Forest Way School

Teachers' Pay Policy 2021-22

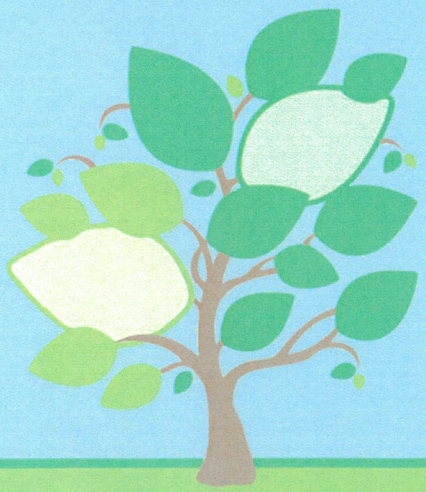
Name: James Shanley

Signature:

Title: Chair of Trustees

Date: NOVEMBER 2020

Next Review Date: NOVEMBER 2021



[x] Statutory [ ] Non-Statutory

This policy applies to the following posts based within FOREST WAY SCHOOL and should be read in conjunction with the associated guidance:

- **The Headteacher**
- **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 Board of Trustees/Directors/the school or the management.

1. Purpose

1.1 This pay policy aims to:

- To maximise the quality of teaching and learning at school.
- To support the recruitment and retention of a high quality teacher workforce
- To recognise and reward teachers appropriately for their contribution to the School
- To ensure that decisions on pay are managed in a fair, just and transparent way
- To maximise in supporting the aims of Forest Way Teaching School Alliance
- To demonstrate to all staff that the Board of Trustees/Directors is managing its policy on pay in a fair and responsible way and that all pay related decisions are made taking full account of the School Improvement Plan and that the trade unions and professional associations recognised for teachers at the school have been consulted.
- To show a commitment to involving all members of staff and their trade unions and professional associations in consultation on discretionary areas of pay and conditions of service.
- To ensure that an equal opportunity ethos for the school is established and continued.
- To ensure that job descriptions/job profiles and person specifications are available for all vacant posts and that job descriptions/job profiles are formally updated and discussed with existing staff on a yearly basis.
- To ensure that appropriately trained Trustees/Directors undertake a review of performance for the Headteacher based on agreed objectives.
- To ensure that performance management for the Deputy Head Teacher and all other staff is carried out by the Headteacher or delegated to an appropriate member of the school staff.
- To ensure that performance management for the AHT/Lead Practitioner in FWTSA is carried out by the Headteacher.
- To ensure that annual salary reviews and decisions about the award of discretionary payments to teachers and other staff, including those employed to undertake the work of FWTSA are carried out in the context of the School Pay Policy and that the determination of teachers' pay is completed without undue delay and at the latest by the 31st October of any year, except in the case of the Headteacher where the deadline is the 31st December of any year.
- To produce information for all staff about vacant posts and temporary and acting posts.
- To try to ensure that the structure produces realistic career development opportunities for staff.
- To ensure that a pay award and settlement date for teaching staff of 1st September can be applied.
- To provide a means of recruiting staff where the market place is difficult in accordance with the school's needs and taking into account equal opportunity policies. This may involve the use of recruitment incentives where recruitment is difficult.

- To respond to problems of retention where they exist.
- To keep the policy under regular review and have a mechanism in place for automatic review including consultation following issue of the annual School Teachers' Pay and Conditions Document.
- To support school objectives as identified in the School Improvement Plan.
- To support the work of FWTSA in delivering identified areas of work under the direction of the Alliance Board's strategic lead.

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

1.3 The Trust 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

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

3.1 All pay-related decisions will comply with relevant legislation.

3.2 The Trust 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

4.1 All pay progression decisions will be made by the Board of Trustees/Directors of the Trust who will make decisions on pay progression for all teachers

5. Pay Reviews

5.1 Determination of all teachers and school leaders pay will take place:

- Annually with effect from 1st September, with reviews having been conducted no later than 31st October each year (all teachers).
- Annually with effect from the 1st September, with reviews having been conducted no later than 31st 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 board 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 employees 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

6.1 The Trust will determine the pay range for a new/vacant post prior to advertising it.

6.2 The Trust 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**: There is no assumption 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 **Newly Qualified Teachers (NQT's)**: will be paid on Point 1 of the Main Pay Range on appointment.

