

# Maplewell Hall School



## Teachers Pay Policy

<b>Policy Created</b>	<b>September 2019</b>
<b>Governing Body Committee</b>	<b>Pay and Personnel Committee</b>
<b>Date Reviewed by Governing Body</b>	<b>13 October 2022</b>
<b>Date of Next Review</b>	<b>Autumn 2023</b>

# **School Group: Secondary Special School**

## **Pupil Number on Role: 302**

The Governing Body adopted this policy on: 9 December 2021

**This policy applies to the following posts based within Maplewell Hall School and should be read in conjunction with the Implementing Your School's Approach to Pay:**

- **The Head Teacher/Principal;**
- **The Head of School, and**
- **All other teachers (including unqualified & Instructors)**

**This policy sets out the framework for making decisions on Teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) 'The Document' and has been consulted on with staff and the recognised trade unions.**

**This policy will be kept under review and updated annually in the light of future amendments to the STPCD.**

**For the purposes of this document and unless otherwise stated, "School" may refer to either the Local Governing Body/the school or the management.**

## **1. Purpose**

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1.1 This pay policy aims to:

- maximise the quality of teaching and learning within the School
- support the recruitment and retention of a high quality teacher workforce
- recognise and reward teachers appropriately for their contribution to the School
- ensure that decisions on pay are managed in a fair, just and transparent way.

1.2 The Governing Body will agree the school budget to ensure that appropriate funding is allocated for pay progression (including any cost of living rises) at all levels.

1.3 The Governing Body recognises that funding cannot be used as a criterion to withhold pay progression.

1.4 Any aspects of Teachers' pay and allowances not covered within this policy will be considered in line with The Document.

## **2. Appraisal**

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- 2.1 A scheme of appraisal for all teaching staff, as detailed in the School's Performance Management Policy, will be used to assess the performance of all classroom teachers and leaders in accordance with the requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012.
- 2.2 Where an individual has had a successful performance management review, pay progression will be awarded, where salary scales allow.
- 2.3 Pay progression may be withheld where there is unsatisfactory performance without the need to consider or initiate capability proceedings.

## **3. Equal Opportunities**

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- 3.1 All pay-related decisions will comply with relevant legislation.
- 3.2 The School will promote equality of opportunity in all areas taking account of individual circumstances including absence due to maternity leave or long-term sick leave and will make reasonable adjustments where appropriate.
- 3.3 All decisions made under this policy will be objective, evidence based and fully justifiable.

## **4. Pay Committee**

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- 4.1 All pay progression decisions will be made by the School's Pay and Personnel Committee who will have fully delegated powers to make decisions on pay progression for all teachers in the school on behalf of the Local Governing Body.
- 4.2 The terms of reference for the Pay Committee are attached at Appendix B.
- 4.3 Members of the Pay Committee will not include staff governors.

## **5. Pay Reviews**

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- 5.1 Determination of all teachers and school leaders pay will take place:
  - Annually with effect from 1<sup>st</sup> September, with reviews having been conducted no later than 31<sup>st</sup> October each year (all teachers).
  - Annually with effect from the 1<sup>st</sup> September, with reviews having been conducted no later than 31<sup>st</sup> December each year (Head Teachers).
  - Where a teacher becomes entitled to be paid on the upper pay range.
  - At any other time of the year to reflect any changes in post, any substantial changes made to an individual's job description or other circumstances that lead to a change in the basis for calculating an individual's pay.

- 5.2 All pay decisions, including the rationale for such decisions, will be communicated to individual employees in the form of a written statement, the “Pay Statement” within one month of the pay committee meeting.
- 5.3 The Pay Statement will outline an individual’s salary details and other financial benefits including:
- Recruitment and retention payments;
  - SEN Allowances
  - TLR allowances awarded (including reasons for the award and details of when these payments will come to an end. (For TLR 3 payments, a statement must be included that payments will not be safeguarded when they come to an end), and;
  - details of any safeguarding sums to which the teacher is entitled.
- 5.4 The pay statement will detail the employee’s right of appeal against the pay determination.
- 5.5 Copies of pay statements should be kept on the individual’s personal file.

