

# NASUWT/NUT MODEL SCHOOL PAY POLICY

**NASUWT**  
The Teachers' Union

NASUWT, NUT *together*  
**PROTECTING**  
**TEACHERS**  
**DEFENDING**  
**EDUCATION**  
NUT, NASUWT *together*





## **PURPOSE OF THE MODEL PAY POLICY**

The NUT and the NASUWT believe that a fair, transparent and consistent pay policy which recognises and rewards teachers as highly skilled professionals, is a key element in effective school improvement.

This model pay policy will help to recruit, retain and motivate teachers, provide the basis for sound financial and personnel planning and minimise the risk of grievance and discrimination.

It follows the format of the DfE's model policy and is entirely consistent and compliant with the revised statutory provisions for teachers' pay due to take effect from 1 September 2013 and the NASUWT and NUT pay policy checklist.

The publication of the NUT and NASUWT model pay policy does not represent an acceptance of changes to the teachers' pay system introduced or proposed by the Department for Education. The NASUWT and NUT are committed to securing a national pay structure in England and Wales which applies statutorily to all maintained schools and academies.

The pay scales in this model policy will be amended to reflect the outcome of the STRB process in relation to the September 2013 pay increase.

## **INTERPRETATION**

Where individual academies do not have governing bodies, references in this model policy to the Governing Body should be taken to mean the relevant body to which the power to adopt the pay policy and take pay decisions has been delegated.

## **PAY DECISIONS FOR SEPTEMBER 2013**

The revised procedures on pay progression do not take effect until September 2014.

Applications for progression to the Upper Pay Scale from September 2013 (ie Round 13), progression on the Main and Upper Pay Scales and pay determinations for new appointees taking up posts prior to September 2014 will, therefore, be carried out in accordance with the provisions of the 2012 School Teachers' Pay and Conditions Document.

# Model policy for determining teachers' pay

The Governing Body of \_\_\_\_\_ School

adopted this policy on \_\_\_\_\_

## INTRODUCTION

1. 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) and has been consulted on with the recognised trade unions. A copy of this policy will be sent to all staff and a copy of all relevant documents on pay and conditions will be made available to staff by the school.
2. In adopting this pay policy the aim is to:
  - assure the quality of teaching and learning at the school;
  - support recruitment and retention and reward teachers appropriately; and
  - ensure accountability, transparency, objectivity and equality of opportunity<sup>1</sup>.
3. The Governing Body will maintain teachers' previous pay entitlements in accordance with the principle of pay portability and ensure that teachers suffer no financial or professional detriment as a consequence of the changes to the teachers' pay structure from September 2013 onwards.
4. Pay decisions at this school are made by the Governing Body which has delegated certain responsibilities and decision making powers to the Pay Committee as set out in Appendix One. The Pay Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the Governing Body, and shall have full authority to take pay decisions on behalf of the Governing Body in accordance with this policy. The head teacher/principal shall be responsible for advising the Pay Committee on its decisions.

## PAY REVIEWS

5. The Governing Body will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
6. 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.

<sup>1</sup> Including compliance with equalities legislation ie Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012

7. 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.

## **BASIC PAY DETERMINATION ON APPOINTMENT**

8. 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.
9. In making such determinations, the Governing Body will apply the following policy:

### **Classroom teacher posts**

10. The Governing Body has established the following pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range:

	<b>E&amp;W generally</b>	<b>Inner London</b>	<b>Outer London</b>	<b>Fringe Area</b>
<b>Main Pay Scale*</b>				
1	21,588	27,000	25,117	22,626
2	23,295	28,408	26,674	24,331
3	25,168	29,889	28,325	26,203
4	27,104	31,446	30,080	28,146
5	29,240	33,865	32,630	30,278
6	31,552	36,387	35,116	32,588
<b>Upper Pay Scale*</b>				
1	34,181	41,497	37,599	35,218
2	35,447	43,536	38,991	36,483
3	36,756	45,000	40,433	37,795

(\*Pay award pending)

11. The Governing Body undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.
12. The Governing Body will apply the principle of pay portability in making pay determinations for all new appointees as follows:
  - (a) When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Governing Body will pay the teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis:

- one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
- one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
- one point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher’s work at the school, and experience with children/young people;
- one point for each three years of other remunerated or unremunerated experience including caring for children during a career break.