6.7 On successful completion of their Induction NQT's will continue to be paid on their current pay point, until their performance is assessed in line with other teachers within this school in the following Autumn term.

7. Pay Ranges for Leadership Posts

7.1 The School has been assigned to the Head Teacher Group 7 in accordance with the relevant paragraph of the STPCD.

7.2 The Local Board of Trustees/Directors have identified appropriate pay ranges for the each of the Senior Leadership Roles as follows:

Headteacher:

The pay range for the Head Teacher as at 1st September 2019, is:
31-37

Deputy Headteacher:

The pay range for the Deputy Head Teacher and Assistant Head Teacher as at 1st September 2019, is:
17-21

Assistant Headteacher/Lead Practitioner - FWTSA

The pay range for the Assistant Head Teacher/Lead Practitioner as at 1st September 2019, is:
10-14

7.3 The Board of Trustees/Directors 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%.

8. Pay Progression

8.1 Annual pay progression is not automatic and is subject to annual review of performance. The Board of Trustees/Directors 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

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 Board of Trustees/Directors of the Trust based on the recommendation of the Chair with advice from the External Educational Adviser
- Pay Progression of all other teachers, including other leadership staff will be considered by the Board of Trustees/Director based on the recommendations of the Head Teacher.

9.2 Decisions regarding pay progression will be made with reference to 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.

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 Trust we will ensure fairness by using the National Teachers Standards alongside the matrix of Career Stage Expectations in our Appraisal Policy document to assess performance, and through applying our Equal Opportunities Policy and or relevant professional standards.

9.5 The evidence that will be used will include:

- Self-assessment against National Teachers' Standards or other relevant Professional standards
- Tracking pupil progress
- Lesson observations
- Review of planning
- Review of IEPs
- Learning Walks by Senior Leadership Team
- Classroom monitoring by Senior Leadership Team
- Contribution to School Improvement Plan
- Pupils' Work
- Work scrutiny including standards of annotation and feedback
- Attention to relevant school policies e.g. homework
- Evidence where appropriate of individual pupil performance that may not meet expected standards (e.g. evidence of regressive conditions, conditions such as ASD which may sometimes be a barrier to expected progress, social circumstances etc)
- Appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Board of Trustees/Directors having regard to the appraisal report and taking into account advice as follows:

- For classroom Teachers; advice from the Head Teacher/Appraiser
- For AHT/Leading Practitioners, Assistant Head Teachers and Deputy Head Teachers; advice from the Head Teacher where applicable.
- For the Head Teacher; advice from the School's external educational adviser.

9.6 Judgements of performance will be made against:

In this School, judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have:

- contributed to impact on pupil progress
- impacted on wider outcomes for pupils
- made improvements in specific elements of practice, such as behaviour management or lesson planning
- impacted on the effectiveness of teachers or other staff
- made a wider contribution to the work of the school
- The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of a combination of the absolute and relative criteria set out in the school's career stage expectations (CSE).
- Teachers will normally be expected to have met the criteria for the next CSE for one full year before being moved to that point on the Pay Scale.
- Teachers' performance also needs to be sustained and developing in terms of their impact on children's attainment and progress.

9.7 Appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Board of Trustees/Directors of the Trust, 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.

Teachers' performance also needs to be sustained and developing in terms of their impact on children's attainment and progress

10. Movement to the Upper Pay Range

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.

Applications should be made by October 31st in any one year, in line with the Appraisal cycle All pay determinations are effective from 1st September, therefore an application that is received from a qualified teacher by 31st October which is supported, would see the progression being effective from 1st September of that academic year. Applications received after 31st October would be expected to see any uplift effective from 1st September the following year

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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 Trust will not be bound by any pay decision made by another school.

10.4 Applications should contain evidence from:

The most recent appraisal and should cover some evidence of the teacher's performance in the previous years, although a full record of evidence over that time is not mandatory, in order to ensure that teachers who have had breaks in service are treated equitably.
Applications should be made to the Headteacher in a written letter – a school Proforma is not needed and will not be provided.

