



Osmotherley Primary School

Pay Policy

The governing body of Osmotherley Primary School adopted this policy on 28th November 2022 and will review it on 28th November 2024.

The School Teachers' Pay and Conditions Document ("The Document") requires schools and local authorities to have a pay policy which sets out the basis on which they determine teachers' pay; the date by which they will determine the teachers' annual pay review; and the procedures for determining appeals.

Schools and local authorities must stay within the legal framework set out in the Document and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection).

All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability.

Pay and appraisal policies should always be clear on the need to eliminate unnecessary bureaucracy when making appraisal and pay decisions, including, for example, in making sure the use of evidence is proportionate.

Model policy for determining teachers' pay

The governing body of Osmotherley Primary School adopted this policy on 28th November 2022 and will review it on 28th November 2024.

INTRODUCTION

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) which has been consulted on with staff and/or the recognised trade unions.

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality teacher workforce
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.

Pay decisions at this school are made by the Resources Committee of the governing body.

PAY REVIEWS

The governing body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and 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.

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. 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

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. In making such determinations, the governing body may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- the wider school context

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

PAY PROGRESSION BASED ON PERFORMANCE

(Since September 2013, teachers on the main scale no longer receive annual increments. Performance-related progression should now be the basis for all pay decisions)

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy. Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations that they contain. (In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.)

To be fair and transparent, assessments of performance will be properly rooted in evidence whilst being proportionate to be able to support robust decisions.

In this school we will ensure fairness by ensuring that objectives and assessments are consistent. We will minimise the impact on workload for individual teachers, subject leaders and headteachers throughout the process. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. The evidence we will use will be proportionate and include evidence of alteration to long-term memory and pupils' success in reaching intended endpoints. Reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be

made by the governing body, having regard to the appraisal report and taking into account advice from the head teacher. The governing body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels. Consideration will be given to the following:

- measures of performance
- levels of performance required for progression to be awarded
- How progression will be differentiated – so that the very highest performers can progress faster.) (Examples of the different approaches that schools could take, e.g. absolute performance measures, relative performance measures or a combination of both, are provided in an appendix to this policy)

In this school, judgements of performance will be made against teachers' standards and agreed objectives chosen in discussion at performance management interviews and teachers will be eligible for pay progression if the minimum expectations are met for the different rates of pay progression and whether the criteria to be used will be met.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

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 they wish to apply to be paid on the upper pay range. Applications may be made at least once a year, by the end of the academic year. 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. All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the previous three years. Applications should be made to the head teacher using a standard form (see Appendix 1).

The Assessment

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 are substantial and sustained.

For the purposes of this pay policy:

- 'highly competent' means is an effective teacher and the children they have taught remember the essential knowledge and reach endpoints, even if there are barriers to their learning. In addition, they should be able to confidently lead and support staff members e.g. provide coaching and mentoring, and make a contribution to the wider school.
- 'substantial' means of real importance, validity or value to the school; they play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning);

and

- ‘sustained’ means e.g. maintained continuously over a long period e.g. 5 number of school years).
- The application will be assessed, transparently and equitably, by the headteacher and the governing body to make the final determination.

Processes and procedures

The assessment will be made within 15 working days and then the applicant will receive a response to their application. If successful, applicants will move to the upper pay range from a date decided by the head teacher and governing body, including where on the upper pay range a successful teacher will be placed, and, if teachers can start further up the range, insert how their position on the upper pay range will be decided in a fair and consistent way based on considerations including:

- the nature of the post and the responsibilities it entails
- the level of qualifications, skills and experience of the teacher.

If unsuccessful, feedback will be provided by the headteacher within 10 working days of decision, in person or on the phone. 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

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 fulltime teacher in an equivalent post.

SUPPLY TEACHERS

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.

MONITORING THE IMPACT OF THE POLICY

The governing body will monitor the outcomes and impact of this policy on a biannual basis including trends in progression across specific groups of teachers to assess its effect and the school’s continued compliance with equalities legislation.