## **6. Basic Pay Determination on Appointment**

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- 6.1 The School will determine the pay range for a new/vacant post prior to advertising it.
- 6.2 The School will take into account a range of factors to determine the salary range for the new/vacant post, including:
- the nature of the post
  - the level of qualifications, skills and experience required.
  - Market conditions
  - The wider School context.
- 6.3 **Following an appointment** the School will determine the starting salary to be offered to the successful candidate within the relevant pay range.
- 6.4 **Pay Portability:** Maplewell Hall School normally agrees portability of salary from a previous school, meaning that a Teacher (qualified or unqualified) will be paid at the same rate as they were being paid at a previous school.
- 6.5 **Unqualified Teachers:** The School will pay an unqualified teacher on the appropriate pay scale. Appointees will be paid at a pay level which is commensurate with their skills and experience as determined by the school.
- 6.6 **Early Career Teachers (ECT’s):** will be paid on Point 1 of the Main Pay Range on appointment.
- 6.7 In the case of Early Career Teachers, the school will determine any pay recommendations by means of the statutory induction process. The school may award pay progression to ECTs at the end of the first and second years of their induction. On completion of their induction, ECT’s will continue to have their performance is assessed in line with other teachers within this school in the following autumn term.

## 7. Pay Ranges for Leadership Posts

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- 7.1 The School has been assigned to the Head Teacher Group 6, in accordance with the relevant paragraph of the STPCD.
- 7.2 The Local Governing Body have identified appropriate pay ranges for the each of the Senior Leadership Roles as follows:

### **Head Teacher:**

The pay range for the Head Teacher as at 1<sup>st</sup> September 2022, is:

- L33 to L39

The Local Governing Body has taken into account the responsibilities and challenges of the Head Teacher role and have determined that the post will receive an additional allowance of £4,069 being the Residential Allowance (RES2 HT) as the school operates an extended day up to 8.30pm Monday to Thursday.

### **Deputy Head Teacher:**

The pay ranges for the Deputy Head Teachers and Assistant Head Teachers as at 1<sup>st</sup> September 2022, are:

- L17 to L21 (Deputy Head Teachers)
- L12 to L16 (Assistant Head Teachers)

- 7.3 The Local Governing Body will take account of the responsibilities and challenges of each of the role(s) and all pay ranges set will be within the leadership scales and will not exceed the maximum of the School group size other than in exceptional circumstances. The Head Teacher's pay range (including any additional payments) will not exceed the maximum of the School group size by more than 25%.

## 7.4 Leading Practitioners:

Leading Practitioner posts must:

- exhibit exemplary teaching skills,
- lead the improvement of teaching skills in their school, and
- carry out the professional responsibilities of a teacher other than a headteacher including those responsibilities delegated by the headteacher.
- take a leadership role in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement, including:
  - coaching, mentoring and induction of teachers, including trainees and ECTs
  - share advice on best practice, research and continuing professional development
  - assessment and impact evaluation, including through demonstration lessons and classroom observation
  - supporting the school or groups of schools in provision of high-quality schemes of work to reduce workload
  - helping teachers who are experiencing difficulties

**The Local Governing Body has determined that one leading practitioner post is to be included in the School's staffing structure, namely the lead for Maplewell Autism Provision (MAP), at the pay range L9 to L13.**

## 8. Pay Progression

- 8.1 Annual pay progression is not automatic and is subject to annual review of performance. The Local Governing Body will consider whether to award pay progression points in line with the table below:

Pay Range	Standard progression	Accelerated Progression
Unqualified teachers	1 Point	2 points
Main	1 Point	2 points
Upper	1 point after 2 consecutive successful reviews	2 points after 2 consecutive successful reviews
Leading Practitioner	1 point	2 points
Leadership	1 point	2 points

## 9. Pay Progression Based on Performance

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- 9.1 All Teachers and school leaders are subject to the annual appraisal process that recognises an individual's strengths, informs plans for their future development, and helps to enhance their professional practice. In addition, all can expect to receive regular, constructive feedback on their performance. The arrangements for appraisals are set out in this School's Performance Management Policy.