10.5 Applications should be submitted in writing.

10.6 Applications should be submitted to Head Teacher.

10.7 The Assessment

An application from a qualified teacher will be successful where the Board of Trustees/Directors are 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, not normally less than two school years.

10.9 The application will be assessed by:

- The Board of Trustees/Directors will ensure that applications are assessed robustly, transparently and equitably, including who makes the initial assessment (e.g. line manager/subject leader/head of schools/head teacher) and the role of the board in making the final determination)]

10.10 Processes and procedures:

- The assessment will be made within/by 15 working days. Within that time span the applicant will receive a response to their application.

10.10 If successful, applicants will move to the upper pay range from:

- the beginning of the academic year preceding the application. Successful candidates will enter the Upper Pay Range at UPR1 and will proceed through the Upper Pay Range through the same procedure as is set out in this policy.

10.11 If unsuccessful, feedback will be provided by:

- the Headteacher or within the 15 day time span allocated, in a one-to-one meeting, with the teacher being clearly informed what they need to do further in order to meet the criteria as set out in the school's Career Stage Expectations.

10.13 Any appeal against a decision not to move the teacher to the upper pay range will be heard under the Trust's Pay Appeal Procedure (see Appendix C).

11. Progression on the Upper Pay Range

11.1 Teachers on the upper pay range will be awarded pay progression by:

- Progression for a Teacher on the upper pay range will be successful where the Board of Trustees/Directors is satisfied that:
- The teacher is highly competent in all elements of the relevant standards
- The teacher's achievements and contribution to the school are substantial and sustained

12. Appeals

12.1 A teacher may request a review of any determination of their pay by the Board of Trustees/Directors.

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

13.1 The pay ranges for all Leadership and Teaching posts, including details of all allowances payable to staff for the academic year 2020/21 are located in the table below:

The updated pay details are as follows:

Unqualified Teacher Pay Range:

	Salary
Minimum	£ 18,169
Maximum	£ 28,735

Main Pay Range:

	Salary
Minimum	£ 25,714
Maximum	£ 36,961

Upper Pay Range:

	Salary
Minimum	£ 38,690
Maximum	£ 41,604

Leading Practitioners Pay Range:

	Salary
Minimum	£ 42,402
Maximum	£ 64,461

Teaching & Learning Responsibility (TLR) payments:

TLR 1	
Minimum	£ 8,291
Maximum	£ 14,030

TLR 2	
Minimum	£ 2,873
Maximum	£ 7,017

TLR 3	
Minimum	£ 571
Maximum	£ 2,833

Special Education Needs Allowance (SEND) payments:

SEND	
Minimum	£ 2,270
Maximum	£ 4,479

First Aider Allowance:

- the new rate from April 2020 is £185.64

For information - Advisory Pay Points – This year advisory pay points for the main and upper pay ranges have been set out at Annex 3 of the STPCD. These were recommended by the STRB and whilst the Department for Education encourages schools to use these, **it should be noted that these are advisory points only and are not mandatory.**

Annex 3: Advisory pay point structure for the main pay range (MPR) and upper pay range (UPR)

	Rest of England	London Fringe	Outer London	Inner London
M1 (MPR minimum)	£25,714	£26,948	£29,915	£32,157
M2	£27,600	£28,828	£31,604	£33,658
M3	£29,664	£30,883	£33,383	£35,226
M4	£31,778	£32,999	£35,264	£36,866
M5	£34,100	£35,307	£38,052	£39,492
M6 (MPR maximum)	£36,961	£38,174	£41,136	£42,624
U1 (UPR minimum)	£38,690	£39,864	£42,559	£46,971
U2	£40,124	£41,295	£44,133	£49,279
U3 (UPR maximum)	£41,604	£42,780	£45,766	£50,935

14. Part-Time Teachers

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.

