeployed (please refer to the schools redeployment policy and salary protection.

- (ii) The person appointed is not currently paid on a salary range assessed in accordance with the salary policy of the school, in which case a starting salary point above the minimum of the range may be agreed by the Headteacher in exceptional circumstances, taking into account the difficulty in recruiting to the post and the newly appointed employee's:
 - (a) current actual pay
 - (b) recent relevant experience and qualifications.

39. INCREMENTAL PROGRESSION AND ACCELERATION

39.1 Unless staff are appointed on the top spinal point of their grade staff are entitled to incremental progression to the top of their grade, subject to satisfactory annual assessment under the school's adopted appraisal scheme. Annual increments, where applicable, are payable on 1st April each year. The first increment will be payable as follows:-

Date of Commencement of Employment	First Increment
1st October to 31st March	After the completion of 6 months' service in the Grade.
1st April to 30th September	On the 1st April following the appointment.

40. TERM TIME ONLY WORKING AND ANNUAL LEAVE

Term Time Working

40.1 The calculation for support staff who work term-time only for a full holiday entitlement is 7.2 or 7.6 weeks (made up of 28 or 33 days annual leave plus 8 bank holidays) for the number of weeks worked in a year. For staff who works 39 weeks each year this will mean their pay is based on 46.2 or 47.2 working weeks.

All Year Round Working

40.2 The annual leave year extends from 1st April to 31st March. All leave should be requested and taken only after agreement with the headteacher or manager concerned. All leave is agreed subject to service requirements and the school reserves the right to require staff to take leave on dates determined by the school. The whole year entitlement is as follows:

- (a) Basic Entitlement:
- | | |
|--|------------------------|
| Staff on grades between Grade 1 and Grade 10 | 28 days
(5.6 weeks) |
| Staff on grades Grade 11 and above | 33 days |
- (b) Staff with at least five years' continuous local government employment
- | | |
|--|------------------------|
| | 33 days
(6.6 weeks) |
|--|------------------------|

40.3 Part time staff leave entitlement will be pro-rata to the leave entitlement of full time staff. Dependent on staff work pattern, this entitlement may be converted into hours. New entrants to the school will be granted annual leave proportionate to their service during their leave year of entry.

40.4 The school will have discretion when filling a vacant post to determine the number of weeks and the number of hours per week for which the employee will be contracted to work. In addition, the school will ensure that staff receives the appropriate pro-rata payments for holidays in accordance with the National Conditions of Service.

40.5 The contract issued will show the number of hours and weeks to be worked. Staff will receive equal payments each month throughout the year except where extra payment is to be made for any temporary additional hours worked

41. PRE SINGLE STATUS – AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS

41.1 The total number of hours of work for all support staff will be determined at the time of appointment.

41.2 Where staff work additional hours, with the prior agreement of the head teacher, additional payment or time off in lieu (TOIL) will be arranged.

41.3 Overtime (other than planned overtime) is payable only to staff in receipt of basic salary of scp 28 or less on the following basis:

- (i) the basic salary shall be divided by 36 to ascertain the hourly rate of overtime
- (i) extra time of less than half an hour on any day shall not rank for overtime. Overtime shall be aggregated for each calendar month (or other appropriate

period where the hours are averaged over a period longer than a week), and only complete half hours paid for

- (ii) staff for whom it is a condition in their contract of employment that they shall work hours longer than the standard 36 a week shall be entitled to overtime payments unless the additional hours are recognised by some other payments or arrangements determined locally
- (iv) for overtime on any day other than a Sunday, or a general or public holiday, payment shall be at time and a half. For overtime on a Sunday, payment shall be at double time.

Allowances

(a) Weekend Working

- (i) For work on a Saturday or Sunday as part of the normal working week payment shall be at time and a half for all hours worked.
- (ii) The weekend work enhancement shall be payable, where appropriate, in addition to the enhanced rate of pay for night work worked as part of the normal week, and to the enhanced rate of pay for shift working.
- (iii) Work on a Saturday or Sunday outside the normal working week shall be regarded as overtime and paid for in accordance with the terms in paragraph 41.3 above.