- Pay progression of the Head Teacher will be considered by the Pay and Personnel Committee based on the recommendation of the Chair of Governors with advice from the External Educational Adviser.
- Pay Progression of all other teachers, including other leadership staff and leading practitioners will be considered by the Pay Committee based on the recommendations of the Head Teacher/SLT Appraiser.

- 9.2 Decisions regarding pay progression will be made with reference to appraisal reports and the pay recommendations they contain. In the case of Early Career Teachers (ECT's), Early Career Teachers (ECT's), pay progression will be made with reference to performance against their statutory induction process.
- 9.3 For all Teachers it will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 9.4 To be fair and transparent, assessments of performance will be properly rooted in evidence which will enable robust decisions to be made. In this School we will ensure fairness by:
- objectives and assessments are consistent by the Senior Leadership Team Moderation following all reviews, which will include any arrangements for quality assurance set by the Headteacher.
- 9.5 The evidence that will be used will include:
- self-assessment, tracking pupil progress and lesson observations/assessment of teaching and learning.
- 9.6 Judgements of performance will be made against:
- objectives set at the start of the academic year, and the relevant standards. Teachers will be eligible for pay progression if they have met the required and agreed objectives of the previous year.
- 9.7 Appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Pay and Personnel Committee, having regard to the appraisal report and taking into account advice as follows:
- For classroom Teachers; advice from the Head Teacher/Appraiser.
  - For Leading Practitioners, Assistant Head Teachers and Deputy Head Teachers/Appraiser; advice from the Head Teacher.
  - For the Head Teacher; advice from the School's external educational adviser.

## 10. Movement to the Upper Pay Range

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### 10.1 Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the individual teacher to decide whether they wish to apply to be paid on the upper pay range. All applications will be assessed in line with this policy.

- 10.2 Applications may be made at least once a year, at the point of the end of year appraisal and objective setting meeting in the autumn of each year.

*STPCD states that all pay determinations are effective from 1<sup>st</sup> September, therefore an application that is received from a qualified teacher by 31<sup>st</sup> October which is supported, would see the progression being effective from 1<sup>st</sup> September of that academic year. Applications received after 31<sup>st</sup> October would be expected to see any uplift effective from 1<sup>st</sup> September the following year.*



- 10.3 If a Teacher is simultaneously employed at another school or academy, they should submit separate applications if they wish to apply to be paid on the upper pay range in both schools. This school will not be bound by any pay decision made by another school.
- 10.4 Applications should contain evidence from the previous academic year, covering all aspects of teaching, including issues relating to any breaks in service.
- 10.5 Applications should be submitted by addressing the reasons why an award should be made in line with the STPCD.
- 10.6 **Applications should be submitted to the Headteacher.**

10.7 **The Assessment**

An application from a qualified teacher will be successful where the Pay and Personnel Committee is satisfied that:

- the teacher is highly competent in all elements of the relevant teacher's standards;

**AND**

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

10.8 For the purposes of this pay policy:

- '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.
- '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
- 'sustained' means maintained continuously over a long period e.g. X number of School year(s).

10.9 The application will be assessed robustly, transparently and equitably, by the Headteacher. The Pay and Personnel Committee will hear the Headteacher's assessment of the application, question where required and endorse the Headteacher's decision in making the final determination

10.10 **Processes and procedures**

The assessment will be made by the end of October each year and the applicant will receive a response to their application as soon as possible after this date.

- 10.11 If successful, applicants will move to the upper pay range from the start of academic year. The Head Teacher will decide where on the upper pay range a successful teacher is placed, which will normally be UPS1. If teachers can start further up the range, the Head Teacher will assess this on the basis of whole school responsibilities in a fair and consistent way, including:
- the nature of the post and the responsibilities it entails
  - the level of qualifications, skills and experience of the Teacher.

- 10.12 If unsuccessful, feedback will be provided by the Head Teacher verbally, will include why the application was unsuccessful and what needs to be done in future to make the application successful. This will be provided as soon as practicable after the Pay and Personnel Committee have met each autumn.
- 10.13 Any appeal against a decision not to move the teacher to the upper pay range will be heard under the School's Pay Appeal Policy (see [Appendix C](#)).