15. Supply Teachers

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 a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

16. Safeguarding

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

17. ALLOWANCES & ADDITIONAL PAYMENTS:

Teaching and Learning Responsibility Payment (TLR)

17.1

TLRs are awarded to those teachers indicated in the staffing structure at Appendix B. 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.:

	TLR 1	TLR 2	TLR 3
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;	✓	✓	
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 below:

Teaching Allowances 2020-21	
Teaching and Learning Responsibility 2	£4,785.00

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.

c. 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 £2,757 (i.e. £2,757 / 2 = £1,378.50). 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.

18. Special Education Needs Allowance

- An SEN allowance of no less than £2270 is payable to a classroom teacher in accordance with the terms of the.

- A higher Special Educational Needs (SEN) allowance of no more than £4479 is payable to all classroom teachers (including unqualified teachers) who assume additional responsibilities in line with the school staffing structure

SEN Allowances 2020-21	
SPN1	£2,270.00
SPN2	£4,479.00

19. Unqualified Teachers Allowance

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

20.1 The Board of Trustees/Directors have determined that they will not award any discretionary allowances or payments to teachers

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

The Local Board of Trustees/Directors have determined that they will not award any recruitment and retention incentive

20.3 **Travel & Mileage Allowance**

Legitimate business miles will be reimbursed at the Trust's agreed rate of £0.45 per mile.

20.4 **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.

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

21.1. The Board of Trustees/Directors have determined that they will not award any additional payments to the Head Teacher

22. Honoraria

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

23.1 The Board of Trustees/Directors will provide for salary sacrifice arrangements as identified below:

- cycle or cyclist's safety equipment 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

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 Board of Trustee/Directors 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 Board of Trustees/Directors 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:

The arrangements for considering appeals are as follows:

Stage one – Informal Discussion
A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the appraiser or headteacher before the recommendation is actioned and confirmation of the pay decision is made by the school.

At the formal stage of the appeals procedure the teacher has the right to put their case to the Board of Trustees/Directors appeal panel and is entitled to be accompanied by a colleague / trade union representative
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.

The order of proceedings is as follows:

1) The teacher is informed of the pay recommendation to be made 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 Head Teacher.
3) Pay recommendations should be made to the Board of Trustees/Directors to make pay determinations.
4) Pay decision is confirmed in writing.
5) Where the teacher is still dissatisfied, they may follow a formal appeal process.
6) The teacher should set out in writing the grounds for appeal and send it to the individual (or committee) who made the determination, within 10 working days of the notification of the decision of the Board of Trustees/Directors or of the outcome of the discussion referred to above.

The appeal will be considered by an appeals committee of the Board of Trustees/Directors in accordance with the Trust's Appeals Procedure. The appeal's committee will comprise of a Trustees/Directors not originally involved in the decision or Trustees from another Board of Trustees/Directors.

Addendum to Template Pay Policy

(Relevant section to be incorporated into the body of the Policy once finalised by School).

EXAMPLES OF APPROACHES TO PAY PROGRESSION BASED ON PERFORMANCE

Example 1 – Absolute performance measures
In this the, School judgements of performance will be made against the extent to which Teachers have met their individual objectives and the relevant standards and how they have contributed to (insert here any specific impacts the School may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of Teachers or other staff; wider contribution to the work of the School).

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria (it may be helpful to indicate here the size of individual pay progression increases that may result for each category, e.g. an increment of £x).

Teachers will be eligible for a pay increase of £x if (insert here what the minimum expectations are – e.g. "they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding").

Teachers may be eligible for £y if (insert here the level of performance that may lead to less rapid progress in a year – e.g. "they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good"). Teachers will be eligible for £z if (insert here how the highest performing Teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that "they exceed all their objectives, are assessed as fully meeting the relevant standards and all of their teaching is assessed as outstanding").

Example 2 – Relative performance measures
In this, the School judgements of performance will be made against the extent to which Teachers have met their individual objectives and the relevant standards and how they have contributed to (insert here any specific impacts the School may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of Teachers or other staff; wider contribution to the work of the School).

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of relative criteria (it may be helpful to indicate here the size of individual pay progression increases that may result for each category, e.g. an increment of £x)

Teachers will be eligible for a pay increase of £x if (insert here what the minimum expectations are – e.g. "they are judged as being within the top 20/15/x% of Teachers in their School").

