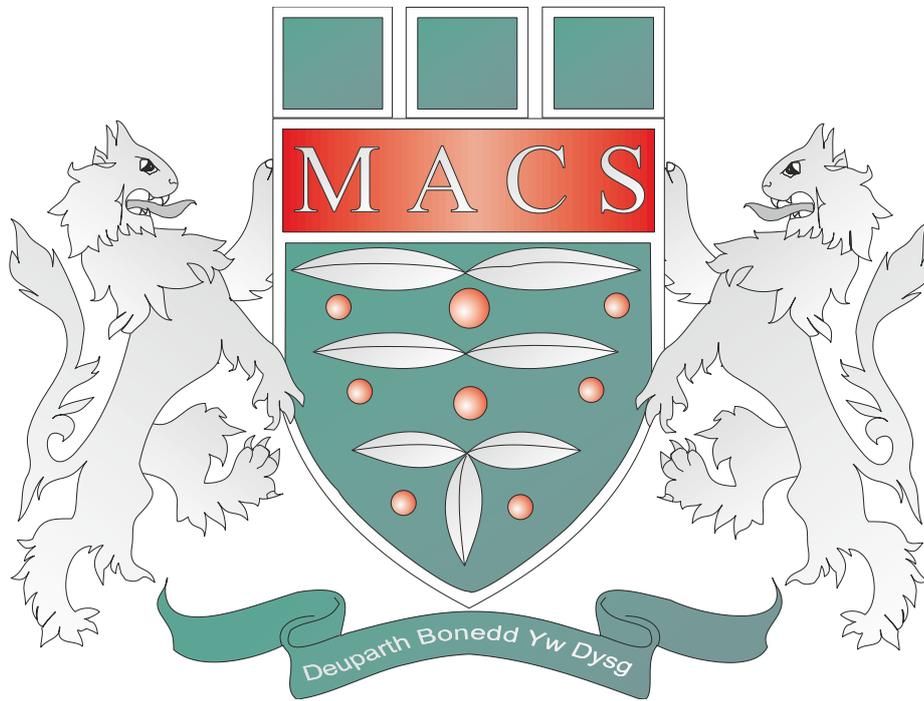


# MOUNTAIN ASH COMPREHENSIVE SCHOOL



## WHOLE SCHOOL PAY POLICY

Signed \_\_\_\_\_ *P. J. J. J.* \_\_\_\_\_ (Chair of Governors)

Date \_\_\_\_\_ 9.1.19 \_\_\_\_\_

Updated January 2019  
Next update January 2020

## SECTION 1

### GENERAL PRINCIPLES

The Governors accept that a high level of morale is a vital prerequisite to effective teaching and learning. To this end the Governors are guided by the following principles:

- The Governors endeavour to implement the aims and objectives of this pay policy in a cost effective way considering the constraints set by the available budget.
- The Governors acknowledge their statutory duty to involve staff and their professional associations in consultations on:
  - conditions of service
  - the structure, content, introduction and annual review of this policy.
- The School's scheme for 'Performance Management' will be used to assess and reward excellence under the Performance Related section of the School teachers' Pay and Conditions (STPC) document. N.B. ESTYN reports will not be used to assess and reward excellence
- The position of Excellent Teacher Status (\*will/will not) be offered at the School.
- The Governing Body (\*does/does not) offer payment for involvement with extra curricular activities - either during or after the school day.
- All staff have the right to access their own salary records. Any member of staff wishing to see his/her salary record should contact the Headteacher in the first instance.
- This policy complies with the S.T.P.C. document, the National Conditions of Service for Support Staff (Purple Book APT & C Staff, Buff Book for Manual Workers), the Silver Book for Community Education Employees and the new National Minimum Wage (NMW) legislation.

(\* Governors need to discuss)

## **SECTION 2**

### **AIMS & OBJECTIVES**

#### **AIMS**

The Governing Body through its Pay Policy aims to:

- Establish, maintain and review a fair pay structure that is seen as such by staff and which enables the School to attract, retain and motivate high quality staff in sufficient numbers to achieve the School's aims/objectives, development plan and needs.
- Support and enhance the equality of opportunity in employment and career development for staff.
- Follow the agreed LEA procedures for appointments to vacant posts and will ensure that information relating to salary enhancements and vacancies is available to all staff.
- Ensure that job descriptions and personnel specifications are available to all staff for posts/responsibilities (inc. temporary and acting) and that they are updated at regular intervals.
- Utilise the 'LEA Grievance Procedure' in the case of unresolved issues.
- Ensure confidentiality of staff salaries information.
- Provide clear criteria for determining the starting salary of newly appointed staff.