## **11. Progression on the Upper Pay Range**

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- 11.1 Teachers on the upper pay range will be awarded pay progression by objectives set at the start of the academic year, and the relevant standards. Teachers will be eligible for pay progression on the Upper Pay Range if they have met the required and agreed objectives of the previous year, and have not moved up this Pay range in the last year.
- 11.2 It should be recognised that not all Teachers will want to progress through all levels of the upper pay range. This will be explored during the appraisal process and objectives set in line with the employee's career aspirations.

## **12. Appeals**

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- 12.1 A teacher may request a review of any determination of their pay by the Pay Committee.
- 12.2 Initial queries will be raised with the Head Teacher/Executive Head/CEO in the first instance. Where matters are not resolved at this stage, the teacher may refer to the Pay Appeals process.
- 12.3 The procedure for submitting an appeal is detailed in Appendix C.

## **13. Pay Ranges**

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- 13.1 The pay ranges for all Leadership and Teaching posts, including details of all allowances payable to staff for the academic year 2021/22 are located in [Appendix A](#).

## **14. Part-Time Teachers**

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- 14.1 Teachers employed on an ongoing basis at the School working less than a full working week are deemed to be part-time. The School will give part-time teachers 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.
- 14.2 The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the pro rata principle.

## 15. Supply Teachers

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- 15.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that for the academic year 2021/22, a full working year consists of 194 days as a result of the extra bank for the Queen's Platinum Jubilee. Periods of employment of less than a day will be calculated on a pro-rata basis.

## 16. Safeguarding

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- 16.1 The School will operate salary safeguarding arrangements in line with the provisions of the appropriate STPCD.

## 17. ALLOWANCES & ADDITIONAL PAYMENTS:

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### Teaching and Learning Responsibility Payment (TLR)

17.1

TLRs are awarded from time to time to those teachers with additional Teaching and Learning responsibilities, as assessed by the Head teacher. They will not be awarded to staff on the leadership scales or unqualified teachers.

- 17.2 Before awarding any TLR the School will be satisfied that the duties of the post include a significant responsibility i.e.:

	TLR2b
Is focused on teaching and learning;	✓
Requires the exercise of a teacher's professional skills and judgement;	✓
Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;	✓
Requires the teacher to lead, manage and develop a subject of curriculum area or to lead and manage pupil development across the curriculum;	✓
Involves leading, developing and enhancing the teaching practice of other staff;	✓
Usually includes line management responsibility for a significant number of people.	✓

- 17.3 The values of TLRs that currently exist within this School are set out in [Appendix A](#). Where such TLRs are awarded to part-time teachers they must be paid pro rata at the same proportion as the teacher's part-time contract.

TLR1s and TLR2s may only be awarded on a temporary basis where the teacher is temporarily occupying a different post in the staffing structure to which a TLR payment is attached (such as in cases of cover for secondments, maternity or sick leave or vacancies pending permanent appointment) and for the duration of that responsibility.

A TLR3 is a fixed-term award. TLR3s may be awarded only for clearly time-limited school improvement projects or one-off externally driven responsibilities. The fixed-term for which they are to be awarded must be established at the outset of the award.

17.4 Teachers cannot hold a TLR 1 and a TLR 2 concurrently but may hold either a TLR 1 or 2 AND a TLR 3.

- a.** TLR 1 and 2 will be pro-rata for a part time Teacher (i.e. a teacher with a 60% contract will only hold a 60% TLR allowance);
- b.** TLR 3s will not to be pro-rata'd, see below.

The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded for a fixed-term of less than one year then the total value should be calculated proportionately to the annual value, for example: a TLR 3 awarded for a 6 month project should not exceed a value of £2,833 (i.e. £2,833 / 2 = £1,416.50). If the teacher undertaking the project is a part time teacher, the TLR3 payment would not be pro-rata'd further in line with the teachers weekly working hours.**17.5** The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic.