(b) Night Work

- (i) For work at night as part of the normal working week, payment shall be at time and a third for all hours worked between 8.00 p.m. and 6.00 a.m.
- (ii) The premium rate for night work is not payable to staff when working irregular hours or employed on shift work.
- (iii) The night work rate shall be payable, where appropriate, in addition to the enhanced rate of pay for work as part of the normal working week on Saturday and on Sunday.
- (iv) Work at night outside the normal working week shall be regarded as overtime and paid for in accordance with the terms in paragraph 41.3 above.

[

42. REWARDING ADDITIONAL DUTIES (FORMERLY KNOWN AS HONORARIA)

42.1 The school recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or reorganisation or because project work beyond normal requirements has to be undertaken. The school will decide how to deal with the additional duties and will bear in mind the school's Equal Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short term measure where the duration is for a minimum of 4 weeks up to a maximum of 6 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion. The governing body has adopted the School's Rewarding Additional Duties policy and procedure, please refer to Strictly Education (HR provider) guidance. for details. Where the school requires a member of staff to undertake additional duties, this will be in line with the above policy.

43. RETIREMENT

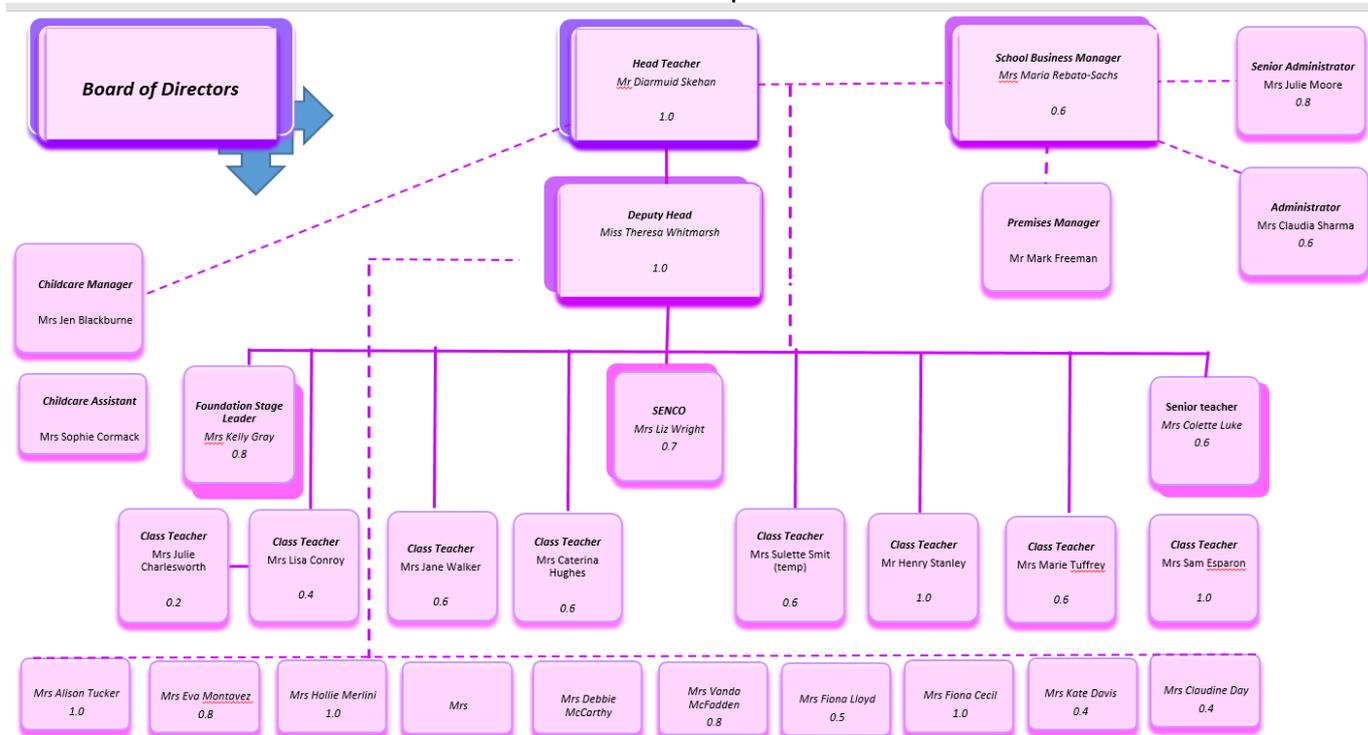
43.1 The provisions of the Local Government Pension Scheme ("LGPS") apply in relation to "normal" and "early retirement" as supplemented by the Council's policy regarding "discretionary" pension provisions.