#### **OBJECTIVES**

These objectives relate directly to the seven aims of the School Pay Policy and are intended to show how the aims are actually put into practice:

- 1a) Reward staff for the level of responsibility they carry based on
- Staff management – number of teaching and non teaching
  - Staff coordination – number of staff
  - Students managed at each Year Group or Key Stage
  - Curriculum/Pastoral hours managed.

These factors will be reviewed every three years or if a significant change in the school size occurs.

The Governing Body is responsible for reviewing its use of discretionary powers concerned with staff pay and conditions of service. The Pay Review Committee will meet during the autumn term to undertake an annual review of:

- The School's Pay Policy
- The responsibilities and job descriptions of staff
- The salaries of Headteachers, Deputies, teaching and support staff.

As part of this review all members of staff and their professional organisations are consulted on any proposed changes to the School's policy and practice on pay conditions of employment. All enhancements to salary may be backdated to the relevant date if this is considered by the governors to be appropriate.

1b) The governors use the flexibility in the national pay scales and the discretion available to them in a positive, constructive, fair and consistent manner to achieve:

- The best possible delivery of the curriculum
- The best response from students
- A well motivated staff with high morale
- The same number of responsibility points for staff with similar responsibilities

1c) The governors will respond to problems of retention when they exist. This may be for instance by re-advertising the post on a higher spinal point if the school fails to fill a post on at least one occasion.

2) The Governors wish to establish and implement a pay policy that provides an environment in which all individuals are valued and receive proper recognition for their work and their contribution to the life of the School. The School follows the guidelines laid down within the LEA's Equal Opportunity Policy and will not discriminate on the grounds of gender, ethnic origin, disability, religion, sexuality or age.

In addition to cash remuneration other rewards are available for the Governors to use, e.g.

- Improved training;
- Vertical/lateral career progression;
- Career development counselling;
- Involvement in special projects
- Broadening assignments.

3) All vacancies and opportunities for salary enhancement are brought to the attention of staff by the placing of an advertisement on the staff notice board, and putting details in the weekly staff newsletter.

4) The Governing Body has delegated to the Headteacher the responsibility of ensuring:

- that each post has an accurate job description;
- that every member of staff has a contract of employment;
- that all new appointees receive a letter of appointment.

The Personnel committee which has a specific responsibility for personnel issues monitors that these requirements are being met. With regards to individual's salaries decisions of the Pay and Review Committee following ratification by the full Governing Body, are notified in writing to the member of staff concerned. Details of the agreed appeal procedure are identified within the notification.

5) Where staff have a concern regarding their salary or conditions of service they should, in the first instance, informally raise this matter with the Headteacher. In cases where it does not prove possible to resolve the matter through informal discussion and the member of staff concerned wishes to make an appeal by formally lodge a grievance then he/she should follow the LEA's agreed grievance procedures.

6) Information is stored in a secure place and access is controlled and on a need to know basis.

7) Clear criteria are provided in this policy for all new staff by which their starting salaries are determined.

### **SECTION 3.**

#### **STRUCTURES AND PROCEDURES FOR POLICY INFORMATION & IMPLEMENTATION**

The Governing Body has delegated the responsibility of producing the School Pay Policy to its Pay Review Committee. The formulation of the Whole School Pay Policy is one of the main terms of reference for the Pay Review Committee.

#### **Membership**

The membership of the Pay Review Committee will consist of a minimum of three Governors elected by the Governing Body, together with the Headteacher or his representative in an advisory capacity and other persons as the Governors deem appropriate to the tasks.

A separate committee entitled the 'Headteacher's Pay and Performance Committee' consisting of three Governors will review the Headteacher's performance and make recommendations to the Pay Review Committee about the progression of the Headteacher up the Individual School Range (ISR). (*See Performance Review Policy for Headteacher*)

If a member of staff is dissatisfied with a decision of the Pay Review Committee he/she should follow the procedures outlined which may involve a Governors' Appeal Panel.