The Governing Body will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main or Upper Pay Ranges.

- (b) When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the Governing Body will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher’s previous pay entitlement plus any pay progression which they would have received had they remained in their previous post (subject to the provisions in paragraph 29).
- (c) The Governing Body will also pay classroom teachers who are “post-threshold teachers” as defined by the 2012 STPCD on the Upper Pay Range.

### Leading Practitioner teacher posts

13. The Governing Body has established the following pay scale[s] for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range:

Leading Practitioner Pay Scale**	
1	
2	
3	
4	
5	

(\*\*Minimum and maximum salary values as in STPCD 2013)

14. Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

15. When determining the pay scales for such posts, the Governing Body will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.
16. The policy of the Governing Body is to appoint any new Leading Practitioner teacher at the bottom point of the pay range.
17. The Governing Body will establish such posts from 1 September 2013 for all teachers previously employed in the school as Advanced Skills Teachers or Excellent Teachers and will pay them at a scale point which maintains that teacher's previous pay entitlement plus any pay progression which they would have received had they remained in that post.<sup>2</sup>

### Unqualified teachers

18. The Governing Body has established the following pay scale for unqualified teachers employed in classroom teacher posts:

	E&W generally	Inner London	Outer London	Fringe Area
<b>Unqualified Teachers***</b>				
1	15,817	19,893	18,789	16,856
2	17,657	21,731	20,629	18,695
3	19,497	23,571	22,470	20,534
4	21,336	25,410	24,311	22,374
5	23,177	27,249	26,150	24,213
6	25,016	29,088	27,992	26,052

(\*\*\*Pay award pending)

### Leadership teacher posts (head teacher, deputy & assistant head teachers)

19. The pay ranges for the head teacher, deputy head teacher[s] and assistant head teacher[s] will be determined in accordance with the criteria specified in the 2013 STPCD and ensuring fair pay relativities.
20. The Governing Body has established the following pay ranges for the head teacher, deputy head teacher[s] and assistant head teacher[s]:

Head teacher pay range:

*[insert the school's 7 point range for head teacher]*

Deputy head teacher pay range

*[insert the school's 5 point range for deputy head teachers]*

Assistant head teacher pay range

*[insert the school's 5 point range for assistant head teachers]*

<sup>2</sup> This clause may not apply to all schools in England and Wales

21. Discretionary payments to the head teacher will be determined in accordance with the provisions of the 2013 STPCD and will be reviewed annually.
22. The Governing Body will normally appoint new leadership teachers at the bottom point of the relevant pay range.
23. The Governing Body will pay teachers as deputy or assistant head teachers only where the Governing Body is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –
  - (a) is focused on teaching and learning;
  - (b) requires the exercise of a teacher's professional skills and judgment;
  - (c) requires the teacher to lead and manage the school through:
    - development of teaching and learning priorities across the school;
    - accountability for the standards of achievement and behaviour of pupils across the school;
    - accountability for the planning and deployment of the school's resources;
    - leading policy development and implementation across the school in accordance with statutory provisions;
    - managing whole school operational activity;
    - working with external bodies and agencies; and
    - securing pupils' access to their educational entitlements;
  - (d) has an impact on the educational progress of the school's pupils;
  - (e) involves leading, developing and enhancing the teaching practice of the school's staff; and
  - (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.
24. In the case of a deputy head teacher post, the Governing Body must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an assistant head teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the head teacher.

## **PAY PROGRESSION BASED ON PERFORMANCE**

25. The arrangements for teacher appraisal are set out in the school's appraisal policy.
26. Decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.



27. To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions (see paragraph 71).
28. The evidence used will be only that available through the performance management/appraisal process.
29. Where teachers have joined the school part way through a performance management/appraisal cycle, the Governing Body will, where necessary, seek evidence from the previous schools to assist pay decisions and will only, where necessary, seek evidence from the teachers themselves (see also paragraph 12b).
30. Teachers' performance management/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 performance management/appraisal report and taking into account advice from the senior leadership team.
31. The Governing Body will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
32. All teachers can expect progression to the top of their pay range as a result of successful performance management/appraisal reviews.
33. The Governing Body will make pay decisions according to the criteria for progression set out in paragraphs 34 to 39.