43.2 The school has adopted the Croydon council's policy on early retirements. In considering all cases for early retirement the school will seek early advice from the schools HR provider (Strictly Ed). A copy of the policy is available from www.croydonhr.co.uk

Appendix 1

Staffing Structure for St. Aidan's School

Establishment as at 1 September 2019



Appendix 2

Terms of Reference for the Pay Committee (as part of the finance committee)

St Aidan's Catholic Primary School Finance and Premises Committee

Terms of Reference:

As a Committee, to meet at least termly during academic year for premises and finance.

Premises

To review the Premises Action Plan and on the basis of this consider and advise the Governing Body on all matters relating to the school's premises, including:

- Statutory requirements and the Governing Body's policy relating to Health & Safety.
- Arrangements for maintenance and cleaning of the premises and monitoring any such arrangements with the appropriate bodies.
- Consulting with the Head Teacher and considering any reports from the Head Teacher and school caretaker about action required for repairs, maintenance and cleaning.
- Considering any other matters concerning the school buildings and grounds referred to the Committee by the Governing Body.
- Any actions incurring financial expenditure are to be ratified by the Finance and Premises Committee.
- Review annually the Asset Register for ratification by Governing Body.
- To review the Health and Safety document annually for ratification by the Governing Body.

Finance

- In consultation with the Head Teacher, to draft the first formal budget plan of the Academy financial year.
- To establish and maintain an up to date 3 year financial plan.
- To consider budget position statements including virement decisions at least termly and to report significant anomalies from the anticipated position to the Governing Body.
- To ensure that the School operates within the Financial Regulations of the Academies Financial Handbook.
- To annually review Financial Systems & Controls Document.
- To annually review charges and remissions policies and expenses policies.
- To make decisions in respect of Service agreements.
- To make decisions on expenditure following recommendations from other committees, adhering to procedures and financial limits as set out in the Financial Systems & Controls Document.

- To publish audited financial statements as stated in the Academies Financial Handbook.
- To ensure, as far as is practical, that financial impact of Health and Safety issues are appropriately prioritised.
- To ensure pension obligations are reviewed to include necessary actuarial reports.
- To meet the audit functions of internal scrutiny as stated in the Academies Financial Handbook.
- To meet any other obligations under the Academies Financial Handbook.

The Finance and Premises Committee takes on the responsibility of the Pay Committee.

- To determine whether sufficient funds are available for pay increments as recommended by the Head teacher.
- In the light of the Head Teacher Performance Management Group's recommendations,
to determine whether sufficient funds are available for increments.
- To ensure Performance Pay Policy is implemented.
- To incorporate the equality and diversity of the school in all financial matters.

The Finance and Premises Committee also acts as the Audit Committee for the Academy.

Staff employed by the trust may attend the Audit Committee to provide information and participate in discussions, but should not be members of it, or vote when matters relating to audit are discussed.

The overall requirements for the Audit Committee, as specified in the Academies Financial Handbook, are

- To ensure that there is a process in place for checking financial systems, controls, transactions and risks.
- To ensure internal scrutiny which delivers objective and independent assurance.
- To provide assurance to governors that risks are being adequately identified and managed by
 - o reviewing the risks to internal financial control at the Academy
 - o agreeing a programme of work to address, and provide assurance on, those risks
- To maintain a risk register so that the Academy can recognise and manage present and future risks to ensure its effective and continued operation.

- To inform the governance statement that accompanies the annual accounts and, so far as is possible, provide assurance to the external auditors

The audit committee manages this programme of risk review and checking of financial controls in the way that they deem most appropriate to their circumstances. Options include: internal audit, additional work by the external auditor, the work of a 'responsible officer' and/or work by 'peer review'.