## 18. Special Education Needs Allowance

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18.1 An SEN allowance of £2,270 (SEN1) - £4,479 (SEN2) will be awarded in accordance with the terms of paragraph 21 of the latest STPCD to:

- within a special school;
- a post requires the teaching of 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;

*in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, is:*

- a post which involves a substantial element of working directly with children with SEND;
- a post requiring the exercise of a teacher's professional skills and judgement in the teaching of children with SEND;
- and has a greater level of involvement in the teaching of children with SEND 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 or service.

## 19. Unqualified Teachers Allowance

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19.1 The School will pay an unqualified Teacher's allowance to Unqualified Teachers where the teacher has:

- Taken on a sustained additional responsibility which:
  - is focussed on teaching and learning, and
  - requires the exercise of a teacher's professional skills and judgement or:

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

## 20. Discretionary Payments and Allowances for Teachers

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20.1 The Governing Body will consider awarding discretionary allowances and payments in the following circumstances:

- **Additional responsibilities and activities**

*Teachers who undertake 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.*

## 20.2 Recruitment and Retention Incentives and Benefits (R&R)

The Local Governing Body will consider awarding recruitment and/or retention incentives in the following circumstances: (Insert circumstances below and where practicable the values).

- a. an advance of salary for a rental deposit, support for travel costs, care of dependents, and an award for exceptional teaching an hard to recruit subjects such as STEM subjects
- b. The Local Governing Body will review the level of R&R payments on an annual basis.
- c. Recruitment and retention incentives and benefits will not be made for carrying out specific responsibilities.

Note: The R&R allowance has no maximum value assigned to it, or a time limit on its payment and is not subject to safeguarding. The School should therefore consider how they which to utilise such an allowance for the purposes of recruiting or retaining staff. Under STPCD the allowance is not payable to the Head Teacher, Deputy or Assistant, except for any reasonable reimbursement of housing or relocation costs where agreed. It is important to prescribe the basis on which such awards could be considered and where practicable the values of those, to ensure such payments are enshrined in pay policy. A date should be provided by which such incentives and benefits will be reviewed, after which they may be withdrawn

## 20.3 Residential Duties

The Governing Body will award payments for residential duties in the following circumstances.  
Head Teacher: £4,069 (RES2 HT Local Authority scale)

Deputy head Teacher: £3,387 (Residential)

Assistant Head Teacher: £3,320 (Residential)

## 20.4 First Aider Allowance

- Other payments which are currently paid but will be kept under review are a First Aid Allowance of £180.66 per year.

## 20.5 Travel & Mileage Allowance

Maplewell Hall School uses the published Local Government rates for Leicestershire County Council.

## 20.6 Acting Allowance:

Where a teacher is assigned to and carries out duties of a headteacher, deputy headteacher or assistant headteacher, but has not been appointed to the role, the Governors will, within a 4-week period beginning on the day that such duties were first carried out, decide whether an “acting allowance” should be paid. Where this continues, the Governors may review their decision as to whether an acting allowance must be paid.

Where a pay range has been determined for the role that is being covered, and an acting allowance is paid, the teacher’s total remuneration must not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.

## 20.7 Performance payments to seconded teachers

Where:

- a) a teacher is temporarily seconded to a post as headteacher in a school causing concern which is not the teacher's normal place of work; and
- b) the relevant body of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment,

the Governing Body will pay the teacher a lump sum accordingly. The total value of the additional payment and any annual salary and other payments paid to the teacher during the secondment must not exceed 25% above the maximum of the headteacher group for the school to which the teacher is seconded.

## 21. Discretionary Payments and Allowances for Head Teachers & Senior Leaders

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21.1. The approach to setting pay for Head Teachers will make additional payments by means of allowances largely unnecessary. The exception to this will be for temporary or irregular responsibilities or other very specific reasons which it is not appropriate to incorporate into permanent pay, such as housing or relocation costs. Such payments will be time-limited from the outset and cease when the responsibility ceases or circumstances change. Safeguarding will not apply to such payments. The total value of the salary and temporary payments made to a Head Teacher in any one year will not exceed 25% above the maximum of the group size for the School.