The membership of the Governors' Pay Appeal Panel will consist of a minimum of three governors who are not members of the Pay Review Committee, one of whom should be the Chair of the Governing Body.

### **Pecuniary Interest**

Pay Review Committee or the Governors' Appeal Panel will withdraw from any agenda item in which they have a pecuniary interest.

## **SECTION 4.**

### **TERMS OF REFERENCE**

There is a responsibility on both the Governing Body and individual members of staff to be satisfied that they have no pecuniary interest.

The Pay Review Committee will have delegated powers to consider and decide all matters concerning pay within the pay policy determined by the Governing Body. The identification criteria for progress up the pay spine and for withholding progress will be in accordance with the mandatory and discretionary elements of the STPCD. Should a member of staff appeal against the decision of the Pay Review committee, the Pay Appeal Committee will consider the appeal. Decisions must be minuted and reported without comment to the Governing Body, as confidential items, in order to protect the appeal procedure. Each member of staff will be given a written statement of the Pay Review Committee's decision relating to his/her pay with effect from 1<sup>st</sup> September each year.

#### ***The Pay Review committee will:***

- oversee the formulation and implementation of a whole school policy in fulfilment of the school aims
- review the Pay Policy annually
- review the school's unit totals and group size for organisational and salary purposes once every three years in accordance with STPCD.
- arrange the annual pay review for the Headteacher, Deputy Headteachers, Assistant Headteachers and all other teaching and non-teaching staff
- report all decisions on pay to the Governing Body
- ensure that procedures required by The (School Government) regulations are

complied with, especially with regard to agenda and minutes

- ensure that detailed records are kept of all matters and minutes relating to pay
- be accountable for decisions taken on matters of pay

***And in partnership with the Headteacher:***

- ensure that when new appointments or awards are made, costs remain within the budget
- ensure each member of staff has a clear job description
- ensure that all staff are informed of the procedures for presenting individual cases to the Pay Review Committee and for submitting appeals to the Governors' Appeals Panel
- identify the criteria for progress up the pay spine and for withholding progress, enhancement of pay related to extra responsibility, regarding and discretionary payments
- inform staff that discretionary payments will only be awarded at the time of the annual review of salaries, unless exceptional circumstances justify an award at another time
- provide each member of staff with a written statement confirming his/her salary with effect from September each year
- review the position regarding payment for out of school hours learning activity work carried out by teaching and support staff, where applicable, on an annual basis

**Pay Policy Implementation**

Having established the pay policy, Governors delegate its implementation to the pay Review committee and the Headteacher.

**SECTION 5**

**HEADTEACHERS & DEPUTIES**

**a) School Unit Total/Group Number**

The Governing Body assigns the appropriate grouping to the School on which the Headteacher and Deputy Headteacher salaries are based.

In determining the salaries of the Headteacher and Deputy Headteacher(s) the Governors are guided by the 'unit total/group number' of the School. The recalculation of the unit total is carried out:

- at least every three years;
- when it is necessary to appoint a new Headteacher or Deputy Head;
- at the request of the existing Headteacher;
- whenever the Governing body sees fit.

N.B. The School's group number can only be changed after consultation with, and approval by, the LEA.

## **b) Identifying the appropriate rate of pay for a Headteacher or Deputy**

The Governors can:

- Decide when and how far to move Head and Deputies on the pay spine.
- Enhancement of their salaries to a higher final level is not to be done for pension entitlement purposes;
- add to criteria listed in the S.T.P.C. document;
- determine the differential between the salaries of the Headteacher and the Deputies and between the lowest paid Assistant Head and the highest paid classroom teacher;
- determine the size of the Senior Management Team to be employed;
- allocate the Deputies & Assistant Heads to different salary points on the pay spine;
- appoint sufficient Deputy Headteachers to ensure efficient management of the School if after two public advertisements it has not been possible to appoint a new Headteacher;
- ensure that the lowest paid Deputy Headteacher maintains a minimum salary differential of at least 10% from the highest paid teacher.

The Headteacher and Deputy Headteacher salaries are annually reviewed in the autumn term with any changes taking place with effect from the 1st September of each year. A written notification is given to the Headteacher or Deputy Headteacher which describes the basis on which the salary has been determined and which details the criteria which will be used in the next annual salary review. The pay spine should be as described in the current S.T.P.C. document.