Teachers may be eligible for £y if (insert here the level of performance that may lead to less rapid progress in a year – e.g. "they are judged as being within the top 40/30/ y% of Teachers in their School").

Teachers will be eligible for £z if (insert here how the highest performing Teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that "they are judged as being within the top 10/5/z% of Teachers in their School").

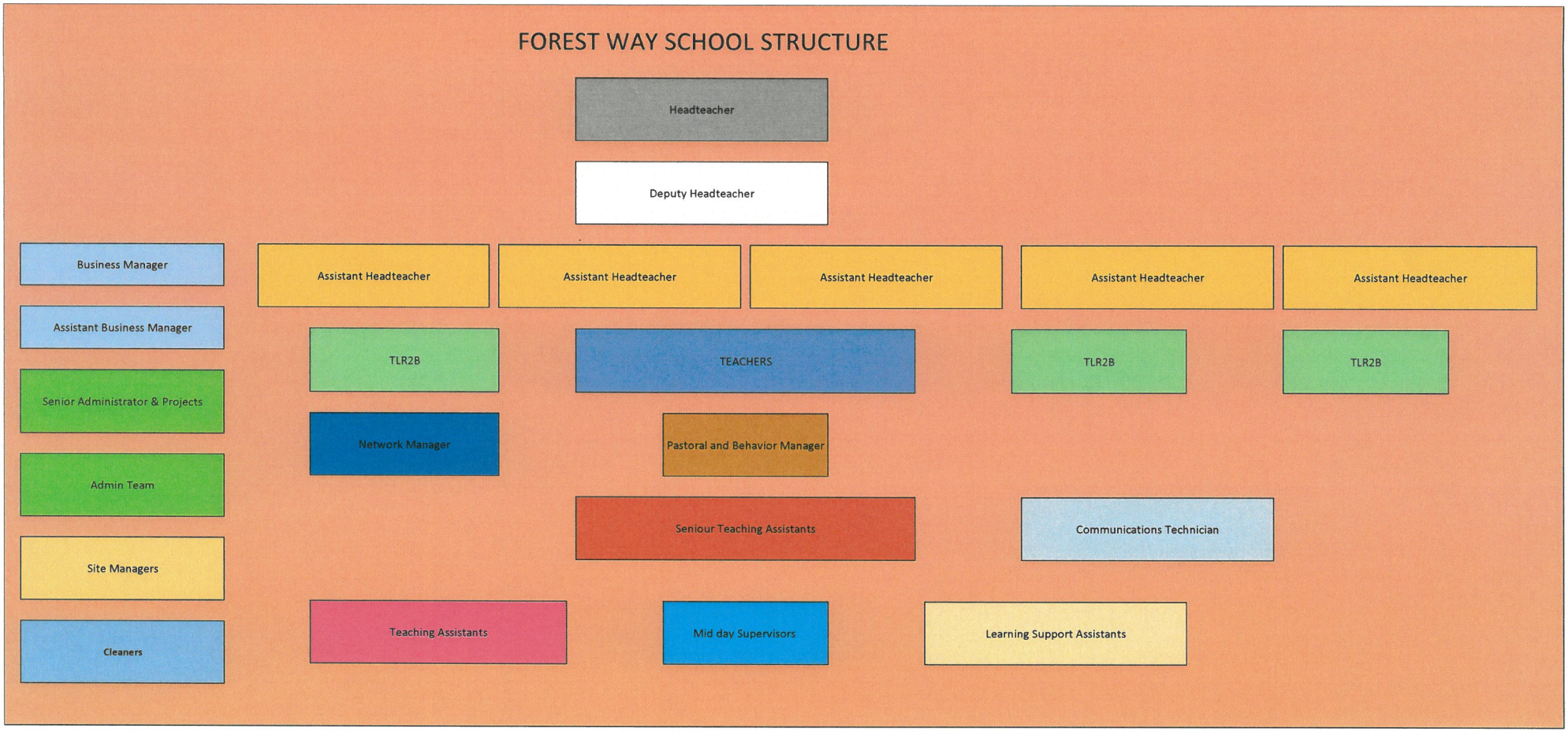
Example 3 – Combination of absolute and relative performance measures
In this School's judgements of performance will be made against the extent to which Teachers have met their individual objectives and the relevant standards and how they have contributed to (insert here any specific impacts the School may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of Teachers or other staff; wider contribution to the work of the School).