### **Classroom teachers on the Main Pay Range**

34. Classroom teachers will be awarded pay progression on the Main Pay Range following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.
35. Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

### **Classroom teachers on the Upper Pay Range**

36. Classroom teachers will be awarded pay progression on the Upper Pay Range following two successful performance management/appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **Leading Practitioner teachers**

37. Leading Practitioner teachers will be awarded pay progression on their pay scales following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **Unqualified classroom teachers**

38. Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **Leadership teachers (Head teacher, deputy & assistant head teachers)**

39. The head teacher, deputy head teacher(s) and assistant head teacher(s) will be awarded additional scale points in accordance with the provisions of the 2013 STPCD ie they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

## **MOVEMENT TO THE UPPER PAY RANGE**

### **Applications and Evidence**

40. 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.
41. Teachers will be eligible for progression to the Upper Pay Range having reached M6 on the Main Pay Range. The head teacher will notify all teachers on Scale Points 5 and 6 of the Main Pay Range at the start of each school year of their eligibility to apply for assessment.
42. Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix Three) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.
43. The evidence to be used will be only that available through the performance management/appraisal process.
44. 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.

## **The Assessment**

45. 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; and
  - (b) the teacher's achievements and contribution to the school are substantial and sustained.
46. For the purposes of this pay policy, the Governing Body will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria (see Appendix Four) have been satisfied as evidenced by two successful and consecutive performance management/appraisal reviews.
47. In making its decision, the Governing Body will have regard to the two most recent performance management/appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

## **Processes and procedures**

48. The assessment will be made within 10 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the head teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's general appeals arrangements.

## **PART-TIME TEACHERS**

49. 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. Any additional hours worked by agreement from time to time will be paid at the same rate.

## **SHORT NOTICE/SUPPLY TEACHERS**

50. 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.

51. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

## **PAY INCREASES ARISING FROM CHANGES TO THE STPCD**

52. The school is committed to award a minimum 1 per cent pay uplift to all existing pay points and allowances for all teachers from September 2013 and to a greater award if that is the outcome of the School Teachers' Review Body (STRB) pay review process.

## **DISCRETIONARY ALLOWANCES AND PAYMENTS**

### **Teaching & Learning Responsibility Payments (TLRs)**

53. The Governing Body pays TLR 1 and 2 payments to teachers as indicated in the attached staffing structure, in accordance with the pay ranges specified in the 2013 STPCD as updated from time to time and the following levels and values will apply:

TLR 1:

*[insert the school's pay range and pay points for any TLR1 posts]*

TLR 2:

*[insert the school's pay range and pay points for any TLR2 posts]*

54. The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payment, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a. is focused on teaching and learning;
  - b. requires the exercise of a teacher's professional skills and judgement;
  - c. requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
  - d. has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
  - e. involves leading, developing and enhancing the teaching practice of other staff.
55. In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
56. Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

57. Before making any TLR3 payment, the Governing Body must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.
58. Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range of £500 and £2,500) and the duration of payment will be set out clearly and subject to consultation with union representatives and agreement with the NASUWT and the NUT.
59. The Governing Body will ensure that the use of TLR3 applies only to clearly time-limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

### **Special educational needs (SEN) allowances**

60. The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the 2013 STPCD.
61. The value of SEN allowances to be paid at the school will be:  
*[insert the spot value of SEN allowances paid at the school]*

### **Acting allowances**

62. Where any teacher is required to act as head teacher, deputy head teacher or assistant head teacher for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.
63. Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

## **OTHER PAYMENTS**

### **Continuing professional development outside directed time; Initial teacher training activities; and Out-of-school learning activities**

64. The Governing Body will make additional payments to all teachers (including the head teacher) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment.

65. The Governing Body recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

### **Recruitment and retention incentives and benefits**

66. Where the Governing Body wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in this policy. Such payments will be reviewed annually and there will be full consultation with union representatives before the decision is made to make any such payment.