The S.T.P.C. document requires relevant bodies to have regard in particular, but not exclusively, to the four statutory criteria identified below (i. - iv.) when undertaking the annual review of the Headteacher and Deputy's salaries.

The four criteria are:

### **i. The Responsibilities Of The Post**

This only applies where the duties and responsibilities of the post are in excess of those described in the current job description, e.g. following a review of duties. N.B. Any additional duties should be at a higher level than the duties in the original job description/profile.

- ii. **Pupils' Socio-economic And Cultural Backgrounds.**  
Governors may wish to consider the additional managerial responsibilities arising from one or more of the following:
1. the proportion of children eligible for free School meals.
  2. augmentation of budget by social deprivation factor.
  3. the rate of pupil turnover.
  4. the unemployment rate within the catchment area.
- iii. **Performance**  
As from 1st September 1997 Headteachers and Deputy Headteachers must have a review of performance (performance criteria must be set) when assessing their salaries and before any movement up the pay spine is possible. The only exception to this is when there is an increasing number of pupils on roll and therefore movement onto a higher group is required.  
**N.B. - the LEA will require written evidence that the Governors have undertaken the review in line with set criteria.**
- iv. **Difficulty In Recruitment**  
This criterion only normally applies in very exceptional circumstances when there is clear evidence that shows that there is difficulty in filling a post (normally at least one advertisement must already have been placed). If there is demonstrable 'Difficulty In Recruitment' then the Governing Body may re-advertise the post on a higher spinal point. In such a case the Governing Body should seek advice from the LEA and should be able to provide clear evidence which supports such an increase.
- c) **Setting Criteria When Setting Objectives**  
The Governing Body may take the following criteria into account when setting objectives to measure Headteacher's or Deputy's performance for annual salary reviews purposes:
- i. **Examination And Test Results**  
These include both SAT results and results for public examinations. The Governing Body can set targets for improvement in the school's overall results over a set period or decide that maintaining standards is an adequate target in itself .
- ii. **Pupil Attendance**  
The Governing Body needs to consider whether to look at:
- unauthorised absence rates alone;
  - both authorised and unauthorised absence rates;
  - whether they are seeking a reduction in absence across the whole school;
- iii. **Financial Management**  
This includes the Headteacher's role in managing the budget on a day to day basis. The Governing Body must ensure that the budget is well spent and needs to be clear about the purpose of surplus funds - particularly those above a normal contingency level. Normal contingency should be up to 5% of

the delegated budget - more substantial surpluses should only be held for clearly defined purposes.

iv. **OHMCI Inspections**

Post inspection progress with the action plan is a performance indicator for school management. When there has not been a recent ESTYN inspection, the Governing Body can set meaningful targets based on the School's own development plan.

v. **Staffing**

This includes 'human resource' management in its broadest sense (e.g. the use of teamwork) and more specifically staff development/INSET, monitoring and evaluating, capability and the formulation of the Development Plan to ensure the effective delivery of the whole Curriculum - including the National Curriculum.

vi. **Annual Salary Statements To Teachers**

The S.T.P.C. document requires that teachers receive a salary statement following the annual review of their salary.

vii. **Management Structures**

It may be pertinent for the Governing Body to look again at the allowance structure for the School and assess the need for promotions and/or appointments, e.g. a reduction in funding caused by a fall in pupil numbers may necessitate such a strategy.

viii. **Support Staff**

Headteachers and Deputies need to show that the School's Development Plan and budget allocation are supported by, suitable numbers of and roles for, support staff.

ix. **Level Of Staff Absences**

Headteachers and Deputies need to show that they have taken steps to improve the level of attendance for both support and teaching staff.. Such steps include appropriate target setting, monitoring and evaluation procedures and the provision of staff support when necessary.

x. **Review Of Particular Areas Of Spending**

Such reviews need to remain focused on the area under review and not other associated issues.

xi. **Curriculum Review**

reviews of particular parts of the curriculum or the whole curriculum should be conducted as an on going process or as a formal review if the School is to be confident that it is satisfying statutory requirements, good practice and the needs of the pupils. The School development plan should reflect this review process.