The adequacy of arrangements will be established as part of the process leading to the accounting officer's annual statement and, where appropriate, through the self-assessment review of financial management and governance.

Appendix 3

Criteria for Recruitment & Retention Incentive & Benefits for teachers

Philosophy

We believe in the importance of having a school, which is a safe, secure and attractive place to work and where the staff feel valued, empowered and supported.

We believe that retaining, developing and motivating the school's workforce is a key to providing the best education for our pupils.

We believe in a consistent and equitable approach to the appointment of all staff.

The purpose of the allowance is for recruitment and retention, not for carrying out specific responsibilities or to supplement pay in other ways

Allowances

The governing body will pay recruitment awards up to £2000 for a maximum of three years in the following circumstances

Poor response to adverts as evidenced by the need to readvertise

The governing body will pay retention awards of up to £2000 for a maximum of three years. This may be extended.

The governing body will review the level of payment/benefits annually.

The governing body will make clear at the outset the expected duration of the allowance and the review date after which it may be withdrawn.

A review of rates will be necessary if the governing body intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the governing body may determine.

The above will be kept under review and subject to change.

Appendix 4

Teacher Pay Progression based on Performance

Basis for judging performance

In this school judgements of performance will be made against:

- Objectives
- Teacher Standards
- Classroom observations
- Pupil Progress (which will include an element of work scrutiny)

The rate of progression will be differentiated according to an individual teacher's performance. Teachers on the main pay range with an overall assessment of Level 1 will receive two increments and teachers on the main pay range with an overall assessment of Level 2 will receive one increment. Teachers on the upper pay range will receive one increment if the overall assessment in the preceding two years is Level 1.

For exceptional overall performance the Headteacher may consider awarding more than two increments.

The decision about whether a teacher progresses will be based solely on whether the stated criterion are met; there will be no 'quota' imposed for financial or other reasons.

Objectives will be graded on the basis of exceeded, met, partially met and not met.

When assessing objectives, the reviewer will use their professional judgement taking account of circumstances and the aspirational nature of the objectives.

National Teacher Standards will be graded against career stage expectations on the basis of outstanding, good, requires improvement and inadequate. All eight teacher standards will be individually graded and score allocated to the grades with 3 points for outstanding, 2 points for good, 1 point for requires improvement and 0 points for inadequate. A total score for the teacher standards will be reached, with the maximum score being 24.

Classroom observation will be assessed on the basis of Ofsted criteria – inadequate, requires improvement, good and outstanding

Pupil Progress will be assessed on the basis of whether pupil progress has been in line with national standards.

Examples of evidence (which may support the assessment of achievement of objectives, competency in the Teachers' Standards and teaching practice) may include:

- classroom observations
- task observations
- reviews of assessment results
- reviews of lesson planning records
- internal tracking of pupil progress
- moderation within and across schools
- pupils' voice
- parents' voice
- Head Teachers' walkabouts
- evidence supporting progress against Teachers' Standards including self-assessment
- records of CPD and evidence of impact.

Overall assessment

An overall assessment of performance will be made. All the criteria listed in each category must be met in order to achieve the overall grade.

Level 1	$\frac{2}{3}$ of objectives exceeded A score of 20-24 on teacher standards At least $\frac{2}{3}$ of lesson observations are outstanding Pupil progress is in line with or exceeds national standards
Level 2	All objectives are met A score of 16-24 on teacher standards At least $\frac{2}{3}$ lesson observations are good Pupil progress is at least in line with national standards
Level 3	At least one objective met and the others partially met A score of 8-24 on teacher standards No inadequate lesson observations Pupil progress in line with national standards
Level 4	Where the teacher has not met the criteria for any other overall assessment

Unqualified Teachers

The same principles will apply to unqualified teachers, with the following alterations:

- **Pupil Progress** will only be taken into account in cases where the unqualified teacher has this responsibility
- Different overall scores on **Teacher Standards** will apply as follows:
 - Level 1: 16-24
 - Level 2: 12-24
 - Level 3: 8-24
 - Level 4: Less than 8

Newly Qualified Teachers

The overall assessment at the end of the induction year will be used to determine whether NQTs should receive incremental progression in line with the principles stated in this appendix.

Reviewed October 2019