### **Residential duties<sup>3</sup>**

67. The Governing Body will make payments in respect of residential duties in accordance with the Joint National Council for Teachers in Residential Establishments national agreement.

### **Honoraria**

68. The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the 2013 STPCD for the payment of bonuses or honoraria in any circumstances.

## **SAFEGUARDING**

69. The Governing Body will operate salary safeguarding arrangements in line with the provisions of the 2013 STPCD.

## **APPEALS**

70. The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

## **MONITORING THE IMPACT OF THE POLICY**

71. The Governing Body will monitor the outcomes and impact of this policy on a regular basis in conjunction with union representatives. An annual written report on the operation of the pay policy, recording pay decisions taken and equality impact, will be provided to union representatives, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

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<sup>3</sup> This section only applies to schools covered by the Joint Negotiating Committee for Teachers in Residential Establishments national agreement.

## **APPENDIX ONE**

### **REMIT FOR THE PAY COMMITTEE OF THE GOVERNING BODY**

The Pay Committee will comprise at least three governors. All governors, including those employed at the school, will be eligible for membership of the Pay Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school.

#### **Establishment of the policy**

The Pay Committee is responsible for:

- establishing the policy, in consultation with the head teacher, staff and trade union representatives, and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- formal approval of the policy.

#### **Monitoring and review of the policy**

The Pay Committee is responsible for:

- reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives; and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

#### **Application of the policy**

The head teacher is responsible for:

- ensuring that pay recommendations for the deputy and assistant head teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher;
- taking decisions regarding the pay of the head teacher following consideration of the recommendations of the governors responsible for the head teacher's performance review;
- submitting reports of these decisions to the Governing Body; and
- ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Governing Body is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

## **APPENDIX TWO**

### **PAY APPEALS PROCEDURE**

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.<sup>4</sup>

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects their pay.

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:

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

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination 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 decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

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<sup>4</sup> See <http://www.acas.org.uk/index.aspx?articleid=2174>



6. Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows.

### **Introductions**

Chair introduces everyone and what their role is:

- Self as Chair
- other panel member(s) (if applicable)
- employee
- employee representative
- any witnesses for the employee side
- management representative who will state the management case
- any witnesses for the management side
- person who will clerk the meeting
- HR manager to give advice to the panel

Goes over the order of the hearing:

- Employee will state their case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Chair to sum up both sides
- Chair to adjourn hearing to deliberate

### **The employee case**

Employee/representative presents employee case:

- what is the evidence that supports their case
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

### **The management case**

Management representative presents management case:

- what is the evidence that supports the disputed pay decision
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

### **Summing up**

If appropriate, the Chair can sum up the key points on both sides.

### **End of hearing**

Chair ends the hearing and advises employee that will let him/her have the panel's decision in writing within timescale

Chair advises employee that he/she will have a right of appeal and that the letter will contain full details

### **Decision-making**

HR clerk notes Main points of panel discussion and their decision

Panel obtains HR advice if required to inform their decision-making

### **Communication of decision**

Employee is notified of decision

Decision and reason for the decision confirmed in writing,

## **APPENDIX THREE**

### **UPPER PAY RANGE APPLICATION FORM**

#### **Teacher's Details:**

Name \_\_\_\_\_

Post \_\_\_\_\_

#### **PM/Appraisal Details:**

Years covered by planning/review statements

Schools covered by planning/review statements

#### **Declaration:**

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.

**Applicant's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **APPENDIX FOUR**

### **UPPER PAY RANGE PROGRESSION CRITERIA**

#### **(1) Professional attributes**

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

#### **(2) Professional knowledge and understanding**

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

#### **(3) Professional skills**

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## **APPENDIX FIVE**

### **SCHOOL STAFFING STRUCTURE AND SALARY VALUES**

*[Staffing structure and salary values to be inserted for the school]*





**[www.teachers.org.uk/protect-teachers](http://www.teachers.org.uk/protect-teachers)**

**[www.naswt.org.uk/IndustrialAction](http://www.naswt.org.uk/IndustrialAction)**