- xii. **Pupils**  
Criteria may be related to attendance, school uniform, behaviour, rewards and sanctions, transfer to and from other schools and careers guidance.
- xiii. **Health And Safety**  
Assessing how effectively risk assessment, accident reporting, investigation, monitoring and evaluation procedures are conducted can be used as performance criteria.
- xiv. **Equal Opportunities**  
Monitoring and evaluating the implementation/effectiveness of the School's equal opportunities policy (including recruitment) should involve looking at areas of successes and failure.

The School needs to ensure that it does not set too many criteria at any one time. Setting and reviewing criteria will take up school resources - most noticeably time. There is therefore a need to consider criteria and objectives which fit into existing working practices and the current School Development Plan.

#### **d) Differentials**

The above criteria must be considered very carefully if performance related pay is considered for the Head and Deputy Headteachers. If the pay level of either Head or Deputy is increased it will not necessarily mean automatically increasing the salary level of other staff because of the need to adhere to agreed differentials. This also applies to increasing a Deputy Head's salary when the Headteacher's salary has been increased as a result of a performance review. Percentage differentials are therefore only used by Governors as guidelines:

#### **e) Comparability**

Pay should be comparable for similar posts within the LEA and more specifically the local area. The Governing Body may collect evidence for its consideration about the positions on the scales of Headteachers and Deputy Headteachers of other local schools within the same grouping. The LEA's Education Personnel Team can assist in providing information about comparability.

## **SECTION 6**

### **TEACHING STAFF**

**(This section refers to all teaching staff other than the Headteacher and Deputies)**

The Governors can:

- determine the number of staff to be employed;
- determine the placement of staff on the pay spine;
- determine the movement on the pay spine in relation to, qualifications, experience, responsibilities, excellence, recruitment/retention, special needs;
- withhold increments for disciplinary reasons.

The Governors will annually review the structure of the teaching staff to ensure that the School's aims/objectives, development plan and needs can be met. Full time teachers must be available for work for 195 days in any year - they are required to teach pupils for 190 days. The Governors annually earmark money for teaching staff salaries to cover known commitments as detailed in the School development plan and provide a contingency for unforeseen circumstances, e.g. sickness absence, in service needs, non-contact time.

The Governing Body determines the point on the scale on which each individual qualified teacher is to be paid with effect from 1st September of each year. It is advisable to start this process as soon as possible during the Autumn Term. The Governors determine the placement on the teachers pay spine by reference to the conditions within the current S.T.P.C. document. When a decision has been made about the point on the spine at which a teacher is to be paid, the teacher shall be notified in writing of the point and the number of points awarded under each criteria. The criteria to be considered when determining the position of a teacher on the spine is as laid down in the STPC document.:

#### **Teaching Experience**

One point will be awarded for each year of teaching experience or other particularly relevant experience (up to a maximum of six points). In order to award increments for 1 year's service, a period of 26 weeks work (not necessarily in consecutive weeks) must have been completed within the academic year for which payment is to be made i.e. from 1st September to 31st August.

#### **Non-Teaching Experience**

Relevant experience other than teaching is rewarded by a full point being awarded for two or three years of experience. Examples of paid and un-paid experience which might be considered relevant to teaching are detailed below:

- Industrial Experience Related to the subject.
- Education Welfare Experience;
- Instructor
- Educational Theatre or Dance
- Voluntary or Statutory Youth Work
- Play Centre Leader
- Child related experience in an education environment;

- Voluntary Experience with transferable skills.  
**Note:** This should not be taken as a comprehensive list.

The allocation of incremental points is determined by the following guidelines:

- the experience must be of value and relevance to the post as advertised;
- the acceptance of the experience is subject to confirmation in writing from the previous employer/voluntary body;
- salary points for experience are based on satisfactory service and will not be awarded if the teacher has been notified that service has not been satisfactory following formal disciplinary procedures;
- a completed year is defined as one in which 26 weeks of work have been completed;
- the experience must have been gained in the five years prior to taking up the teaching post;
- the starting salary may not exceed that which could have been achieved by incremental progression had the teacher entered service at age 22.

### Teaching and Learning Responsibility Points

The award of responsibility points will be in accordance with the staffing structure for the school. The detailed staffing structure is reviewed every three years.

Rewarding staff for the level of responsibility they carry will be based on the factors and weightings agreed.