The rate of progression will be differentiated according to an individual Teacher's performance and will be on the basis of a combination of absolute and relative criteria (it may be helpful to indicate here the size of individual pay progression increases that may result for each category, e.g. an increment of £x).

Teachers will be eligible for a pay increase of £x if (insert here what the minimum expectations are – e.g. "they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding").

Teachers may be eligible for £y if (insert here the level of performance that may lead to less rapid progress in a year – e.g. "they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good"). Teachers will be eligible for £z if (insert here how the highest performing Teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that "they are judged as being within the top 10/5/x% of those Teachers in their School who also meet the absolute expectations for progression").

FOREST WAY SCHOOL STRUCTURE



Amplification Policy

Incorporated into Teachers' Pay Policy

Scope

This policy applies to Teachers and Headteachers *(and within this policy will be referenced as employee(s))*, based in Schools, Colleges or Academies *(and within this policy will simply be referenced as School(s))*.

The provisions of the paragraphs below shall not apply to posts on the Leadership Pay Range, for further clarification please refer to the School Teachers' Pay and Conditions Document (STPCD).

Purpose

The purpose of this document is to set out and update the amplification of the School Teachers' Pay and Conditions Order (the Order). The provisions of the Order itself will continue to apply; this document explains how those provisions will be implemented, in detail, in Leicestershire.

The Order requires that a teacher employed full-time must be available for work for 195 days in any school year, of which 190 days are to be days upon which the teacher may be required to teach pupils and perform other duties.

Within that school year, the teacher is required to be available to perform such duties at such times and such places as may be specified by the Headteacher (or, where the teacher is not assigned to any one school, by the employer or the Headteacher of any school in which the teacher may be required to work) for 1265 hours, those hours to be allocated reasonably throughout those 195 days. Such changes need to be reasonable and agreed prior to any changes that take place.

In addition to the 1265 hours, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

For clarification about part-time teachers, please refer to the relevant paragraph below or STPCD.

Put simply, this document explains how the total 195 days and 1265 hours will be applied and what will count, and not count, towards the 195 days and 1265 hours (see Appendix 1).

For related guidance please refer to:

(a) STPCD

(b) Model Leave of Absence Policy & Compassionate Leave Policy

(c) Guidance on the Arrangements for Short Term Cover and PPA Provision by Teaching and Classroom Support Staff

Definition of Terms

The following terms are used in this document:

(a) "Teacher's Year" means 195 days, not necessarily consecutive, in the school year, made up of 190 days for teaching and performing other duties ("teaching days" and another 5 days for other duties or activities ("other days"). The determination of school term dates being in accordance with the process agreed by the County Council for maintained schools, of which academies currently may also adopt.

(b) "Directed Time" means time which counts towards the total of 1265 hours and will consist of "Core Time" and "Extended Time".

(c) "Core Time" means the basic time for which all teachers will be required to work and includes any or all of the following:

i) the Pupils' School Day;

ii) 10 minutes before the start and after the end of the pupils' school day and 5 minutes at the start and end of the mid-day break.

iii) time taken for any reasonable supervisory or security duties outside the periods mentioned in i) and ii) above; and

iv) any time within the Pupils' School Day required for attendance at a Trustees' Meeting as a teacher Trustee;

v) time within the Pupils' School Day that is allocated as guaranteed PPA time. Such time will constitute a minimum of 10% of every teacher's individual timetabled teaching time, including those paid on the Leadership Pay Range

vi) time within the Pupils' School Day when a teacher is required to cover for an absent colleague. This will be rarely and more detailed guidance is available in the Guidance on Arrangements for Short Term Cover and PPA Provision for Teaching and Classroom Support Staff.

vii) time within the Pupils' School Day that is allocated as induction time for NQTs in their first year of teaching. Such teachers must have a reduction of 10% of their teaching timetable in relation to other teachers in their school/college.

viii) leadership and management time within the Pupils' School Day for teachers on the Leadership Pay Range with management responsibilities to undertake activities relating to the achievement of those responsibilities.

ix) Any additional non-contact time.