21.2 The principles for payment of allowances for members of the wider leadership group (except lead practitioners) will be consistent with those for the Head Teacher.

21.3 This approach and these principles however will only be applicable if pay setting for the leadership group has changed to reflect the new provisions, i.e. after 1<sup>st</sup> September 2019. In this School these changes have not yet been necessary and as such discretionary allowances and payments will continue until such changes are implemented.

**Note:** Additional payments may be made to a Head Teacher in specified circumstances as set out in STPCD 2021 (provided the Governing Body have not previously taken such circumstances into account when determining the ISR under an earlier Document).

## 22. Honoraria

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22.1 The Document, and therefore this School's pay policy, does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

## 23. Salary Sacrifice Arrangements

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- 23.1 The Governing Body will provide for salary sacrifice arrangements in accordance with Leicestershire County Council employee benefits, such as the child care vouchers or other child care benefit schemes, and the cycle to work scheme.
- 23.2 Teachers participating in any such arrangements will likely see their gross salary being reduced accordingly for the duration of such participation in a scheme, and in line with the agreements required for the salary sacrifice arrangement.
- 23.3 Participating in such arrangements will have no effect on the determination of any safeguarding sum to which the teacher is entitled.

## **24. Additional Information**

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- 24.1 **Written Notification of Allowances and Other Payments.** The School will advise employees in writing of the determination of any allowance or other payment or amendment to such. The written notification will advise, as appropriate, on the date of commencement, termination, review, the value of any such award and whether it is to be safeguarded or not.
- 24.2 **Pay changes by mutual consent.** Any member of staff wishing to request a reduction in responsibility and pay should do so in writing. This request will be considered by the Pay Committee and a decision will be made taking into account the request from the teacher and the operational requirements of the School.
- 24.3 **Monitoring the impact of the Policy.** The Governing Body (Pay Committee) will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the School's continued compliance with equalities.



## **Appendix A: Teachers Pay & Staffing Structure – under review**

Maplewell Hall School's pay scales follow Leicestershire County Council's arrangements as follows:

	Scale Point	Salary
Unqualified Teacher Pay Range	Min 1	£ 18,419
	Max 6	£ 28,735
Main Pay Range	M1	£ 25,714
	M6	£ 36,961
Upper Pay Range	U1	£ 38,691
	U3	£ 41,604
Lead Practitioner (Leadership Scale)	L9	£ 51,656
	L13	£ 57,000

The values of the TLRs that currently exist within this School are set out below:

- TLR2s will be awarded to the value of £4,652 to the holder of TLR2b post(s).

TLR 2	Minima	£ 2,873
	Maxima	£ 7,017

## **Appendix B – Terms of Reference for the Pay Committee**

It is the responsibility of the pay committee to:

- To ensure the application of the Pay and Appraisal policies in a fair and consistent way.
- To ensure that all statutory and contractual requests are applied
- To record all decisions and report back in general to the Governing Body.
- To recommend to the Governing Body the total amount of funding needed for staff salaries and pay progression.
- To ensure that knowledge of pay issues is up to date and make the Governing Body aware when the Pay Policy needs to be updated.

## **Appendix C – School's Appeal Procedure**

Where a teacher wishes to raise a legitimate challenge in respect of either:

1. the pay recommendation to be made to the pay committee, or
2. following the pay committee's determination of their pay award,

they should first attempt to resolve this by discussing the matter informally with the Head teacher/appraiser.

The Headteacher/appraiser will discuss the matter with the employee and explain fully the reasons for their recommendations. The employee will have the opportunity to put forward any evidence to support their challenge. At this point it will be determined whether there are grounds for amending the pay recommendation or whether the pay committee need to reconsider the matter.

Where the teacher remains dissatisfied, following any informal discussions/pay committee meetings, they may follow a formal appeal process, as per the school's Appeal Policy.

Appeals should be submitted to the individual (or committee) who made the determination, within 5/10 working days of the notification of the decision.

The appeal committee will comprise of different members to the original pay committee.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination. That the person or committee by whom the decision was made:

- incorrectly applied any provision of the STPCD;
- incorrectly applied the School's pay policy;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.