- Staff management – number of teaching and support staff
- Staff coordination – number of staff
- Students managed in each Year Group/Key Stage
- Curriculum/Pastoral hours managed

These factors will be reviewed every three years or if a significant change in the school size occurs.

The Governors may award up to five points on the pay spine for specific management responsibilities. These responsibilities are clearly defined in the job descriptions.

**The agreed 5 point pay spine is as follows:**

1.	TLR 2 (i)	£2200
2.	TLR 2 (ii)	£3750
3.	TLR2 (iii)	£5500
4.	TLR 1 (iv)	£6500
5.	TLR 1 (v)	£8000

## **Threshold Teachers**

The Governing Body has determined that the receipt and assessment of threshold applications from eligible teachers should be delegated to the Headteacher. The Governing Body will move all successful applicants, whom the Headteacher has assessed as to meeting the threshold standards, onto the first point of the upper pay spine from the 1<sup>st</sup> September each year.

Eligible teachers are only permitted to make one application per academic year.

The Headteacher is delegated to receive and assess the applications based on the Performance Threshold Standards Assessment criteria. Applications will be received from eligible staff by 1<sup>st</sup> March of each year.

All applicants will receive written feedback on the outcomes of the application, standard by standard, including those where the standard has not been met. Any additional evidence used in determining that standards have not been met will be recorded.

Appeals against not meeting the standards should be submitted in writing to the Chair of the Appeals committee of the Governing Body within 20 days of being informed of the decision by the Headteacher.

In the case of post-threshold teachers, decisions relating to movement up the spine will always be made on a biennial basis. Where such a teacher has not been awarded a performance point after any two year period he/she will be considered for an award at the end of the following year. Upper Pay Scale awards will be made on the basis of the Headteacher's recommendations in the light of an individual's overall performance. There will be no direct correlation between the achievement of an individual's statutory objectives and the award of performance pay and the Governing Body will take due account of how challenging the agreed (set) objectives have been. Thus, failure to meet one's objectives will not automatically disqualify a teacher from consideration for the award of a performance point, nor will the achievement of his/her objectives automatically lead to progression on the Upper Pay Scale. Post threshold teachers must demonstrate and provide clear evidence of sustained and substantial performance and contribution to the school.

The role of the governors involved in making performance awards is to satisfy themselves that the evidence base of the Headteacher's recommendations is secure – not to carry out the process themselves. In certain cases, however, the governors reserve the right to have access to the appraisal statements of the teachers under consideration for performance awards for the duration of the meeting at which such awards are made.

## **Excellent Teachers**

\* The Governors intend to use the Excellent Teachers but await further details, due to be published in September 2006.

### **Recruitment/Retention Points**

Up to 1 point can be awarded to teachers in areas of shortage or where a post is difficult to fill. The award of these points will be for three years after the initial award. If, following an initial advertisement it has not been possible to appoint, Governors may include in the second advertisement the offer of one full additional point increasing this by one point if a third advertisement is necessary.

### **Special Educational Needs Points**

One point must be awarded to a classroom teacher who wholly or mainly teaches pupils with statements of Special Educational Needs. A further point may be awarded where a classroom teacher's experience or qualifications are particularly relevant to the type of teaching work undertaken e.g. a specialist qualification for a teacher of the hearing impaired. It is important that if experience is to be rewarded, the type and length of experience which will be taken into account is very clearly identified. In the case of qualification the type and level should be listed.

### **Unqualified Teachers.**

The salary will be paid in accordance with the appropriate scale as outlined in the S.T.P.C. document. The placement on the instructors salary spine is determined by reference to the teacher's qualifications which are relevant to the post. Points are awarded as follows:

- **Qualifications:** 2 points for a good honours degree or 1 point for a relevant qualification awarded by a recognised body, e.g. City and Guilds, RSA., GNVQ.s, etc.
- **Experience:** 1 point for each 2 years of completed service of value in the post. (See Non-Teaching Experience).

The same requirements regarding verification of previous experience are applied. The unqualified teacher will not be paid a higher salary than a qualified teacher of the same age.

Incremental points are awarded on 1st. September each year until the maximum of the scale is reached - subject to satisfactory service during any 26 weeks of the past year. Incremental progression may be accelerated if a recommendation from the Headteacher is approved by the Governing Body. The award of accelerated increments will not affect the award of the annual increment if the maximum of the scale has not been reached. There are special provisions for the assessment in Schools of an unqualified teacher who becomes qualified. The criteria for assessment are included in the S.T.P.C. document.