(d) "Extended Time" means the specific period of time agreed with the Headteacher and taken for any of the following activities which the Headteacher has agreed, in consultation with the teacher, should count towards the Directed Time:

i) meetings associated with teachers' professional duties, including staff meetings, parents' meetings, departmental meetings, Continued Professional Development (CPD) meetings with appropriate external agencies and meetings with examination boards, etc;

ii) attendance outside the Pupil's School Day at a Trustees' Meeting as a Teacher Trustee.

iii) teachers may, however, be required to conduct practical and oral examinations in their own subject area and to undertake the preparation of pupils and those aspects of assessment, recording and reporting associated with external examinations, which require the professional input of a qualified teacher (STPCD Section 2, Part 7)

iv) exams finishing beyond the 'normal student/school day'.

v) sports fixtures and other extra-curricular activities; any paid activities are not part of extended time (STPCD Section 3)

Any evening activity which counts towards extended time should normally have a known finishing time, agreed beforehand. In fixing the time of evening activities account will be taken of School and community needs and expectations.

(e) "Pupil's School Day" means the period which pupils attend the school for registration, assembly and teaching, including any mid-session breaks; for maintained schools any such change to the school day will in any event require the prior consent of the Local Authority, under the Education Act 2002, section 32.

(f) "Notional School Day" means a notional period of 6½ hours and is used below for certain limited purposes associated with leave of absence and non-residential field courses and educational visits.

Travel & Breaks

Time spent in travelling to and from the place of work will not count towards Directed Time nor will any break between the working day and any evening activity unless it has been agreed that the time involved counts towards Directed Time. (Consideration should be given as to whether the amount of time involved constitutes "trapped" time rather than time for a "reasonable" break to be taken. Where the amount of time is "trapped" this should be counted towards directed time.

Residential Field Study Courses and Educational Visits for Pupils and Students

Residential courses and visits are either "eligible for credit" or "voluntary". These courses and visits which are "eligible for credit" are those which are:

either (a) considered to be a requirement of an examination course

OR

(b) considered to be essential to the school's/college's curriculum

by the Headteacher in consultation with the teaching staff and in accordance with any Directions of the Authority/School.

Courses and Visits – time spent on weekdays and weekend days will count towards Directed Time. Each teacher who accompanies or leads such a residential course or visit, will be credited with 9 hours of Directed Time for each full day. In addition, a further notional period of 15 hours will be allocated for each night away from school/college; these notional 15 hours recognise the need for extended supervision generally and for a member of staff to be "on call" at night and will be distributed equitably amongst the teachers accompanying the pupils to supplement the basic entitlement of 9 hours.

"Voluntary" Courses and Visits – undoubtedly voluntary courses and visits will take place but credit will not be given for such courses and visits. Within the 195 days such courses and visits will be credited at 6½ hours per day.

Non-residential Field Study Courses and Educational Visits for Pupils and Students

"Eligible for Credit" Courses and Visits – a teacher who accompanies or leads such a course or visit can be credited with the time taken or 9 hours, whichever is the least amount.

The Mid-day Break

In accordance with STPCD, no teacher may be required, under their contract of employment as a teacher, to undertake midday supervision.

A teacher who is required to be available for work for more than one school session on any school day must be allowed one break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm. Employees on the Leadership Pay Range are entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.

The "Other" 5 Days

Each of the "Other" 5 days shall count as 6 hours each.

In accordance with County Council Policy, one of the 5 days is to be used in every school for a preparation day immediately prior to the beginning of the new school year for individual teachers. Two days are at the beginning of the autumn term, one at the beginning of the spring term. The remaining two days will be used on dates agreed by the Headteacher after consultation with the teaching staff, and after taking into account the school and community needs and expectations. At least two of the remaining four days will be used for whole school in-service activities and curriculum planning for the teaching staff; any remaining days may be spent on special activities by individual teachers.

Activities Outside 195 Days

The Authority recognises that some activities may take place outside the 195 days but such activities will only count as "Extended Time" activities if they are agreed requirements of an examination course or are otherwise agreed by the Headteacher as "Extended Time" activities.