### **Withholding of incremental points**

Where the Governing Body consider that performance has not been satisfactory the teacher is notified in writing after discussion with the Headteacher about the areas of concern relating to the unsatisfactory nature of the performance. In establishments where a performance management procedure has not been agreed, the withholding of points should be as a result of action taken via a disciplinary or capability procedure. LEA Disciplinary and Capability procedures should always be adhered to.

### **Part-time Teachers**

The salary is assessed in the same way as for full time teachers and the teacher is then be paid a proportion of the annual salary level which corresponds to the proportion of the week worked, e.g. 3 days = 60%. If the teacher has taught for any 26 weeks or more in the academic year then that teacher will also be entitled to assessment with regard to experience points, etc. This is considered in the annual salary review. A salary point for experience will not be awarded if the teacher's service has been unsatisfactory and disciplinary procedures have been instigated.

### **Supply Teachers**

It is the LEA's responsibility to assess the rate for individuals who take up a post as a supply teacher for the first time or following a break in service. The salary level for supply teachers is assessed in the same way as that for full time qualified teachers and are divided by 195 to arrive at a daily rate.

### **Leave of Absence**

- (i) Requests for leave of absence for reasons other than personal sickness are considered in the context of LEA local conditions of service for teachers.
- (ii) Leave may be granted with or without pay.

## **SECTION 7. SUPPORT STAFF**

The Governors recognise the significant contribution made to the effective running of the School and to the delivery of the Curriculum made by the support staff.

- (i) The Governors will agree a support staff structure which directly relates to the School's Aims and objectives, needs and current development plan.
- (ii) Any vacancies or newly established posts are advertised locally and publicised within the School.

The Governors have many discretionary powers in relation to the employment and remuneration of support staff and these are described in this section. The conditions of service for APT&C and manual workers have been combined under the Single Status agreement. The most immediate outcome of this is that the manual worker grades and the APT&C salary scale have been combined onto a common pay spine.

### **Grading of Posts**

- (i) The Governors may seek the advice and guidance of the LEA Education Personnel Team in relation to an appropriate grade for each support staff post established in the School.
- (ii) Any significant changes in the duties of a post may also be submitted to the LEA to see whether any change in the grading of the post is appropriate.

- (iii) If, following a grade assessment, a change of grade is implemented the change be effective from the first day of the month following the assessment.

### **Position on Common Salary Scale**

Although there is now a common pay spine for manual and APT&C staff, the LEA still operates its existing grading structure. Manual workers have been absorbed onto the pay spine at a fixed point.

- (i) The starting salary of a newly appointed employee with no prior relevant experience will normally be the minimum of the advertised scale.
- (ii) The starting salary of a newly appointed employee with previous, recent experience may be above the minimum point if the experience is relevant to the position being offered. (Such previous relevant experience must be within the last three years must be corroborated in writing by, e.g. the previous employer).
- (iv) For previous relevant experience, the starting salary may be increased by one point for each two/three years of relevant experience up to a maximum of three increments.
- (v) Staff moving from the APT&C conditions to the common pay spine will be paid at the next higher incremental point above the salary previously paid, providing that this does not exceed the limit of the scale.
- (vi) Staff moving from the Manual Conditions of Service are paid on fixed salary points within the common pay spine. The Governing Body does not therefore have discretion about salary level.

Some examples of experience considered relevant are detailed below:

#### **Clerical and Administrative Staff**

- Clerical Experience
- Administrative Experience
- Financial Experience
- Experience of working with Information Technology

#### **Nursery Nursing**

- Nursery Nurse/Early Years Experience
- Nursing Experience
- Play Group Leader Work

#### **General**

- Education Welfare
- Social Services - Child Related
- Child related experience in an education environment

#### **Technical**

- Industrial Experience specifically related to the duties of the post.

### **Incremental Progression And Acceleration**

- (i) Incremental progression on the salary scale is payable annually, on 1st April of each year, until the maximum of the scale is reached. If the officer has less than 6 months service in the grade by the 1st April he/she will be granted the first increment six months after the appointment, promotion or regrading.
- (ii) Incremental progression may be accelerated if a recommendation (on the grounds of special merit or ability) is made by the Headteacher and is subsequently approved by the Governing Body. The award of accelerated increments will not affect the award of the annual increment if the maximum of the scale has not been reached.

### **Withholding an increment**

- (i) The Governing Body will only use an agreed and implemented Performance Management System or Disciplinary and/or Capability Procedures before considering evidence to accelerate or withhold an increment.
- (ii) Any withheld increment may be restored (but not backdated) if performance or conduct meets targets/requirements set by the disciplinary process and achieved in the required time frame.
- (iii) Prior to the introduction of any Performance Management System, full consultation will be undertaken with employees and Trade Unions.

### **Determining And Defining The Hours of Employment**

- (i) Support Staff have contracts which identify the total hours which they are required to work.
- (ii) For staff working less than full time, the annual number of hours to be worked will be those determined to support the School's aims/objectives, development plan and needs.
- (iii) The distribution and/or deployment of the annual number of hours is as stated in the advertisement for each post and in the contract of employment, e.g. 37 hrs per 41 weeks a year. The annual leave entitlement is taken as agreed with the Headteacher.
- (iv) The working hours may be varied to suit the needs of the School after appropriate consultation with the employee(s) concerned.

### **Authorising And Paying For The Working Of Additional Hours**

- (i) The hours worked (and a corresponding change in contract terms) by a member of the support staff may be increased contractually by negotiation, subject to agreement by the Governors.
- (ii) Additional hours for a specific task may be approved and paid for (within agreed budget provisions) or time off in lieu arranged.
- (iii) The discretion to vary hours on a temporary basis is delegated to the Headteacher subject to the maximum temporary increase not exceeding 100 hours per annum.
- (iv) If the Governors require that additional hours be worked on a short-term basis, payment is processed as additional hours at the plain time rate for staff working less than full time - unless the extra hours exceed full time hours at which point overtime rates of pay will apply. For full time employees, payment

of extra hours must be paid on the basis of overtime with the appropriate enhancements of pay as per National Conditions of Service.

### **Awarding Honoraria Payments**

- (i) The Governors may award honoraria for specific duties/responsibilities undertaken which are over and above the job description of the post.
- (ii) This discretion is exercised by the Governors on the Headteacher's recommendation and will not normally exceed £100.

### **Authorising Leave of Absence For Reasons Other Than Personal Sickness**

- (i) Requests for leave of absence for reasons other than personal sickness are considered in the context of the relevant LEA local conditions of service.
- (ii) Leave may be granted with or without pay.

## **SECTION 8. PAY RECORDS**

Governors keep records of the agreed level of payment for each member of staff, along with the detail of any points allocated to teachers; details of objectives to be achieved on an ongoing basis should be recorded. This information may be required by the Pay Review Committee and by a group of Governors involved in considering a grievance about pay.

## **SECTION 9. APPEALS**

All notices of the Pay Review Committee's decision will advise members of staff of the procedures if they are dissatisfied with the content of their statement. Firstly, within ten working days of receiving a statement a member of staff may request, in writing, to make a representation to the Pay Review Committee in person and/or with a friend or associate/trade union representative. This meeting will take place as soon as possible after receiving the request to meet with the Pay Review Committee and the decision communicated to the member of staff in writing shortly after the meeting.

In the event of continued dissatisfaction with the decision of the Pay Review Committee the member of staff may submit a formal appeal to the Governors' Appeal Panel. The member of staff must inform the Headteacher and the Clerk to the Governing Body in writing of their intention to appeal within ten working days of receiving the subsequent decision of the Pay Review Committee.

Any member of staff making representations to the Pay Review Committee or the Governors' Appeal Panel will be entitled to be accompanied/represented by a friend or associate/trade union representative.

A Governors' Appeal Panel made up of Governors as described in Section 3 will convene as soon as possible after the receipt of the appeal notice. The decision of

the Governors' Appeal Panel will be final, and will be reported back to the Pay Review Committee and communicated to the member of staff concerned within a week of hearing the appeal.

It is expected that the Complaints Procedure will be used only where a member of staff believes the Pay Policy and Procedure have not been properly applied or where issues of equal pay arise. Dissatisfaction with a decision, which has been properly reached, would not be a legitimate cause for invoking the Complaints

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