If activities of the kind mentioned above take place at the weekend, Governing Boards and Headteachers should ensure that they adhere to the working limits set out in the Working Time Regulations 1998 (para 20 – Unmeasured Time).

Part-time Teachers

The conditions set out above shall apply pro-rate to the proportion of the working year or day for which the teacher is employed in accordance with "Purpose" paragraph above. It may be considered that part-time teachers should be expected to attend the relevant proportion of meetings and training days in accordance with their contract. This should be discussed with any part-time teachers concerned, but it is recommended that due regard be given to the flexibilities available when scheduling such events.

Supply Teachers

Supply teachers employed for single days or individually contracted by a school (but not through a Private Agency) are required to work core time.

APPENDIX 1

Time Budget - Example

NB ***These activities and times are illustrative only; their purpose is to give examples of a "time budget" which may be recorded between the Headteacher/Principal and the teaching staff.***

PRIMARY			**SECONDARY**		
Morning Session a.m. = 3 hours x 190	=	570	Morning Session a.m. = 3 hours 40 mins x 190	=	696hours 40 mins
Afternoon Session p.m. = 2 hours,15 mins x 190	=	427hours 30mins	Afternoon Session p.m. = 2 hours x 190	=	380
10 mins before and after school day; 5 mins beginning and end mid-day break = 30 mins x 190	=	95	10 mins before and after school day; 5 mins beginning and end mid-day break = 30 mins x 190	=	95
Parents' Evening ***2.5 x 4***	=	10	Parents' Evening ***2.5 x 7***	=	17hours 30 mins
Staff Meetings 1 x 38	=	38	Staff *Meetings* 1 x 38	=	38
Other Activities		***94 hours 30 mins***	***Other Activities***		***7 hours 50 mins***
		1235			**1235**
Teacher Days 6 hours x 5	=	30	Teacher Days 6 hours x 5	=	30
TOTAL		1265	***MAXIMUM*** TOTAL		***MAX*** 1265

APPENDIX 2

Supply Teachers – General Conditions

Supply teachers are paid on an hourly rate if they work for less than a day or a daily rate if they work for one or more days.

Supply teachers engaged at these rates will be expected to carry out, as far as possible, both the teaching responsibilities and the general duties of the absent teacher. They would also be expected to follow the existing pattern of the school day according to the Leicestershire Amplification.

The rate of pay for these is based on a notional 6.5 hour day, which incorporates time for consultation with other members of staff about the supply work at the beginning and end of the supply session, as well as contact time (see note 3 below).

It is expected that schools will use this additional time to brief the supply teacher on the work that will be expected of them. The precise nature of the teaching, the availability of teaching material, whether work has been set by the absent teacher, and any additional duties required **should be explained and agreed at the time of engagement**.

Payment of Supply Teachers – Calculation of Pay

Daily Rate - 1/195 x Full Time rate of salary.
Hourly Rate – 1/1265 x Full Time rate of salary.

Full time rate of salary is the incremental point on the Main Scale to which individual teachers are entitled by reference to previous service and qualifications, i.e. not a spot rate of salary.

Heads should record the period actually worked by the supply teacher, including teaching and non-teaching time, subject to a maximum of 6.5 hours per day (see note 3).

The precise balance between teaching and non-teaching time will vary, but as a rule of thumb every hour of teaching time will attract 20 minutes of non-teaching, directed time within the maximum of 6.5 hours per day.

Where the timetabled day of the school is greater than 5 hours, then the general principle of adding directed non-teaching time to teaching time should still be used but the 3:1 ratio of teaching time to non-teaching time used in the example below will have to be adjusted. The total of teaching and directed non-teaching time must not exceed 6.5 hours per day.

Examples

TEACHING TIME	DIRECTED NON-TEACHING TIME	BASIS OF PAYMENT
1 hour	20 minutes	1.33 / 1265 x Full time rate of salary
1.5 hours	30 minutes	2 / 1265 x Full time rate of salary
3 hours	1 hours	4 / 1265 x Full time rate of salary
5 hours	1 hour 30 mins	6.5 / 1265 x Full time rate of salary